

**LS202**  
**Discourse Analysis & Translation**  
**4 Credits**

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## LS202 Version: 7



# Discourse Analysis & Translation

## Calendar Description

This course introduces two foundational building blocks of interpreting; discourse analysis of English and American Sign Language texts, and the translation of these texts into another language. Acquisition of analysis and translation skills is the first step in learning to interpret; to assess a source message for meaning and then create an equivalent message in a target language.

## Rationale

This is a required course for the Sign Language Interpretation Diploma program. The task of interpreting requires comprehension of the source message and restructuring or reformulation of this message into a target language. This course provides students with a systematic way to analyze a message and determine an equivalent in the target language, prior to learning to interpret.

## Prerequisites

None

## Co-Requisites

[LS200](#) and [LS225](#)

## Course Learning Outcomes

### General Course Goals

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

1. define “discourse” and its role in interpreting.
2. discuss the difference between translation and interpretation, and the importance of translation as a precursor to interpreting.
3. analyze messages for meaning, taking into consideration the contexts in which they occur.
4. reorganize source message content in the target language.
5. formulate linguistically appropriate translations in the target language.

## Resource Materials

### Required Readings:

Patrie, C. J. (2001). *Translating from English*. San Diego, CA: Dawn Sign Press.

**ISBN:** 978-1-58121-100-9 (Workbook and DVD).

Additional readings will be provided

### Recommended Materials:

Cokely, D. & Baker, C. (1991). *American Sign Language: A student text units 19-27*.

Washington, DC: Gallaudet University Press. **ISBN:** 978-0-930323-88-2.

## Conduct of Course

This is a 4-credit course. In an attempt to emphasize and support the bi-lingual nature of interpreting work, this course is conducted in both American Sign Language and English. Lectures, videos, independent work and class discussion are used to integrate the course content. It is expected that students devote as much time as necessary preparing for discussions and activities.

Students are expected to be active, respectful contributors to content 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 maintaining and respecting confidentiality. These tenets are introduced early on in the program with the expectation that students become mindful of their behaviour and its impact on the environment and others. Practicing these tenets in all classroom interactions

contributes to a safe learning environment and facilitates transference of these behaviours into professional practice.

## Evaluation Procedures

Student progress in this course is evaluated via two (2) workbook assignments, a Movie Dialogue Assignment, and two progress checks.

In addition, students receive a mark for professional conduct and demeanour in all course-related activities. In the event personal issues or conflicts arise, it is expected that each student takes responsibility for seeking the external support necessary to resolve them.

The weighting for each evaluation measure is listed below. **No late assignments are accepted.**

Professional Conduct	5%
Workbook Assignments (2)	15%
Movie Dialogue Assignment	25%
Progress Check #1	25%
Progress Check #2	30%

See the course schedule for due dates.

## 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	4.0

## Attendance

Attendance is considered vital to the learning process and as significant to the students' evaluations 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 coursework 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 without a medical certificate/documentation will be awarded a zero.

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

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

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.

***Instructors have the authority to require attendance in classes.***

## **Course Units/Topics**

What is interpreting?

Introduction to translating & interpreting

Introduction to discourse analysis

Translation, prediction and recall

Analyzing for meaning / content mapping

Analyzing for meaning / salient linguistic features

Message transfer / abstraction

Message transfer / retelling

Reformulating the message / salient linguistic features

Reformulating the message / visualization & mapping

Priorities in Translation / Retelling



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