

# INTR G190: SPECIALIZED INTERPRETING SITUATION

Item	Value
Top Code	085010 - Sign Language Interpreting
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

## Course Description

This course examines the role and responsibilities of an interpreter in various interpreting situations. The practical aspects of interpreting will be examined to prepare students to work in specific settings. The application of the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct (CPC) to specific roles and settings will be examined in depth. The practicum requires a minimum of thirty (30) hours of volunteer interpreting. ADVISORY: INTR G130 or INTR G155. Transfer Credit: CSU.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Construct a grammatically and idiomatically correct interpretation from a signed or voiced text in an interactive manner.
3. Distinguish schema based sign variations for specialized situation.
4. Apply the RID CPC to a variety of ethical situations.

## Course Objectives

- 1. Assess the needs of deaf and hard of hearing consumers in various situations and settings.
- 2. Demonstrate the ability to both interpret and transliterate.
- 3. Demonstrate situation-specific vocabulary.
- 4. Compare and contrast the various interpreter certifications necessary for interpreters.
- 5. Apply the principles of conceptual accuracy during interpretation.
- 6. Voice for a deaf consumer.

## Lecture Content

A. Professional interpreting in various settings 1. Language needs of the deaf consumer 2. Other needs of the deaf consumer (multiple handicapped consumers) 3. Assess settings and provide solutions to interpreter placement 4. Needs of the hearing consumerB. Vocabulary related to specific situations and settings 1. Medical  
a. Emergency room b. Doctors office c. Optometry  
d. Dental e. Mental health 2. Legal a. Law offices  
b. Police department c. Courtroom d. Social services  
3. Religious a. Catholic b. Christian c. Mormon

d. Jewish e. Other 4. Government a. Social security  
b. Department of Motor Vehicles c. Vocational rehabilitation  
5. Employment a. Job interviews b. Job training c.  
Vocational training programs d. Vocational rehabilitation  
e. Job Safety 6. Performing Arts a. Music b. Plays  
c. Musicals d. Comedy 7. Education a. Elementary  
b. Secondary c. Higher EducationC. Interpreting processes  
in professional settings 1. Interpreting a. ASL grammatical  
structure b. Facial expression—both grammatical and emotional  
c. Classifiers d. Topic/Comment Structure e. Spatial  
relationships f. Non-directional verbs g. Directional verbs h.  
Register 2. Trans literating a. English word order b. Limited  
use of ASL structure c. Classifiers 3. Special techniques  
a. Incorporating techniques for introducing new vocabulary b.  
Managing material using both deletion and expansion techniques  
c. Understanding and appropriately incorporate styles of language/  
registerD. Knowledge and skills of interpreter certifications appropriate  
for professional interpreters 1. Registry of Interpreters for the Deaf  
Interpreter Certification (RID) 2. American Consortium of Certified  
Interpreters (ACCI)

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Reading Assignments

Text

## Writing Assignments

Writing1. Dictation signed by the instructor or from a video tape2. Written quizzes on vocabulary or grammatical structures 3. Written short compositions on topics selected by the instructor Problem Solving1. Identifying and adjusting target language output.2. Identifying and adjusting target language register Skill demonstration1. Producing signed interpretations in front of class2. Demonstrating situation specific vocabulary for interpretations

## Out-of-class Assignments

## Demonstration of Critical Thinking

1. Analyzing of spoken English and translating it into conceptually accurate sign language2. Determining the mode of interpreting most appropriate for the deaf consumer3. Analyzing Sign Language and translating into conceptually accurate spoken English4. Role-playing situations typical to interpreting incorporating appropriate skills and behaviors 5. Identifying ways to interpret English idioms 6. Identifying ways to voice ASL idioms7. Conceptualizing process a. Evaluating message intent b. Analyzing the linguistic differences between ASL and English c. Synthesizing the message intent in a visual medium8. Observing and analyzing interpreters in work environments9. Analyzing interpreting scenarios/situations for ethical issues and determine how the RID code of ethics

## Required Writing, Problem Solving, Skills Demonstration

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signed interpretations in front of class2. Demonstrating situation specific vocabulary for interpretations

## **Eligible Disciplines**

Sign language, American: Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience.

## **Textbooks Resources**

1. Required Humphreys Linda. The Professional Sign Language Interpreters Handbook, 2nd ed. Sign Language Interpreting Media, 2004

Rationale: .

## **Other Resources**

1. Role playing in various settings including classroom critique.