COURSE OUTLINE
**American Sign Language 202**
**Theory and Process of Interpreting for Professional Interpreters**

I.      **Catalog Statement**

Theory and Process of Interpreting for Professional Interpreters is a skills based course
for working interpreters to improve their interpreting skills by incorporating theories of
interpreting into their own work. An overview of current models of interpreting and
models of cognitive processing and weekly on-camera practice and self-critique will be
utilized to improve individual work.

Units – 2.0
Lecture Hours – 3.0
Total Laboratory Hours – 0.0

Prerequisite: 1 year or more experience as a working interpreter.

Note:   This course is designed to meet the professional development needs of newer,
non-certified interpreters conversant in ASL with one year interpreting
experience, to seasoned and certified interpreters with many years of interpreting
experience.

II.     **Course Entry Expectations**

Skills Level Ranges:   Reading: ; Writing: ; Speaking/Listening: ; Math:

Prior to enrolling in this course, the student should be able to:
1.      converse in American Sign Language at a level deemed acceptable by the
instructor;
2.      interpret simple interpreting assignments such as a doctor's office visit or a
parent-teacher conference.

III.    **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:
1.      understand current models of interpreting and cognitive processing;
2.      apply theory models and processing models to the interpreting process;
3.      identify and recognize how the interpreted message is affected by not utilizing
cognitive processing models;
4.      look back on video taped work through-out the semester and identify their own
progress.

IV.   **Course Content**

A.   Historic overview of interpreting and cognitive models          3 hours
    1.   Comparative look at spoken language interpreting.
    2.   The beginnings of Signed Language interpreters.
B.   Sign Language Interpreting Model Overview          15 hours
    1.   The Demand/Control Schema
    2.   The Moser-Mercer model
    3.   The Cokely model
    4.   The Colonomos model
    5.   The Gish model
C.   Sign Language Interpreting Model Application          15 hours
    1.   How do the models interact with each other?
    2.   How do the models enhance each other?
D.   Cognitive Processing          15 hours
    1.   What are cognitive processing skills?
    2.   The role of comprehension in processing.
    3.   The role of memory in processing.
    4.   The role of acuity and discrimination in processing.
    5.   The role of repetition in processing.
    6.   The role of inference in processing.

V.   **Methods of Presentation**

The following instructional methodologies may be used in the course:
1.   lecture;
2.   modeling by the instructor of self-evaluation processes;
3.   viewing and creating personal video tapes;
4.   self, teacher, and peer evaluation of performance videotapes
5.   cd-rom;
6.   small group work;
7.   class discussion.

VI.   **Assignments and Methods of Evaluation**

1.   Students will take an interpreting skills-based pre-test;
2.   Students will participate in comprehension quizzes;
3.   Students will undertake self evaluation and observation journals;
4.   Students will complete 2 in-class projects;
5.   Students will take an interpreting skills-based post-test.

VII.   **Textbook**

Patrie, Carol J., Effective Interpreting Series: Cognitive Processing Skills in English
San Diego, California, DawnSign Press, 2003
12th Grade Textbook Reading Level          ISBN:  0-915035-80-4

Various other readings compiled by the instructor.

VIII. **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:
1. differentiate between a signed sentence that incorporates ASL features and one that follows English structure;
2. recognize the difference between grammatical and ungrammatical ASL constructions, and apply this criteria to his/her own ASL production;
3. identify and recognize how the interpreted message is affected by not utilizing cognitive processing models.