

COURSE OUTLINE
ITP 252: INTERPRETING II
INTERPRETER TRAINING PROGRAM
SPOKANE FALLS COMMUNITY COLLEGE

Course Description: This course is designed to continue development of your sign-to-voice and voice-to-sign skills as an interpreter. You will continue to increase your signed and spoken vocabulary, enhance receptive and expressive skills, develop speed and accuracy in expressive and receptive fingerspelling and improve your processing speed and accuracy during simultaneous interpreting with complex subjects and content matter. At the completion of this course, you should be able to:

- Receive and verbally express information effectively during simultaneous interpreting, using affect, mood, and inflection to match the source language
- Receive information in verbal and/or signed form and use appropriate Interpreting for middle school and junior high school educational situations
- Demonstrate appropriate switching techniques for both sign-to-voice and voice-to-sign
- Apply ethical procedures to interpreting assignments

Course Description: There are **ten tasks** in this course. Those tasks are:

<u>Task</u>	<u>Topic</u>
1	Tutoring, Skill Building and Journaling
2	Applying Demand-Control Schema
3	Conceptually Accurate Interpreting
4	Voice-to-Sign Interpreting for Instruction in Middle School Environments
5	Sign-to-Voice Interpreting for Instruction in Middle School Environments
6	Sign-to-Voice Interpreting for Instruction in Junior High School Environments
7	Voice-to-Sign Interpreting for Instruction in Junior High School Environments
8	"Feeding" and "Switching" Interpreters during Instruction in Junior High School Environments
9	Apply the Code of Professional Conduct in Interpreting Assignments
10	Exit Evaluations

COURSE LEARNING OUTCOMES (CLOs)

1. Demonstrate familiarity with ASL by tutoring others.
2. Participate in skill building exercises individually or as part of a group.
3. Practice confidentiality in journaling about skill building and tutoring.
4. Use cultural diversity information and apply appropriate ASL grammar principles acquired from ASL I-VI and Interpreting I.
5. Apply Demand Control Schema in selected educational settings.
6. Select and use appropriate conceptually accurate vocabulary choices for selected text from history.
7. Given a selection of information from mathematics, voice-to-sign simultaneous interpret, focusing on use of space.
8. Given a selection of information from English, sign-to-voice simultaneous interpret incorporating meaning and form.
9. Given a selection of information from health and biological sciences, voice-to-sign simultaneous interpret utilizing techniques for front-of-room demonstrations using overhead, PowerPoint, etc.
10. Given a selection of information from drama, voice-to-sign simultaneous interpret, paying attention to passive and active voice.

11. Use appropriate sign-to-voice simultaneous interpreting techniques to produce equivalent messages of a selection from the field of literature and use appropriate switching techniques.
12. Use appropriate voice-to-sign simultaneous interpreting techniques to produce equivalent messages of a selection from the field of literature, incorporating appropriate switching techniques.
13. Given various interpreting scenarios, compare ethical considerations, citing tenets from the RID Code of Professional Conduct.
14. Demonstrate understanding of the Code of Professional Conduct and appropriate written materials for employment applications by participating in an exit interview.

ITP 252 (INTERP II) COURSE OUTLINE IS AS FOLLOWS:

1. Task 1: Tutoring, Skill Building and Journaling

- 1.1 Demonstrate your familiarity with ASL by tutoring others
 - 1.1.1. Complete five (5) hours of tutoring
 - 1.1.2. Complete the "Tutoring Contact" Form
 - 1.1.3. Complete the "Tutor Verification" Form
 - 1.1.4 Document 5 hours of tutoring, practicing confidentiality
- 1.2 Practice skill building activities
 - 1.2.1 Observations of Student Sponsored Events in Student Union Building or other campus sites
 - 1.2.2 Watch You-Tube or D-PAN
 - 1.2.3 Review vocabulary ASL&121-123
 - 1.2.4 Review Culture Spots from ASL I and II without sound
 - 1.2.5 Participate in fingerspelling exercises: <http://www.tucows.com/preview/2025271>
 - 1.2.6 Engage in 20 minutes increments of "conversational sign" with deaf person in lab or on-campus
 - 1.2.7 Watch signed videos/DVDs without sound, recording your voice interpreting, then listening to the actual voicing and critiquing the work you have done
 - 1.2.8 Use www.dcmp.org, www.cfv.org, www.captionedmedia.org, <http://www.signs-of-development.org/>, www.deafnorthwest.com, <http://webgerman.com/languages/asl.htm>
- 1.3 Document 11 hours of skill building exercises, not including time in regular classes, ITP club, observations or tutoring as required as part of regular coursework
 - 1.4.1 Identification of the activity, including time, place and date practicing confidentiality
 - 1.4.2 Identification of participants in the activity
 - 1.4.3 Specific identification of skill building focus
 - 1.4.4 Journal description of what you learned, what you did, and how you felt about it

