

**ASL 140 Course Outline as of Spring 2009****CATALOG INFORMATION**

Dept and Nbr: ASL 140 Title: PRACTICUM I

Full Title: Interpreting Practicum I

Last Reviewed: 9/15/2008

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:**

In this course students will become proficient in Vygotskian process mediation and simultaneous interpretation between ASL and English.

**Prerequisites/Corequisites:**

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: In this course students will become proficient in Vygotskian process mediation and simultaneous interpretation between ASL and English and well versed in interpreting business standards. (Grade or P/NP)

Prerequisites/Corequisites: 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:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Effective:	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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**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. Synthesize knowledge of Colonomos' Pedagogical Model of Interpretation and the Gish Information Processing Model in several simultaneous interpreting situations.
2. Incorporate advanced cognitive processing skills while simultaneously interpreting.
3. Produce interpreted simultaneous text with 80% accuracy.
4. Interpret across discourse styles in both English and ASL.
5. Synthesize Vygotsky's self-assessment tools into a concise analysis of the interpreting process.
6. Apply the Demand Control Theory when faced with problematic situations while interpreting.
7. Enhance their English vocabulary.
8. Prepare a professional portfolio of their work.
9. Demonstrate knowledge and apply the use of Vygotskian-like interview questions after rendering a message in order to write their own self-paced modules.
10. Develop their own self-paced modules for continued growth in the interpreting field.
11. Satisfy mentorship placement by providing Interpreting Services on SRJC campus. Each mentee will be placed with an experienced mentor from Disability Resources Department Interpreting Services. Mentorship hours are required to be completed during the semester.

### **Topics and Scope:**

- I. The Colonomos Pedagogical Model of ASL-English Interpreting.
  - A. Model synthesis
  - B. Apply with proficiency the tools used within the model
  - C. Apply the model across all actual interpreting situations
- II. The Gish Information-Processing Model: Synthesis of model elements of source and target texts
- III. Cognitive Processes and Tools and their synthesis to ASL-English  
Interpreting: Attend to development of internal monitor and external feedback (audience)
- IV. The Consecutive and Simultaneous Interpreting Processes

- A. Incorporate with ease the various models
- B. Variations in discourse styles
  - 1. Narrative
  - 2. Expository
  - 3. Inquiry
  - 4. Argument
- V. Interpret texts from source language to target language.
  - A. Standards of accuracy.
  - B. Required competency.
- VI. Incorporation of Vygotsky's guided self-assessment techniques in individual, & team interpreting situations
  - A. Self-observation
  - B. Root Pattern
  - C. Self-analysis
  - D. Self-assessment
  - E. Create action plan
  - F. Follow action plan
- VII. Portfolio Sections to be prepared include:
  - A. Cover letter
  - B. Mission Statement
  - C. Interpreting Samples on DVD
  - D. Resume
  - E. Invoices
  - F. Business Cards
  - G.3 Letters of Reference
- VIII. Mentorship includes actual interpreting hours. The requirement is sixty hours for the semester in addition to coursework. Three hours are required each week.
  - A. Schedule regular meetings with Mentor
  - B. Plan to observe mentors on the job
  - C. Plan to schedule interpreting work with the DRD Interpreting Services scheduler.

**Assignment:**

1. Solidify through self-assessment strengths and weaknesses of the interpretation process.
2. Create weekly goals to improve areas that need strengthening in professional journal.
3. Perform weekly exercises to strengthen processing and overall interpreting skills both in class and as assigned.
4. Students will work in an English enhancing workbook weekly.
5. Preparation of 3-5 simultaneous selections from ASL to spoken English.
- 6 Stimulus material for interpreting will be across four types of discourse styles.
7. Self-Assessment reports include Vygotskian approaches to the work analyzing the work and pointing out Demands and Controls in the situation.
8. 1-3 essay exams
9. 2-4 performance exams which measure accuracy of interpretation.
10. Students will compile their work in a portfolio throughout the semester.
11. Students will bring situations into classroom from Mentorship experience for discussion and feedback.

## 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 in ASL and English, self-assessment of strength and weaknesses, developing weekly goals

Problem solving  
20 - 25%

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

Simultaneous interpreting demonstrations, classroom presentations, performance exams

Skill Demonstrations  
20 - 25%

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

Written exams

Exams  
25 - 30%

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

Class participation, Portfolio

Other Category  
15 - 20%

## Representative Textbooks and Materials:

1100 Words You Need to Know, (5th). Murray Bromberg and Melvin Gordon  
Barron's Educational Series: 2008

Interpretation Skills: English to American Sign Language. Marty Taylor  
Interpreting Consolidated: 1993 (Classic)

Instructor prepared materials.