ASL 142 Course Outline as of Spring 2009

CATALOG INFORMATION

Dept and Nbr: ASL 142   Title: CAPSTONE:ASL/ENGL INTERP
Full Title: Capstone Course in ASL/English Interpreting
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:
Students will synthesize and integrate their ASL interpreting proficiencies for diverse discourse styles and situations while applying interactional competencies individually and in teams.

Prerequisites/Corequisites:
Course Completion of ASL 139

Recommended Preparation:
Completion of ASL 130 or equivalent.

Limits on Enrollment:

Schedule of Classes Information:
Description: Students will synthesize and integrate their ASL interpreting proficiencies for diverse discourse styles and situations while applying interactional competencies individually and in teams. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ASL 139
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. Synthesize skill and knowledge of the Colonomos' Pedagogical Model of Interpretation and the Gish Information Processing Model in several simultaneous interpreting and transliterating (English-like signing) situations.

2. Produce simultaneously interpret in ASL or English on an individual basis with 85% accuracy.

3. Demonstrate successful interpretation between ASL and English in a variety of discourse styles and interpreting situations.

4. Examine and continue to improve their cultural and interactional competences (I.C.) framework.

5. Work with Deaf and hearing teams to produce simultaneously interpreted text materials in ASL or English with 85% accuracy.

Topics and Scope:

I. Interpreting Models
 A. The Colonomos' Pedagogical Model of ASL-English Interpreting
 B. The Gish Information-Processing Model
 C. Synthesis of interpreting in both source language and target texts
II. Interpreting texts
   A. Source language: ASL; Target language: English
   B. Source language: English; Target language: ASL
   C. Transliteration: Source Language: English; Target language: English-like signing
   D. Standard of accuracy
   E. Required competency

III. Variations in discourse styles
   A. Types of interpreted situations
     1. Inquiry
     2. Narrative
     3. Expository
     4. Argument
   B. Range and difficulty of interpreting styles
     1. Simultaneous interpreting
     2. Transliterating
IV. Cultural and Interactional Competencies
   A. Examining personal issues
   B. Unlearning "isms"
   C. Becoming aware of personal "filters"
   D. Working with people of diverse backgrounds
   E. Post-interpreting-task self-assessment processes
V. Working with Deaf - Hearing Interpreting Teams
   A. Exploring the intersections of this work
   B. Handling cross-cultural Deaf/hearing dyad situations
VI. Successfully Preparing for the Exit Exam

Assignment:

1. 4-6 interpreted assignments of increasing length and complexity with the goal of 85% accuracy between English and ASL and ASL
2. At least four interpreted passages across the following discourse styles: Inquiry (interactive), narrative (monologue), expository and argument.
3. Readings, written reports and dialogue dealing with an on-going exploration of the student's own cultural competence.
4. Role-plays of 4 – 6 interpreting situations which incorporate team interpreting with Deaf and hearing interpreters.
5. 1-3 essay exams
6. 2-4 performance exams, which measure accuracy of interpretation.
7. Final Exam

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, presentations	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, final exam	Exams 25 - 40%

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

Class participation	Other Category 5 - 15%

Representative Textbooks and Materials:
Open Your Eyes: Deaf Studies Talking. Bauman, H-Dirksen L. University of Minnesota Press: 2008
Understanding Whiteness, Unraveling Racism: Tools for the Journey. Helfand, Judy and Lippin, Laurie Thompson Learning: 2001
Instructor Prepared Materials