ASL 134 Course Outline as of Spring 2007

CATALOG INFORMATION

Dept and Nbr: ASL 134   Title: CONSECUTIVE INTERPRET I
Full Title: Consecutive Interpreting I
Last Reviewed: 12/18/2006

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 introduces models of translation and interpretation between ASL and English, demonstrates practical applications of various cognitive processing skills to the translating and interpreting process and helps develop knowledge and skills used in consecutive interpreting situations.

Prerequisites/Corequisites:
Course Completion of ASL 131 and Course Completion of ASL 132

Recommended Preparation:
Completion of ASL 130 or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: This course introduces models of translation and interpretation between ASL and English, demonstrates practical applications of various cognitive processing skills to the translating and interpreting process and helps develop knowledge and skills used in consecutive interpreting situations. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ASL 131 and Course Completion of ASL 132

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. Describe the Colonomos' Pedagogical Model of Interpretation and demonstrate the use of this model in several consecutive interpreting situations.
2. Synthesize advanced cognitive processing skills such as memory, acuity and discrimination, delayed repetition, word and phrase level pattern inference, and decalage techniques and apply them to a variety of interpreting situations.
3. Articulate the Gish Information-Processing Model of interpretation and and demonstrate the use of this model in several consecutive interpreting situations.
4. Articulate the proposed Giles' translation and effort models and demonstrate them in several translation and consecutive interpreting situations.   .
5. Describe and demonstrate the overall process of consecutive interpreting between English and ASL.
6. Identify the discourse styles of varying English and ASL texts and use translation techniques to create an accurate version in the counterpart language.
7. Synthesize various self-assessment tools into a concise analysis of comprehension, transference and reformulation of messages as elements of the interpreting process.

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 of the various tasks that are part of the model
D. Using the model in actual interpreting situations
II.   Cognitive Processes and Tools and their application to ASL-English Interpreting
A. Memory
B. Delayed repetition
C. Intralingual skills
D. Inference
E. Processing time
F. Monitor the target language message for accuracy
G. Using cognitive processes and tools in interpreting situations
III.   The Gish Information-Processing Model
A. Identifying elements of source texts
1. Goals
2. Themes
3. Objectives
4. Units
5. Details
B. Incorporating the model into actual interpreting situations
IV.   Giles' Proposed Translation Model (1994) and Effort Model (1995)
A. Description of the model
B. Analysis of elements
C. Actual translations
1. ASL (videotext or DVD) to Written English
2. Written English to ASL
3. Incorporate into consecutive interpreting exercises
V.   The Consecutive Interpreting Process
A. Impact of various models
B. Application of models and techniques to the interpreting process
C. Variations in discourse styles
D. Demonstration in actual interpreting situations
VI.   Self-assessment tools and how they can be used in revision of the interpretation
A. The five-step follow-up process
1. Observation
2. Selection
3. Analysis
4. Assessment
5. Action
B. Use of professional models and language to describe students' work
C. Analyzing an interpreted work in terms of both process and product

Assignment:

1. Self-assess and identify strengths and weaknesses according to the various models of translation and interpretation.
2. Create written weekly goals to improve areas that need strengthening.
3. Perform progressively more difficult weekly exercises to strengthen processing and inter-lingual skills.

4. Prepare 3-5 translations of texts ranging from one paragraph to ten pages from written English to ASL.
5. Prepare 3-5 translations of ASL video clips ranging from 5-45 minutes in length from ASL to spoken English.
6. Make presentations comparing four types of discourse styles.
7. Develop and present reports analyzing the organizing elements of 4-5 text samples.
8. Develop and present demonstrations of applications of the steps involved in consecutive interpreting.
9. Participate in four written exams.
10. Participate 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.

Translation, self-assessment, class presentations	Problem solving 20 - 25%

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

Translations, consecutive interpreting demos	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	Other Category 5 - 15%

Representative Textbooks and Materials:
Textbooks:
CONSECUTIVE INTERPRETING FROM ENGLISH STUDENT WORKBOOK. Patrie, Carol J.
 Dawn Sign Press: 2004.
Selected Readings:
MEANING BASED TRANSLATION, Second Edition. Larson, M. University Press of
 America, Lanham, MD: 1998.
INTERPRETING FOR INTERNATIONAL CONFERENCES, Seleskovitch. Pen and Booth.

Washington, D.C.: 1978