

ASL 134 Course Outline as of Fall 2013**CATALOG INFORMATION**

Dept and Nbr: ASL 134 Title: CONSECUTIVE INTERPRET 1
 Full Title: Consecutive Interpreting 1
 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 Gish Information-Processing Model of interpretation and explain the use of this model in consecutive interpreting situations.
2. Describe the proposed Giles' translation and effort models and apply them to translation and consecutive interpreting situations between English and ASL.
3. Describe and demonstrate the overall process of consecutive interpreting between English and ASL.
4. Use various self-assessment tools to analyze 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 organizational elements of 4-5 text samples.
8. Develop and present demonstrations of applications of the steps involved in consecutive interpreting.
9. Take 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.

Translations, 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.

4 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:

Consecutive Interpreting From English Student Workbook. Patrie, Carol J. Dawn Sign Press 2009.

Instructor prepared materials