COURSE OUTLINE OF RECORD

Number: INTR G100   TITLE: Introduction To Sign Language Interpreting

ORIGINATOR: Kimberly Pascoe   EFF TERM: Summer 2010
FORMERLY KNOWN AS:   DATE OF
OUTLINE/REVIEW: 11-21-2006
CROSS LISTED COURSE:   TOP NO: 0850.10
CID:

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 is designed to provide students with the historical and theoretical knowledge of the interpreting profession. Topics include: The history of interpreting, roles and responsibilities of an interpreter, the Code of Ethics, relevant organizations, interpreter skills and competencies, overview of various settings, terminology, the interaction of American Deaf and Hearing Cultures, business practices and systems of evaluation and certification. ADVISORY: Basic knowledge of American Sign Language

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:
• Basic knowledge of American Sign Language

ASSIGNED DISCIPLINES:
Sign language/English interpreting

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

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

GRADING POLICY: Pass/No Pass [X] 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: 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. explain the history of the interpreting profession and identify the key events that helped shape the profession.
2. apply the Interpreters Code of Professional Conduct to several hypothetical situations demonstrating professional decision-making.
3. define and discuss the communication process.

COURSE OBJECTIVES:
1. Describe the history, purpose and importance of the Registry of Interpreters for the Deaf.
2. Define and discuss the communication process.
3. Define and discuss the differences and similarities between deaf and hearing cultures.
4. Identify and discuss interpreting in multicultural communities.
5. Define and apply appropriate terminology related to the field of interpreting.
6. Define the differences between American Sign Language, English and the sign systems on the sign language continuum.
7. Research, identify, and evaluate professional organizations for interpreters.
8. Describe the rights and responsibilities of consumers of interpreting services.
9. Apply the Interpreters Code of Ethics in several hypothetical situations demonstrating professional decision-making.
10. Explain an understanding of the history of the interpreting profession and identify the key events that helped shape the profession.
11. List and discuss the various settings in the field of sign language interpreting.
12. Identify and discuss various certification systems currently used in the field of sign language interpreting.
13. Demonstrate the interpreting process including multi-tasking and monitoring.
14. Define the basic business practices in the field of Interpreting, including the job market, current pay rates, and professional business opportunities.
15. Compare and contrast the models of interpretation.

COURSE CONTENT:

LECTURE CONTENT:

1. The Importance of Communication
   a. The communication process
   b. Message construction
   c. Speaker/Signer goal
   d. Linguistic registers

2. The Influence of Culture on Communication
   a. Definitions of culture
   b. The role of culture
   c. The relationship of culture and language
   d. Cultural identity
   e. Significance for interpreters

3. Working in Multicultural Communities
   a. Interpreting with people who identify primarily with deaf culture
   b. Interpreting with people of different cultural backgrounds

4. Identity and Communication in the Deaf Community
   a. Identity and labeling
   b. The multilingual nature of the deaf community
   c. Contact varieties in sign communication
5. Cultural Frames
   a. Schemas, beneficence and audism
   b. Stereotyping, oppression and the deaf community
   c. Characteristics of oppressors
   d. Viewing people as different

6. Oppression, Power and Interpreters
   a. Power and oppression
   b. The impact of oppression on interpreters
   c. Advocates or Allies

7. The Work of Interpreters
   a. Basic vocabulary
   b. Work related issues and concerns

8. How We Approach Our Work
   a. Helper philosophy
   b. Machine philosophy
   c. Communication facilitation
   d. Bilingual-Bicultural

9. The Challenge of Mediating ASL and English
   a. Modalities
   b. Conveying meaning
   c. Grammatical structure
   d. Time/Tense markers
   e. Negation/Affirmation
   f. Noun/Verb modifiers
   g. Affect markers
   h. Numbering system
   i. Pronouns

10. The Process of Interpreting
    a. Process models
    b. Process multi-tasking and monitoring

11. The History and Professionalization of Interpreting
    a. The history of the interpreting profession
    b. The establishment of the Registry of Interpreters for the Deaf (RID)
    c. Certification of Sign Language Interpreters

12. Principles of Professional Practice
    a. Professional conduct of sign language interpreters
    b. The interpreters Code of Ethics
    c. Learning to make ethical decisions

13. Where Interpreters Work
    a. Educational Settings
    b. Employment Related Settings
    c. Interpreting in Religious Settings
    d. Medical Settings
    e. Legal Settings
    f. Mental Health and Psychiatric Settings
    g. Conferences
    h. Theatrical or Performing Arts Settings
    i. Social Service Settings
    j. Personal Settings
   a. The Job Market
   b. Pay Rates
   c. The Cost of Doing Business
   d. Preparing to do Business
   e. Tax regulations related to independent contractors

METHODS OF INSTRUCTION:

A. Lecture:
B. Tutoring – noncredit:
C. Work Experience:
D. Field Experience:
E. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
1. Required readings from texts as assigned by the instructor.
2. Selected readings about the deaf community and the deaf culture from books, periodicals, or the internet as determined by the instructor.

Out-of-class Assignments

Other assignments may include:
Out of Class Research Paper/Project
Oral Project or Presentation

Writing Assignments
1. Completing exercises and handouts as assigned.
2. Written quizzes on readings and class lectures.
3. Written midterm and final examination.
4. Written compositions analyzing topics selected by the instructor.

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations

Demonstration of Critical Thinking:

Students will demonstrate critical thinking and problem solving by: 1. Discussing and determining the best practice in a particular situation. 2. Applying the Code of Ethics to various situations through class discussions and in-class projects. 3. Applying principles learned to a variety of situations. 4. Discussing strategies to set up an interpreting business.

Required Writing, Problem Solving, Skills Demonstration:

1. Completing exercises and handouts as assigned. 2. Written quizzes on readings and class lectures. 3. Written midterm and final examination. 4. Written compositions analyzing topics selected by the instructor.
TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Syllabus
2. Handouts & Worksheets

LIBRARY:

Adequate library resources include:

Comments:

Attachments:
Attached Files