

**LS 310**  
**Interpretation II**  
**4 Credits**

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## LS 310 Version: 9



## Interpretation II

### Calendar Description

This course provides opportunities for students to continue to develop their consecutive and simultaneous interpreting skills. Students work with general and technical discourse based texts. Students are required to complete volunteer, community-based interpreting hours, and also reflect on and integrate new and prior skills, knowledge and experiences with their emerging professional identity.

### Rationale

This is a required course for the Sign Language Interpretation Diploma program. This skills-based experiential course supports students in developing entry-level interpreting skills. Students produce ASL-English and English-ASL interpretations from a wide variety of source texts, and assess specific interpretations using a multi-step self analysis tool. The ability to assess one's work is a vital part of continued skill development once in the workplace. This course sets the stage for successful skill development both in and out of the classroom.

### Prerequisites

LS 200, LS 202, LS 210, and LS 218

### Co-Requisites

LS 301, LS 308, and LS 313

### Course Learning Outcomes

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

1. produce more accurate and equivalent English-ASL interpretations.
2. produce more accurate and equivalent ASL-English interpretations.
3. monitor and adjust processing time and employ self-monitoring and correction strategies in practice interpretations.
4. identify sources of error in practice interpretations.
5. discuss demands, corresponding controls, and the effectiveness of those controls as they arise during practice interpretations.

6. assess one's own work for accuracy and equivalency.
7. work with respect, cooperation, and an open mind while engaging in volunteer interpreting situations.

## **Resource Materials**

### ***Required Textbook(s):***

Patrie, C. J. (2005). *Simultaneous interpreting from English*. San Diego, CA: Dawn Sign Press. ISBN: 978-1-58121-106-1.

Patrie, C. J. (2018). *Simultaneous interpreting from ASL*. San Diego, CA: Dawn Sign Press. ISBN: 978-1-58121-178-8.

Patrie, C. J., & Johnson, R. E. (2011). *Fingerspelled word recognition through rapid serial visual presentation (RSVP)*. San Diego, CA: Dawn Sign Press. ISBN: 978-1-58121-039-2.

***Students are required to provide their own noise cancelling headset.***

## **Conduct of Course**

This course practically applies the knowledge acquired in LS 200, LS 202 and LS 210 via practice interpretations, individual assessment, and team dialogue. This course also utilizes facilitated, individual teacher - student dialogue pertaining to assessment of message accuracy, equivalency, demands and controls, and professional demeanour.

This is a 4 credit course which translates into 4 hours per week (or a total of 60 hours) with an additional volunteer interpreting requirement. It is expected that students devote a minimum of 4 hours per week preparing to interpret in-class practice texts and completing course assignments. Students are expected to be active, critical thinkers while engaged in their coursework and sample interpretations, and demonstrate willingness to be honest yet compassionate in their individual self-assessments and classroom dialogue.

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.

Links to any additional resources and course related correspondence is provided during class or communicated via email. It is expected that students take notes during class and check their email regularly to stay abreast of changes and additions to course requirements and schedules.

### **Confidentiality & Professional Conduct**

Professional identity is fostered by adhering to the CASLI (AVLIC) Code of Ethics and Professional Guidelines (found on the CASLI (AVLIC) website [www.avlic.ca](http://www.avlic.ca)) as well as by a personal commitment to continue on the path towards further skill enhancement. It is expected that students demonstrate high standards of confidentiality, professional presentation and a commitment to further learning in all academic related activities and interactions.

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 in three ways: Professional Conduct and Respect of Confidentiality, participation and reflection on two (2) volunteer interpreting assignments, and three self-analysis assignments. The weighting of each is presented in the table below. In addition, students will meet one-on-one with the course instructor three times during the course of the 15 week semester. These meetings are mandatory and a part of the self-analysis process.

The mark for Professional Conduct & Respect of Confidentiality is based on adherence to the CASLI (AVLIC) Code of Ethics and Professional Guidelines and respectful and professional demeanour both in the classroom and while on volunteer assignments. In the event personal issues or conflicts arise, it is expected that each student take responsibility for seeking the external support necessary to resolve them.

Professional Conduct & Respect of Confidentiality	5%
Volunteer Interpreting (2 events worth 5% each)	10%
Analysis #1	20%
Analysis #2	30%
Analysis #3	35%

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. Any mark below 75% is considered an F. 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' 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 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 attending a volunteer assignment, 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 assignments or interpreting assessments without medical documentation results 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 a volunteer interpreting assignment, students are to inform their assignment coordinator AND course instructor(s) 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 work with the course instructor(s) to find a replacement and reschedule the missed volunteer interpreting hours.

***Instructors have the authority to require attendance in classes and participation in volunteer interpreting assignments.***

## Course Units/Topics

- Simultaneous Interpreting
- Sources of error
- Comprehension
- Transfer
- Reformulation
- Self-monitoring and correction
- Self analysis
- Platform Interpreting
- Business Interpreting
- K-12 Interpreting
- Post-Secondary Interpreting
- Mental Health Interpreting
- Medical Interpreting
- Religious Interpreting
- Video Relay Service / Remote Interpreting
- Deafblind Interpreting
- Legal Interpreting



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