

ASLN 3298

Process of Interpreting:  
American Sign Language and English

University of Connecticut

Fall 2012

Tuesdays and Thursdays  
11:00-12:15

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**Course Description:**

This course provides an introduction to the theory and practice of sign language interpreting from American Sign Language (ASL) to English and from English to ASL. Models of interpretation will be discussed including text analysis as it applies to the cognitive process of interpreting and the goal of linguistic equivalency from source to target language. Students will discuss the cognitive processing as it applies to discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual task training and cloze skills. Individual critiquing and class participation is required.

**Course Objectives:**

Upon satisfactory completion of this course, students will:

- Focuses on the development of interpreting skills with rehearsed and spontaneous texts.
- Develop interpreting skills through practice and development of the following processing skills:
  - Main Idea Comprehension
  - Summarizing
  - Lexical Substitution
  - Paraphrasing Propositions
  - Paraphrasing Discourse
  - Understand visual Form and Meaning
  - Understand meaning and Visual Form
- Will apply various methods of analyzing and assessing their own work.
- Analyze components of a message analysis, including the following:
  - Primary ideas
  - Secondary ideas and details

- Implicit information, affect and register
- Will develop skills related to text analysis and the development of pre-interpreting skills (cloze, short-term memory, chunking, shadowing, paraphrasing and dual task training).

**Required Text and Materials:**

Carol J. Patrie, (2007). *The Effective Interpreting Series: ASL Skills Development*. DawnSign Press: San Diego, CA.

Anna Mindess, (2006). *Reading Between the Signs*. Intercultural Press: Boston (available on HuskyCT).

Students are also responsible for submitting homework and assignments either electronically, or on a USB drive, or CD.

**Course Format:**

- The main focus of this course is to develop interpreting skills by way of enhancement activities, vocabulary and semantic development, homework assignments as well as lectures and group discussions.
- Small group discussions, using primarily ASL. Individualized instruction will likely be made available during class time.
- Class participation is important and part of each students overall grade. This course requires students to be prepared for each class with completed homework and reading assignments.
- Instructional materials will include but is not limited to demonstrations, lectures, PowerPoint presentations, videotapes/DVD's assigned readings, cooperative learning activities, class discussions, student presentations, student interaction, and reinforcement activities.
- Course sequence and format may change due to the needs and/or interest of the class.

**Technology Requirements:**

This course requires each student to have access to a video recording device (for homework and in class) for the purpose of discussing and reviewing homework assignments, evaluation and assessment.

**Course Outline and Sequence:**

Class presentations, activities and homework assignments will follow the sequence as developed by *ASL Skills Development*, Patrie (2007). Due dates for each assignment will be determined in class. Students will work individually, in pairs or groups reviewing and/or preparing homework assignments. This will count toward class participation. Modifications and adjustments of the assignments may be necessary depending on the needs of the class.

## **Course Assignments:**

1. **Homework Assignments:** Students are required to complete weekly homework assignments. Assignments are based on the material presented in *The Effective Interpreting Series: ASL Skills Development* by Carol J. Patrie. Additional readings may also be assigned and will be posted on HuskyCT. Depending on the assignment, homework must either be completed in ASL (recorded electronically or on USB or CD) or English (written). Students will also be randomly selected to share his or her homework for skill development and constructive feedback. Homework assignments are graded based on completeness and accuracy. All homework assignments are weighted at 40% of your overall grade and will be averaged over the total number of assignments (TBD). No late assignments will be accepted.
2. **Monologues:** There are four monologues required from each student. Each monologue must be a minimum of two minutes in length and no more than three minutes. Each monologue includes two parts:
  - a. Each student will prepare an ASL videotaped monologue for the class (expressive skills development) based on a topic as listed below; and
  - b. Students will, depending on the assignment, review and submit a translation (written) or interpretation of an assigned student monologue other than their own (receptive skills development). This will likely occur during class time.

