

LS210
Interpretation I
4 Credits

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LS210 Version: 7



Interpretation I

Calendar Description

This course practically applies the discourse analysis and translation skills developed in LS202 to the creation of consecutive interpretations of a variety of English to ASL, ASL to English and interactive texts, and supports the initial acquisition of simultaneous interpreting skills.

Rationale

This course begins with an examination of various models of interpreting, and a practical application of these models to consecutive ASL and spoken English interpretations. Simultaneous and interactive interpreting is introduced in the latter portion of the course. This course also explores linguistic diversity of consumers, and ways in which this diversity impacts consumer needs and the work of the interpreter practitioner. Students build upon knowledge gained and skill acquired in LS202 especially as it pertains to producing an equivalent and accurate message in the target language.

Prerequisites

[LS200](#), [LS202](#), [LS205](#), and [LS225](#)

Co-Requisites

[LS218](#)

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. describe three primary types of interpreting: consecutive, simultaneous and interactive.
2. discuss situations where each might be employed.
3. apply a model of interpreting to the creation of an equivalent and accurate interpretation.
4. demonstrate competence in consecutively interpreting ASL to English texts along the language continuum.
5. demonstrate competence in consecutively interpreting English to ASL texts along the language continuum.

6. demonstrate basic competence in simultaneously interpreting ASL to English, English to ASL, and interactive texts along the language continuum.
7. apply the 10-Step Discourse Analysis Process and stages of translating (preparation, analysis, message transfer, reformulation, and testing) to the interpreting process.
8. develop further comprehension of ASL discourse.
9. develop strategies for monitoring and discussing the work.

Resource Materials

Required Textbook(s):

Patrie, C. J. (2004). *Consecutive interpreting from English*. San Diego, CA: Dawn Sign Press.

ISBN: 0-915035-92-8.

Patrie, C. J. (2016). *Consecutive interpreting from ASL*. San Diego, CA: Dawn Sign Press.

ISBN: 978-1-58121-123-8.

Conduct of Course

This is a 4-credit course which translates into 4 hours per week (or a total of 60 hours) in the classroom, with an additional observational practicum component of 2 hours per week (minimum of 20 hours in total over the term). This course is conducted in spoken English and ASL. Lectures, practice interpretations, class discussion, and observations of working interpreters bring the course content to life. It is expected that students devote as much time as necessary outside of the classroom preparing for in-class discussions and activities.

Students are expected to be active, respectful contributors to classroom dialogue, be considerate in all interactions with others (in and out of the classroom), and take responsibility for their learning and development. Course related questions are addressed during class, or by appointment when necessary.

In preparation for working as a signed language interpreter, it is imperative that students demonstrate strong expressive and receptive skills in both ASL and English. Tutors are available at no charge to students with documented learning disabilities. All students who wish to improve their working command of English or course content may participate, at no charge, in peer assisted study sessions - PASS. Other tutoring services, for example ASL, are available at the student's expense. Finally, there are a number of student success resources including one-on-one coaching and support available online at no charge. For more information on participating in the above-mentioned programs or resources, please contact Lakeland's Accessibility Advisor.

Professional Conduct

Professional identity is cultivated by adhering to the following tenets central to competent interpreting practice: respect, personal accountability, culturally-appropriate dialogue and behaviour, and confidentiality. It is expected that students continue to be mindful of their behaviour and its impact on the environment and others, both in class and during observational

practicum. Practicing these tenets in all interactions contribute to a safe learning environment, and facilitate transference of these behaviours into professional practice.

In addition, it is expected that all students adhere to the guidelines set forth in the Student Handbook, and the Lakeland College Student Policies & Procedures.

Evaluation Procedures

Student progress in this course is evaluated via 2 interpretation assignments (1 ASL-English and 1 English-ASL), a progress check, attendance of observational practicum and weekly submissions of practicum journals, and a final live interpreting assessment.

In addition to formal evaluation, students receive a mark for professional conduct and demeanour in all class related activities. Professional conduct is based on presence and participation during class and observational practicum assignments, timely arrival (15 minutes prior to the start of class and observational practicum assignments), and behaviour and attitude during class lectures, activities and observational practicum assignments. Practicum supervisors will be contacted to offer comments related to student professional conduct.

The weighting for each evaluation measure is listed below.

Professional Conduct (in class, and while on observational practicum)	10%
Interpretation assignments (1 ASL-English & 1 English-ASL interpretation)	40%
Progress Check (written progress check 10%, ASL-English & English-ASL recorded interpretations 5% each)	20%
Observational Practicum attendance (5%) and weekly submission of journal entries (5%)	10%
Final assessment (ASL-English & English-ASL live interpretations 10% each)	20%

Late Assignments:

Late assignments are not accepted.

Grade Equivalents and Course Pass Requirements

A minimum grade of B (3.00) (75-79%) is required to pass this course. A cumulative GPA of B (3.00) is required to qualify to graduate. Students are responsible for monitoring their academic progress and requesting assistance as necessary.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Attendance is considered vital to the learning process and as significant to the students' evaluation as are progress checks and assignments, therefore, absenteeism is recorded. Absence for any reason does not relieve a student of the responsibility of timely completion of course work and assignments.

In keeping with professional standards in the field of signed language interpreting, should a situation arise that prevents a student from attending class, submitting an assignment on time, presenting, or writing a progress check, the student is required to notify the course instructor as far in advance as possible. Should the situation involve an emergency, a medical note or other supporting documentation must be submitted to the instructor or the program facilitator within 24 hours of the absence.

Absence from progress checks or interpreting assessments without a medical certificate/documentation will result in a grade of zero.

In the event of an absence, it is recommended that students follow up with a peer first, then consult the course instructor for additional clarification or questions regarding material covered.

Professional practice requires that students arrive and be prepared for class at least 15 minutes prior to the scheduled start of class.

Students arriving after class commences are considered absent. More than two (2) absences may result in probation. Further absences may result in suspension from the program.

In the event of an absence from observational practicum, students are to inform their observational practicum supervisor and course instructor of the absence as far in advance as possible. The reason for the absence is to be shared in a professional manner, as though this were a paid employment situation. It is the student's responsibility to reschedule the missed observation hours.

If a student fails to arrive 15 minutes early to an observational practicum assignment, he/she will not be permitted to enter the observation - no exceptions.

Instructors have the authority to require attendance in classes and for interpreting observations.

Course Units/Topics

Models of interpreting

Intralingual exercises

Translation review

Bridging to consecutive interpreting

Errors and fidelity in interpreting

Listening and comprehension

Analysis

Memory

Reformulation

Self-monitoring and correction



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