

CATALOG INFORMATION

Dept and Nbr: ASL 138

Title: INTERP DIVERSE SETTINGS

Full Title: Interpreting Across Diverse Settings

Last Reviewed: 12/3/2007

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:
Students will acquire techniques for interpreting in various settings such as: education, medicine, legal, and community. Populations include: multicultural, deaf and blind populations. Students will perform simultaneous interpreting from ASL to English and English to ASL across discourse styles including: inquiry, narrative, expository, and argument.

Prerequisites/Corequisites:
Course Completion of ASL 135

Recommended Preparation:
Completion of ASL 130 or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: Students will acquire techniques for interpreting in various settings such as: education, medicine, legal, and community. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ASL 135
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 appropriate aspects of cultural competence while interpreting cross-culturally.
2. Identify, discuss, and apply techniques used when interpreting across discourse styles such as inquiry, narrative, expository, argumentative texts.
3. Describe and demonstrate the overall process of team interpreting across discourse styles including with deaf/hearing dyads.
4. Interpret short and medium-length examples of varying texts and discourse styles in either English or ASL creating an accurate version in the counterpart language with 75% accuracy.
5. Synthesize and incorporate 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. Interpreting in culturally diverse situations

- A. Cross-cultural materials from the National Multicultural Interpreter Project
- B. Cross-cultural linguistic variation into interpreting processes
- C. African American Deaf people
- D. Asian Deaf people
- E. Latino Deaf people
- F. Native American Deaf people
- G. Gay, Lesbian, Bisexual and Transgendered Deaf people

II. Interpreting different discourse styles in medical, educational, community and legal settings

- A. Inquiry
- B. Narrative
- C. Expository
- D. Persuasive

III. Effective team interpreting techniques in simultaneous interpreting processes

- A. Deaf/Hearing interpreting teams
- B. Hearing teams
- C. "Feeding" the working interpreter
- D. Switching techniques

IV. Self-assessment tools for interpreted texts

- A. The five-step follow-up process
 - 1) Observation
 - 2) Selection
 - 3) Analysis
 - 4) Assessment
 - 5) Action
- B. Analyzing an interpreted work in terms of both process and product
- C. Guided self-assessment techniques

Assignment:

- 1. Interpreting across diverse settings by exposure to multicultural scenarios through visual media and/or speakers.
- 2. Weekly exercises out of class to incorporate overall techniques into the interpreting process effectively.
- 3. 3-5 simultaneous interpretations from spoken English to ASL (classroom presentation)
- 4. 3-5 simultaneous interpretations from ASL to spoken English (classroom presentation)
- 5. Self-Assessment reports, written and live, pointing out successful and less successful aspects of 3-5 simultaneous samples
- 6. Demonstrations and application of the steps involved in simultaneous interpreting
- 7. Written exams
- 8. Performance 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 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	Other Category 5 - 15%

Representative Textbooks and Materials:

Interpretation Skills: English to American Sign Language by Marty Taylor Ph.D. (1993)
 Interpreting Consolidated ISBN 0.9697792-4-0 (classic)

Interpretation Skills: American Sign Language to English by Marty Taylor Ph.D. (1993)
 Interpreting Consolidated ISBN 0.9697792-0-8 (classic)

Instructor prepared materials

National Multicultural Interpreter Project (online materials)