The four monologue topics are as follows and must be presented in ASL and saved electronically or on a USB or CD:

- i. **How-To Monologue:** Describe/explain a “how-to” activity or project. Ideas can include how to make a gingerbread house, build a campfire, ride a unicycle, or how to raise chickens. Be creative.
  - ii. **Travel Monologue:** Describe/explain a personal travel experience.
  - iii. **Fond Childhood Memory Monologue:** Think of a moment in your past to share with the class. How old were you, where did this happen, why is a fond memory, etc.
  - iv. **Persuasive Monologue:** Make a convincing argument about something important to you.
- c. Students will need to rehearse and practice each monologue with appropriate use of vocabulary and grammatical features. On the due date of each monologue, students will exchange monologues for the purpose of review and translation due for the following class. Monologues are worth 5% each of your overall grade.
3. **Two Written Summaries:** Summarize an article or text related to the process of interpreting as accurately and concisely as possible. Summaries will be scored on how well the summaries:
  - a. State the main ideas of the article;

- b. Identify the most important details that support the main ideas;
- c. Written in the students own words, except for quotations;
- d. And express the underlying meaning of the article, not just the superficial details.

Summaries will be shared and discussed in class and must be submitted at the assigned due date. Each is weighted at 5%. Late papers will not be accepted.

### **Midterm and Final Exam:**

The midterm and final exam will ask questions from the assigned readings as listed in this syllabus:

- *The Effective Interpreting Series: ASL Skills Development* by Carol J. Patrie (2007), DawnSign Press: San Diego.
- *Reading Between the Signs*, Anna Mindess, (2006), Intercultural Press: Boston (available on HuskyCT).

*Building ASL Interpreting and Translation Skills* by Nancy A. Scheetz, will not be part of your midterm or final exam.

### **Course Evaluation:**

Homework:	40%
Monologues:	20%
Summaries:	10%
Midterm and Final Exams:	30%

### **Grading Rubric:**

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	Less than 60

### **Reasonable Accommodation:**

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to

the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations.

**Academic Integrity/Plagiarism:**

Essential to the mission, the University of Connecticut is committed to the principles of honesty and integrity. Assignments must demonstrate students' own work.

Sequence of Assignments and Readings	
August 28th	Welcome and review of course.
August 30th	<p>Unit 1, Main Idea Comprehension, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Read the introduction to the unit.</li> <li>● Complete exercise 1.1, “An Indelible Experience.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-7.</li> <li>○ Study Questions 1-10.</li> <li>○ Respond to all questions in English (written) and ASL.</li> </ul> </li> </ul>
September 4th	Read, Chapter 8, “The Impact of Cultural Differences on Interpreting Situations” in <i>Reading Between the Signs</i> , pp. 157-176.
September 6th	<p>Unit 1, Main Idea Comprehension, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 1.2, “My Goal.” <ul style="list-style-type: none"> <li>○ Study Questions 1-19.</li> <li>○ Respond to all questions in English (written) and ASL.</li> </ul> </li> </ul>

<p>September 11th</p>	<p>Chapter 9, "Multicultural Interpreting Challenges," in <i>Reading Between the Signs</i>, pp. 177-188.</p>
<p>September 13th</p>	<p>Unit 1, Main Idea Comprehension, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 1.3, "Hot Peppers." <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-2.</li> <li>○ Study Questions 1-23.</li> <li>○ Respond to all questions in English (written) and ASL.</li> </ul> </li> </ul>
<p>September 18<sup>th</sup></p>	<p>How-To Monologue: Describe/explain a "how-to" activity or project. Ideas can include how to make a gingerbread house, build a campfire, ride a unicycle, or how to raise chickens. Be creative.</p>
<p>September 20<sup>th</sup></p>	<p>Unit 2, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Read the introduction to the unit.</li> <li>● Complete exercise 2.1, "Dad's Car." <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-5.</li> <li>○ Study Questions 1-20.</li> <li>○ Respond to all questions in English (written) and submit as homework.</li> </ul> </li> </ul>

September 25 <sup>th</sup>	Chapter 10, "The Interpreter's Role and Responsibilities," in <i>Reading Between the Signs</i> , pp. 189-217.
September 27 <sup>th</sup>	<p>Unit 2, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 2.2, "Embarrassing Moment." <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-4.</li> <li>○ Study Questions 1-18.</li> <li>○ Respond to all questions in English (written) and submit as homework.</li> </ul> </li> </ul>
October 2 <sup>nd</sup>	Travel Monologue: Describe/explain a personal travel experience.
October 4 <sup>th</sup>	<p>Unit 2, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 2.3, "Turning Points." <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-8.</li> <li>○ Study Questions 1-15.</li> <li>○ Respond to all questions in English (written) and submit as homework.</li> </ul> </li> </ul>
October 9 <sup>th</sup>	Chapter 11, "Techniques for Cultural Adjustments," in <i>Reading Between the Signs</i> , pp. 218-238.

