ASL 139 Course Outline as of Fall 2013

CATALOG INFORMATION

Dept and Nbr: ASL 139   Title: SIMULTANEOUS INTERP II
Full Title: Simultaneous Interpreting II
Last Reviewed: 4/21/2008

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00   Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
This course solidifies practical student skill to simultaneously interpret between ASL and English. The course will continue practice with simultaneous interpreting and introduce transliteration.

Prerequisites/Corequisites:
Course Completion of ASL 137 and ASL 138 or the equivalent.

Recommended Preparation:
Completion of ASL 130 or equivalent.

Limits on Enrollment:

Schedule of Classes Information:
Description: A culmination of simultaneous interpreting processes and transliteration between ASL and English   (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ASL 137 and ASL 138 or the equivalent.
Recommended: Completion of ASL 130 or equivalent.
Limits on Enrollment:
Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: **Area**   Effective: Inactive:
CSU GE: **Transfer Area**   Effective: Inactive:

IGETC: **Transfer Area**   Effective: Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Upon completion of this course, students will be able to:
1. Demonstrate the Colonomos' Pedagogical Model of Interpretation in several simultaneous and transliteration interpreting situations.
2. Demonstrate the Gish Information-Processing Model of interpretation in several simultaneous and transliterating interpreting situations.
3. Synthesize advanced cognitive processing skills, such as memory, chunking, decalage techniques, and multi-tasking.
4. Describe and demonstrate the overall process of simultaneous interpreting and transliteration between English and ASL.
5. Analyze and accurately interpret varying discourse styles and texts in English and ASL.
6. Utilize various self-assessment tools for the interpreting process: comprehension, transference and reformulation.

Topics and Scope:

I. The Colonomos Pedagogical Model of ASL-English Interpreting
  A. Basic structure of model
  B. Tools used within the model
  C. Breakdown tasks in the model
II. The Gish Information-Processing Model
  A. Identifying elements of source and target texts
    1) Goals
    2) Themes
    3) Objectives
    4) Units
    5) Details
  B. Application of the model in actual interpreting situations
III. Cognitive Processes and Tools and their application to ASL-English
  Interpreting
  A. Memory

B. Multitasking
C. Identification of pre-chunked texts
D. Self-chunked texts
E. Processing time - decalage
F. Monitor the target language message for accuracy
IV. The Simultaneous and Transliteration Interpreting Processes
    A. Impact of various models
    B. Application of models and techniques to the interpreting process
    C. Variations in discourse styles
V. Discourse styles
    A. Narrative
    B. Expository
    C. Inquiry
    D. Argument
VI. Self-assessment tools and revising interpreted texts
    A. The five-step follow-up process
        1) Observation
        2) Selection
        3) Analysis
        4) Assessment
        5) Action
    B. Incorporation of guided self-assessment techniques

Assignment:

1. Assessment through written reports identifying strengths and weaknesses presented in class in the form of presentations.
2. Creating weekly written goals to improve areas that need strengthening
3. Applying written goals to weekly exercises to interpreting process
4. Record or present 5-6 simultaneous selections from spoken English to ASL or vice versa
5. Record or present 5 -6 selections to transliterate from ASL to spoken English or vice versa
6. Locate stimulus material for interpreting across four types of discourse styles
7. 5-6 Self-assessment reports of the 5-6 simultaneous and transliterating samples
8. 1-3 short essay exams
9. Participation in classroom activities
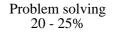
Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written reports	Writing 15 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Interpretations, transliterations, self-assessment, presentations	Problem solving 20 - 25%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

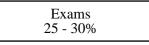|	
Simultaneous interpreting and transliterating demos	Skill Demonstrations 20 - 25%

Exams: All forms of formal testing, other than skill performance exams.

Short essay exams	Exams 25 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class participation	Other Category 5 - 15%

Representative Textbooks and Materials:
Instructor prepared materials
Simultaneous Interpreting from English by Carol J. Patrie. DawnSign Press
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