This course examines the role and responsibilities of an interpreter in varied interpreting settings. The practical aspects of interpreting will be examined and implemented in an effort to prepare students to work in a wide variety of situations and settings. Students will be given opportunities to explore medical, educational, legal and religious, and theatrical settings. ADVISORY: Interpreting G130 or Interpreting G155

JUSTIFICATION FOR COURSE:

PREREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:

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)

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. construct an appropriate English interpretation from a signed message from a Deaf consumer using American Sign Language.
2. construct an appropriate transliteration of a spoken English message into American Sign Language.
3. construct an appropriate interpretation of a spoken English message into American Sign Language.

COURSE OBJECTIVES:
1. Assess the needs of deaf and hard of hearing consumers in various situations and settings.
2. Demonstrate the ability to both interpret and transliterate.
3. Demonstrate situation-specific vocabulary.
4. Compare and contrast the various interpreter certifications necessary for interpreters.
5. Apply the principles of conceptual accuracy during interpretation.

COURSE CONTENT:

LECTURE CONTENT:

A. Professional interpreting in various settings
   1. Language needs of the deaf consumer
   2. Other needs of the deaf consumer (multiple handicapped consumers)
   3. Assess settings and provide solutions to interpreter placement
   4. Needs of the hearing consumer
B. Vocabulary related to specific situations and settings
   1. Medical
      a. Emergency room
      b. Doctor’s office
      c. Optometry
      d. Dental
      e. Mental health
   2. Legal
      a. Law offices
      b. Police department
      c. Courtroom
      d. Social services
   3. Religious
      a. Catholic
      b. Christian
      c. Mormon
      d. Jewish
      e. Other
   4. Government
      a. Social security
      b. Department of Motor Vehicles
      c. Vocational rehabilitation
   5. Employment
      a. Job interviews
      b. Job training
      c. Vocational training programs
      d. Vocational rehabilitation
      e. Job Safety
   6. Performing Arts
      a. Music
      b. Plays
      c. Musicals
      d. Comedy
7. Education
   a. Elementary
   b. Secondary
   c. Higher Education

C. Interpreting processes in professional settings
   1. Interpreting
      a. ASL grammatical structure
      b. Facial expression—both grammatical and emotional
      c. Classifiers
      d. Topic/Comment Structure
      e. Spatial relationships
      f. Non-directional verbs
      g. Directional verbs
      h. Register
   2. Transliterating
      a. English word order
      b. Limited use of ASL structure
      c. Classifiers
   3. Special techniques
      a. Incorporating techniques for introducing new vocabulary
      b. Managing material using both deletion and expansion techniques
      c. Understanding and appropriately incorporate styles of language/register

D. Knowledge and skills of interpreter certifications appropriate for professional interpreters
   1. Registry of Interpreters for the Deaf Interpreter Certification (RID)
   2. American Consortium of Certified Interpreters (ACCI)

METHODS OF INSTRUCTION:

A. Lecture:
B. Work Experience:
C. Field Experience:
D. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Text

Out-of-class Assignments

Writing Assignments

Writing
1. Dictation signed by the instructor or from a video tape
2. Written quizzes on vocabulary or grammatical structures
3. Written short compositions on topics selected by the instructor

Problem Solving
1. Identifying and adjusting target language output.
2. Identifying and adjusting target language register

Skill demonstration
1. Producing signed interpretations in front of class
2. Demonstrating situation specific vocabulary for interpretations
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
Skills Demonstration

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

Required Writing, Problem Solving, Skills Demonstration:

Writing
1. Dictation signed by the instructor or from a video tape
2. Written quizzes on vocabulary or grammatical structures
3. Written short compositions on topics selected by the instructor

Problem Solving
1. Identifying and adjusting target language output.
2. Identifying and adjusting target language register

Skill demonstration
1. Producing signed interpretations in front of class
2. Demonstrating situation specific vocabulary for interpretations

TEXTS, READINGS, AND RESOURCES:
TextBooks:

Other:
1. Role playing in various settings including classroom critique.

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files