**COURSE OUTLINE OF RECORD**

**Number:** INTR G130  
**TITLE:** Beginning Voice To Sign

**ORIGINATOR:** Kimberly Pascoe  
**EFF TERM:** Spring 2008

**FORMERLY KNOWN AS:**

**DATE OF OUTLINE/REVIEW:** 04-19-2007

**CROSS LISTED COURSE:**

**TOP NO:** 0850.10

**SEMESTER UNITS:** 3.0

**HRS LEC:** 54.0  
**HRS LAB:** 0.0  
**HRS OTHER:** 0.0  
**CONTACT HRS TOTAL:** 54.0

**STUDY NON-CONTACT HRS RECOMMENDED:** 108.0

**CATALOG DESCRIPTION:**
This course reviews the principles, concepts and theories of interpreting and introduces the processes, skills and techniques of interpreting from English to American Sign Language. Both consecutive and simultaneous interpreting are explored. The student will begin the development of skills required to accurately interpret a spoken message into sign language. ADVISORY: Sign G280

**JUSTIFICATION FOR COURSE:**

**PREREQUISITES:**

**COREQUISITES:**

**ADVISORIES:**
- SIGN G280: American Sign Language 3

**ASSIGNED DISCIPLINES:**
  - Sign language, American

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00

**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

**GRADING POLICY:** Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]

**TRANSFER STATUS:** CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[ ]

**BASIC SKILLS STATUS:** Yes [ ] No [X]  
**LEVELS BELOW TRANSFER:** Not Applicable

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable

**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course

**OCCUPATIONAL (SAM) CODE:** C

**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X] Yes [ ] NUMBER REPEATS:

**REQUIRED FOR DEGREE OR CERTIFICATE:** No [ ] Yes [X]  
American Sign Language Interpreting(Associate in Arts)  
Certificate of Achievement American Sign Language Interpreting(Certificate of Achievement)

**GE AND TRANSFER REQUIREMENTS MET:**

**COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:**

1. transliterate in a consecutive manner.
2. transliterate in a simultaneous manner.
3. transliterate a spoken English message into Conceptually Accurately Signed English.
4. identify consumer source language material as English based requiring transliteration.
COURSE OBJECTIVES:
1. Apply the Code of Professional Conduct as stated by the Registry of Interpreters for the Deaf (RID) to Interpreting Situations.
2. Compare and contrast "Interpreting" vs. "Transliterating".
3. Apply basic principles of conceptual accuracy during transliteration
4. Examine the language needs of the deaf consumer.
5. Identify consumer needs for transliteration.
6. Perform a simultaneous transliteration of basic concepts from voice-to-sign.
7. Perform a consecutive transliteration of basic concepts from voice-to-sign.
8. Compare and contrast the various interpreter certifications acceptable in the United States.

COURSE CONTENT:

LECTURE CONTENT:

A. Review Interpreting theories, concepts and principles

B. Interpreting
   1. Role of the interpreter
   2. Models of Interpreting
      a. Gish
      b. Colonomos
   3. Assessing Language needs of the deaf consumer
      a. Assessing minimal language skills clients
      b. Assessing American Sign language based clients
      c. Assessing English based clients
   4. "Interpreting" as it relates to language mode output
   5. Process of listening to spoken English and interpreting it into American Sign Language Interpreting
      a. Modalities
      b. Conveying meaning
      c. Word order/grammatical structure
      d. Time/tense markers
      e. Negation/affirmation
      f. Affect markers
      g. Pronouns
      h. Numbering systems
      i. Facial Expressions
      j. Classifiers
      k. Deletion and expansion techniques for interpreting

C. Transliterating
   1. "Transliterating" as it relates to language mode output
   2. Process of listening to spoken English and transliterating it using conceptually accurate signs
   3. Deletion and expansion techniques for transliteration

D. Interpreting Environment
   1. Issues regarding visual environment
   2. Issues of dress based on the interpreting environment
   3. Knowledge of where the interpreter should be positioned

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:
COURSE ASSIGNMENTS:

Reading Assignments

Text
Website

Out-of-class Assignments

Writing Assignments

1. Take dictation signed by the instructor or from a video tape
2. Written quizzes on vocabulary or grammatical structures
3. Written compositions analyzing topics selected by the instructor
4. Written self-analysis of interpreting abilities
5. Written reports of outside observation assignments

Problem Solving

1. Determine techniques for specific interpreting situations
2. Lag time/processing exercises

Retention skills practice

1. Perform transliteration in front of class
2. Provide analysis and feedback to peers

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Projects (ind/group)
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:

1. Analyzing spoken English and translating into conceptually accurate sign language
2. Determining the mode of transliteration most appropriate for the deaf consumer
3. Role-playing situations typical to transliteration situations incorporating appropriate skills and behaviors
4. Conceptualizing process
   a. Evaluating message intent
   b. Analyzing the linguistic differences between ASL and English
   c. Synthesizing the message intent in a visual medium

Required Writing, Problem Solving, Skills Demonstration:

1. Take dictation signed by the instructor or from a video tape
2. Written quizzes on vocabulary or grammatical structures
3. Written compositions analyzing topics selected by the instructor
4. Written self-analysis of interpreting abilities
5. Written reports of outside observation assignments

Problem Solving
1. Determine techniques for specific interpreting situations
2. Lag time/processing exercises

Retention skills practice
1. Perform transliteration in front of class
2. Provide analysis and feedback to peers

TEXTS, READINGS, AND RESOURCES:

TextBooks:


LIBRARY:

Adequate library resources include:

Comments:

Attachments:
Attached Files