



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input checked="" type="checkbox"/>	New Course 3/26/2009
<input checked="" type="checkbox"/>	Effective Date 200970 (for articulation)
<input type="checkbox"/>	COR Revision
<input checked="" type="checkbox"/>	Pre Req/Advisories 3/26/09
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLO 3/4/2009

COURSE SUBJECT & NUMBER: INT 206

COURSE NAME: *Introduction to Sign to English Interpreting (Voicing)

COURSE UNITS: 4 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of or concurrent enrollment in INT 201

Advisory: Eligibility for ENGL 099 and READ 099

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course will provide the student with techniques for sign to voice (voicing) interpreting. This course focuses on the development of sign to voice translation abilities and sign to voice consecutive interpreting. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Translate signed discourse into written English.
2. Create voiced translations from a variety of Sign Language discourses.
3. Select equivalent English terms that effectively represent terms in American Sign Language (ASL).
4. Create voiced interpretations in a consecutive manner from a variety of signed discourses.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Colonomos model of interpreting

- II. Gish model of interpreting

- III. Translation skills
 - a. Short one or two sentence Signed presentations translated to English
 - b. Short Signed stories translated to English
 - c. Longer Signed presentations translated to English

- IV. Consecutive interpreting skills
 - a. Short one or two sentence Signed presentations interpreted into English using consecutive interpreting
 - b. Short Signed stories interpreted into English using consecutive interpreting
 - c. Longer Signed presentations interpreted into English using consecutive interpreting

- V. Research and writing skills will be taught if a research paper is assigned.

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Reading assignments from texts, periodicals, websites, handouts, poetry, and books will be assigned at regular intervals throughout the semester.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Writing assignments may include (but are not limited to): research papers on a related topic in the areas of Deafness, Sign Language, or interpreting. Reaction papers to handouts, texts, periodicals, websites, and books may be assigned. Observation papers may be assigned related to the viewing of Sign Language video/dvd. Students will also incorporate writing skills when creating translations from American Sign Language to English.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will practice techniques learned in class in order to create and enhance Sign to voice skills. Observe a live interpreter and give an oral/written report on what was learned (required)

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.

Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 1

Writing Assignments: 1

Computational Assignments:

Other Assignments: 6

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, Instructor facilitated group discussions and activities, Audio-Visual Aids, video recording.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

In-class presentations demonstrating Sign to voice translation skills. (Objectives 1, 2)

In-class presentations demonstrating consecutive Sign to voice interpreting skills. (Objectives 3, 4)

Video-taped presentations. (Objectives 1-4)

Written translations and interpretations reflecting accurate ASL receptive skills. (Objective 1-4)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Required:

Building ASL Interpreting and Translation Skills: Narratives for Practice – Book/DVD set. Pearson Education, Inc.: 2009. Nanci A. Scheetz.

Signing Naturally Level 3 – Student Workbook and DVD/Video. Dawn Sign Press; 2001. Lentz, Mikos, and Smith
ASL Skills Development – Student Workbook and DVD Dawn Sign Press 2007. Carol J. Patric.

Optional:

VHS/DVD: *ASL Poetry: 1995 Dawn Sign Press, Valli, Clayton.*

Signing Treasures: 1996 Dawn Sign Press, Lynch, Smith, and Mikos.

Sing N' Sign for Fun!: 1996 Hear Song Communications, Gaia

Treasure, Poems by Ella Mae Lentz, The. 1995, Inmotion Press, Lentz, Ella Mae

Other DVD, VHS, CD, Books as approved.