

ASL 130 Course Outline as of Spring 2011**CATALOG INFORMATION**

Dept and Nbr: ASL 130 Title: INTRO TO SIGN LANG INTER
 Full Title: Introduction to the Sign Language Interpreting Profession
 Last Reviewed: 11/14/2005

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

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:

Provides students with an overview of the American Sign Language/English interpreting profession, including the goals, principles and practices of interpreters, and the dynamics of the interpreting process. Students will examine their own personal and interpersonal values, skills, strengths and weaknesses and how these affect their roles as professional interpreters.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of ASL 3

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

Description: Overview of American Sign Language/English interpreting profession and the dynamics of the interpreting process. Student self-assessment with respect to working as a professional interpreter. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of ASL 3

- 4. Cultural mediator
- 5. Other models
- B. Exploration of the theory and practice of the interpreting process
- C. Skills and competencies required by/for the interpreting process
- D. The interdisciplinary nature of interpreting
- E. Types of interpreting and interpreter settings
- F. The ethics of interpreting
- G. Career opportunity exploration including national certification and the process to becoming a certified interpreter.
- III. Cultural Considerations
 - A. Comparing cultures: Deaf, hard of hearing, hearing and Coda
 - B. An exploration of diversity
 - C. What is cultural competence?
 - D. A multicultural framework for interpreters
- IV. Aspects of sign language interpreters: Analysis and self-examination
 - A. Values
 - B. Attitudes
 - C. Experiences
 - D. Interpersonal skills
 - E. Personal strengths and weaknesses
 - F. Self Care
- V. Aspects of Deaf and hearing consumers of interpreting services
 - A. Text analysis of selected passages by each consumer group
 - B. Paraphrasing from English to English
 - C. Paraphrasing from ASL to ASL
 - D. Translating from English to ASL
 - E. Translating from ASL to English

Assignment:

- 1. Journal writing
- 2. Reports on guest lecturers, panel discussions, interpreting event and Deaf lectures
- 3. Using Venn diagrams to identify self-membership in associative cultures
- 4. Performing self-assessment of English and ASL language skills
- 5. Participating in diagnostic assessments of ASL and English language features
- 6. Viewing and discussing videotapes of signing across cultures
- 7. Paraphrasing activities involving English-English and ASL-ASL
- 8. Analyzing discourse and text samples
- 9. Analyzing and identifying registers in ASL and English
- 10. Demonstrating translations of short texts in English and ASL
- 11. Quizzes and tests (3-5 per semester)

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.

Journal writing and written reports

Writing
15 - 20%

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

Venn diagrams, performing self assessments

Problem solving
20 - 25%

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

Class performances, Paraphrasing, translations

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.

Attendance, Class participation

Other Category
5 - 15%

Representative Textbooks and Materials:

Understanding Deaf Culture, Ladd, Paddy, Intercultural Press, 2002.

Sign Language Interpreting: A Basic Resource Guide, Newman-Solow, Sharon,

National Association of the Deaf Press, 1981.

Instructor Prepared Materials