Number: INTR G160  
TITLE: Advanced Sign To Voice

ORIGINATOR: Kimberly Pascoe  
EFF TERM: Summer 2010

FORMERLY KNOWN AS:  
DATE OF OUTLINE/REVIEW: 04-23-2007

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 is a course in advanced processes, skills and techniques of interpreting from American Sign Language into oral English. Both consecutive and simultaneous methods of interpreting will be enhanced. ADVISORY: Interpreting G155

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:
• INTR G155: Beginning Sign to Voice

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[X] 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: B

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)

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

1. analyze consumer language preference and match target language.
2. construct an interpretation from a Signed ASL message into Spoken English using the simultaneous method.
3. construct an interpretation from a Signed ASL message into Spoken English using the consecutive method.
COURSE OBJECTIVES:
1. Apply in-depth knowledge of the Code of Ethics as stated by the Registry of Interpreters for the Deaf (RID) and how it relates to voicing for a deaf consumer.
2. Demonstrate advanced skills of voicing ASL concepts accurately into oral English.
3. Demonstrate advanced ability to voice for the wide variety of signing styles used by Deaf consumers.
4. Demonstrate advanced ability to voice for a deaf consumer using consecutive interpreting.
5. Demonstrate advanced ability to voice for a deaf consumer using simultaneous interpreting.
6. Demonstrate the skills required by various national interpreter certification exams.

COURSE CONTENT:

LECTURE CONTENT:
A. Models of Interpreting
   1. Colonomos model of interpreting
   2. Gish model of interpreting
   3. Bicultural-Bilingual model of interpreting
B. Comprehension of signed discourse
   1. Fingerspelling recognition
   2. Numbers production recognition
   3. Sign recognition
   4. Linguistic Register recognition
   5. Non-manual behaviors and grammar recognition
C. Voiced interpretation
   1. Speech production
   2. Rate of speech
   3. Volume
   4. Sentence boundaries indication
   5. Affect production
   6. Correct English word selection
D. Interpreting process
   1. Visualization skills
   2. Retention skills
   3. Lag-time skills

METHODS OF INSTRUCTION:
A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
Text

Out-of-class Assignments

Writing Assignments
A. Writing
   1. Complete exercises as assigned
   2. Dictation signed by the instructor or from a video tape
   3. Written quizzes on vocabulary or grammatical structures
   4. Written compositions analyzing topics selected by the instructor
   5. Written Self-analysis of interpreting abilities
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:
1. Analyzing of Sign Language and translating it into conceptually accurate spoken English
2. Determining the mode of interpreting most appropriate for the deaf consumer
3. Role-playing situations typical to interpreting situations incorporating appropriate skills and behaviors
4. Identifying ways to interpret ASL idioms
5. Conceptualizing process a. Evaluating message intent b. Analyzing the linguistic differences between ASL and English c. Synthesizing the message intent in a visual medium
6. Observing and analyzing interpreters in various work environments

Required Writing, Problem Solving, Skills Demonstration:
A. Writing 1. Complete exercises as assigned 2. Dictation signed by the instructor or from a video tape 3. Written quizzes on vocabulary or grammatical structures 4. Written compositions analyzing topics selected by the instructor 5. Written Self-analysis of interpreting abilities
B. Problem Solving 1. Retention skills practice 2. Discourse identification practice
C. Skill demonstrations 1. Determining techniques for specific interpret situations 2. Demonstrating of interpreting in front of class

TEXTS, READINGS, AND RESOURCES:
TextBooks:

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files