<p>October 11<sup>th</sup></p>	<p>Unit 3, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 3.1, “Pacific Beach Incident.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-2.</li> <li>○ Study Questions 1-25.</li> <li>○ Respond to all questions in English (written) and submit as homework.</li> </ul> </li> </ul>
<p>October 16<sup>th</sup></p>	<p>Fond Childhood Memory Monologue: Think of a moment in you past to share with the class. How old were you, where did this happen, why is a fond memory, etc.</p>
<p>October 18<sup>th</sup></p>	<p>Unit 3, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 3.2, “Memory of Grandfather.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-4.</li> <li>○ Study Questions 1-14.</li> <li>○ Respond to all questions in English (written) and submit as homework.</li> </ul> </li> </ul>
<p>October 23<sup>rd</sup></p>	<p>Midterm Exam</p>
<p>October 25<sup>th</sup></p>	<p>Unit 3, Summarizing, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 3.3, “At the Airport.” <ul style="list-style-type: none"> <li>○ Study Questions 1-16.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Respond to all questions in English (written) and submit as homework.</li> </ul>
October 30 <sup>th</sup>	First Summary discussion
November 1 <sup>st</sup>	<p>Unit 4, Paraphrasing Propositions, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Read the introduction to the unit.</li> <li>● Complete exercise 4.1, “Peeling Potatoes.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-11.</li> <li>○ Study Questions 1 &amp; 2.</li> <li>○ Respond to all questions in <u>English (written) and submit as homework</u>.</li> </ul> </li> </ul>
November 6 <sup>th</sup>	Chapter 12, “Interpreting in a Virtual World,” in <i>Reading Between the Signs</i> , pp. 239-252.
November 8 <sup>th</sup>	<p>Unit 4, Paraphrasing Propositions, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 4.2, “Feeding the Baby.” <ul style="list-style-type: none"> <li>○ Study Questions 1 &amp; 2.</li> <li>○ Respond to both questions in <u>English (written) and submit as homework</u>.</li> </ul> </li> <li>● Complete exercise 4.3, “Breaking Eggs.” <ul style="list-style-type: none"> <li>○ Study Questions 1 &amp; 2.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Respond to both questions in <u>English (written) and submit as homework.</u></li> <li>● Complete exercise 4.4, “Culture Shock.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-7.</li> <li>○ Study Questions 1-3.</li> <li>○ Respond to both questions in <u>English (written) and submit as homework.</u></li> </ul> </li> </ul>
November 13 <sup>th</sup>	Persuasive Monologue: Make a convincing argument about something important to you.
November 15 <sup>th</sup>	<p>Unit 5, Paraphrasing Discourse, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 5.1, “Memorable Experience.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-4.</li> <li>○ Study Questions 1 &amp; 2.</li> <li>○ Respond to all questions in <u>English (written) and submit as homework.</u></li> </ul> </li> <li>● Complete exercise 5.2, “Hearing People are Normal After All.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-3.</li> <li>○ Study Questions 1-4.</li> <li>○ Respond to all questions in <u>English (written) and submit as homework.</u></li> </ul> </li> </ul>
November 20 <sup>th</sup> -22 <sup>nd</sup>	Thanksgiving Break

November 27 <sup>th</sup>	Second summary discussion
November 29 <sup>th</sup>	<p>Unit 5, Paraphrasing Discourse, in <i>ASL Skills Development</i>.</p> <ul style="list-style-type: none"> <li>● Complete exercise 5.3, “My Work in the Auto Body Shop.” <ul style="list-style-type: none"> <li>○ Get to Know the Signer, 1-8.</li> <li>○ Study Questions 1-4.</li> <li>○ Respond to all questions in <u>English (written) and submit as homework.</u></li> </ul> </li> </ul>
December 4 <sup>th</sup>	Chapter 13, “Cultural Sensitivity Shouldn’t End at Five O’clock,” in <i>Reading Between the Signs</i> , pp. 253-274.
December 6 <sup>th</sup>	TBD