

ASL 141 Course Outline as of Spring 2009**CATALOG INFORMATION**

Dept and Nbr: ASL 141 Title: PRACTICUM II

Full Title: Interpreting Practicum II

Last Reviewed: 9/29/2008

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:

Through additional mentorship, students will continue application and exemplify proficiency in Vygotskian process mediation, simultaneous interpretation between ASL and English, and applying business standards.

Prerequisites/Corequisites:

Course Completion of ASL 130, 139 and 140.

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

Description: Through additional mentorship, students will continue to practice Vygotskian process mediation, simultaneous interpretation between ASL and English, and applying business standards. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 130, 139 and 140.

Recommended:

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:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	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 both the Colonomos' Pedagogical Model of Interpretation and the Gish Information Processing Model in several simultaneous interpreting and transliterating situations.
2. Incorporate advanced cognitive processing skills while simultaneously interpreting.
3. Produce interpreted simultaneous text at a professional standard of accuracy. .
4. Interpret across discourse styles in both English and ASL.
5. Synthesize and apply Vygotsky's self-assessment tools.
6. Apply Vygotskian interview questions after rendering a message.
7. Develop their own self-paced modules for continued growth in the interpreting field.
8. Develop and present portfolio.

Topics and Scope:

- I. The Colonomos Pedagogical Model of ASL-English Interpreting.
 - A. Model synthesis
 - B. Tools used within the model
 - C. Application across actual interpreting situations
- II. The Gish Information-Processing Model: Synthesis of model elements of source and target texts
- III. Cognitive Processes and Tools and ASL-English Interpreting: Internal monitor and external feedback
- IV. Consecutive and Simultaneous Interpreting Processes Models
 - A. Narrative
 - B. Expository
 - C. Inquiry
 - D. Argument
- V. Vygotsky's guided self-assessment techniques in individual and team interpreting situations.
 - A. Root pattern

- B. Self-analysis
 - C. Action plans
 - D. Implementing action plan
- VI. Portfolio Development
- A. Cover letter
 - B. Mission statement
 - C. Interpreting samples on DVD
 - D. Resume
 - E. Invoices
 - F. Business Cards
 - G. Letters of reference
 - H. Portfolio presentation
- VII. Mentorship requirements

Assignment:

1. Self-assessment reports: strengths and weaknesses of the interpretation process
2. Weekly goals to improve areas that need strengthening in a professional journal
3. Weekly exercises to strengthen processing and overall interpreting skills both in class and as assigned
4. Weekly English enhancing workbook assignment
5. 3-5 simultaneous selections from ASL to spoken English
- 6 Stimulus material for interpreting across four types of discourse styles
7. Self-Assessment reports including Vygotskian with situational demands and controls
8. 1-3 essay exams
9. 2-4 performance exams which measure accuracy of interpretation
10. Class participation and DVD portfolio
11. Presentation of mentorship experiences

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 reports, presentations from mentorship

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 and DVD portfolio

Other Category
5 - 15%

Representative Textbooks and Materials:

Toward Competent Practice: Conversations With Stakeholders. Witter-Merithew, Anna and Johnson, Leilani J. Registry of Interpreters for the Deaf, Inc: 2005 (Classic)

Instructor prepared materials