ASL 131 Course Outline as of Spring 2011

CATALOG INFORMATION

Dept and Nbr: ASL 131   Title: PRE-INTERPRETING SKILLS
Full Title: Pre-Interpreting Skills for Interpreters
Last Reviewed: 4/24/2006

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:
An introduction to pre-interpreting skills such as use of memory, visualization techniques, dual-tasking, cloze skills and discourse styles necessary for the (ASL) American sign language/English interpreting process.

Prerequisites/Corequisites:
Course Completion of ASL 4 (or ASL 2B or ASL 52B or SE 214D)

Recommended Preparation:
Eligibility for English 1A or equivalent and Completion of ASL 130 or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: An introduction to pre-interpreting skills such as use of memory, visualization techniques, dual-tasking, cloze skills and discourse styles necessary for the sign language interpreting process. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ASL 4 (or ASL 2B or ASL 52B or SE 214D)
Recommended: Eligibility for English 1A or equivalent and 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. Articulate ASL concepts and cross-cultural information through the use of appropriate terminology in English.
2. Demonstrate and incorporate skills in text analysis across discourse styles.
3. Apply several different techniques when translating from ASL to English and English to ASL.
4. Identify and discuss the four discourse styles pertinent to ASL and English interpreting.

Topics and Scope:

I.   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
II. Introduction to cognitive processes and tools
    A. Memory
    B. Visualization
    C. Cloze skills
    D. Dual-tasking activities
III. Paraphrase Activities
    A. ASL-ASL
    B. English-English
IV. Text Analysis
    A. Inquiry Text
    B. Expository Text
    C. Narrative Text
    D. Persuasive Text
    E. Other type of texts for review

V. ASL and cross-cultural concepts in English
   A. Rules for social interaction
   B. Norms
   C. Values
   D. Other elements of ASL and cross-cultural concepts
VI. Registers
   A. English
   B. ASL
   C. Comparative English and ASL
VII. Practice with various texts for text analysis skill building
   A. Preparation of texts for assignments
   B. Text analysis
   C. Skill Building
VIII. Current theories in translation
IX. Fluency Building in American Sign Language
   A. Shadowing activities of speakers using ASL
   B. ASL Storytelling skills incorporated
   C. Presentations conducted in ASL

Assignment:

1. Journal writing
2. Paraphrase activities involving English-English and ASL-ASL.
3. Memory, visualization techniques, prediction, cloze skills and dual-tasking exercises individually and in groups.
4. Written translations.
5. Translation from written English to ASL.
6. Translation from ASL to spoken English.
7. Presentation comparing four types of discourses styles.
8. 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.

Journal writing, translations, and written reports	Writing 15 - 20%

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

Translations in ASL or English	Problem solving 20 - 25%

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

Performance exams, Paraphrasing, translations, presentations	Skill Demonstrations 20 - 25%

Exams: All forms of formal testing, other than skill performance exams.

Final exam: Multiple choice; short essay.	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:
Meaning Based Translation, Mildred Larson, 1998, SIL International
Interpreting for International Conferences: Problems of Language and Communication, Danica Seleskovitch, Pen & Booth, (revised), 1994.
Sign Language Interpreting Theory and Practice in Australia and New Zealand, Jemina Napier Della Goswell and Rachel McKee, The Federation Press, 2006.