2. Task 2: Applying Demand-Control Schema (DC-S)

- 2.1. Review the 4 parts of Demand-Control Schema (DC-S)
 - 2.1.1. Describe the 4 aspects of demands and how they relate to the profession of interpreting
 - 2.1.2. Describe what controls would fit those demands in the field of interpreting
- 2.2. Practice identification of the 4 demands in educational settings
- 2.3 Identify possible control options for each demand

3. Task 3: Conceptually Accurate Interpreting

- 3.1. Define conceptually accurate interpreting

- 3.1.1. Given a selected text from history, identify accurate conceptual concerns
- 3.1.2. Discuss and demonstrate choices for conceptual interpreting of selected text
- 3.2 Identify appropriate sign vocabulary for selected text from history
 - 3.2.1 Recognize and use sign vocabulary
 - 3.2.2 Select and use appropriate glosses
- 3.3 Select and use appropriate conceptually accurate vocabulary choices
 - 3.3.1 During voice-to-sign simultaneous interpreting
 - 3.3.2 During sign-to-voice simultaneous transliterating
- 3.4 Review Registers by Joos covered in ASL V
 - 3.4.1 Incorporate register features in voice-to-sign simultaneous interpreting
 - 3.4.2 Incorporate register features in sign-to-voice simultaneous interpreting

4. Task 4: Voice-to-Sign Interpreting for Instruction in Middle School Environments

- 4.1 Given a selection of information from mathematics, prepare to perform voice-to-sign simultaneous interpreting, especially considering use of space
 - 4.1.1 Identify specific vocabulary choices for mathematical selection
 - 4.1.2 Identify conceptually accurate considerations necessary for interpreting the selection
- 4.2 Deliberate basic interpreting considerations for simultaneous interpreting in math classes
 - 4.2.1 Incorporate techniques for front-of-room demonstrations using overhead, power point, etc.
 - 4.2.2 Select and use “mirror” considerations during voice-to-sign simultaneous interpreting

5. Task 5: Sign-to-Voice Interpreting for Instruction in Middle School Environments

- 5.1 Given a selection of information from English, prepare sign-to-voice simultaneous interpreting, especially considering meaning and form
 - 5.1.1 Identify specific vocabulary choices for English selection
 - 5.1.2 Identify conceptually accurate considerations necessary for transliterating the selection
- 5.2 Deliberate interpreting considerations for simultaneous interpreting of an English selection
 - 5.2.1 Recognize and use appropriate glosses
 - 5.2.2 Select and use appropriate sign-to-voice techniques for equalizing the message

6. Task 6: Sign-to-Voice Interpreting for Instruction in Junior High School Environments

- 6.1 Given a selection of information from health and biological sciences, prepare sign-to-voice simultaneous interpreting
 - 6.1.1 Identify specific vocabulary choices for health and biological sciences selection
 - 6.1.2 Identify conceptually accurate considerations necessary for transliterating the selection
- 6.2 Discuss basic interpreting considerations for simultaneous interpreting in health and biological sciences classes
 - 6.2.1 Incorporate techniques for front-of-room demonstrations using overhead, power point, etc.
 - 6.2.2 Select and use “mirror” considerations during sign-to-voice simultaneous interpreting
 - 6.2.3 Incorporate register features in sign-to-voice simultaneous interpreting
 - 6.2.4 Select and use appropriate glosses

7. Task 7: Voice-to-sign Interpreting for Instruction in Junior High School Environments

- 7.1 Given a selection of information from drama, prepare voice-to-sign simultaneous interpreting, especially considering passive and active voice
 - 7.1.1 Identify specific vocabulary choices for the drama selection
 - 7.1.2 Identify passive/active voice considerations necessary for transliterating the selection
- 7.2 Use appropriate sign vocabulary from the field of drama

- 7.2.1 Recognize and use conceptually accurate sign vocabulary
- 7.2.2 Identify alternate choices for sign vocabulary
- 7.3 Discuss basic interpreting considerations for simultaneous interpreting of drama selection
 - 7.3.1 Incorporate techniques for dramatic presentations
 - 7.3.2 Incorporate appropriate affect in voice-to-sign simultaneous interpreting

8. Task 8: "Feeding" and "Switching" Interpreters during Instruction in Junior High School

Environments

- 8.1 Introduce effective and accepted techniques for switching interpreters
 - 8.1.1 Practice switching during sign-to-voice
 - 8.1.2 Practice switching during voice-to-sign
- 8.2 Introduce effective and accepted techniques for "feeding" interpreters
 - 8.2.1 Practice feeding during sign-to-voice
 - 8.2.2 Practice feeding during voice-to-sign
- 8.3 Use appropriate sign-to-voice simultaneous interpreting techniques to produce equivalent messages of a selection from the field of literature
 - 8.3.1 Describe equivalent message considerations
 - 8.3.2 Compare and contrast alternative equivalent messages
 - 8.3.3 Switch and feed interpreters during the selection
- 8.4 Use appropriate voice-to-sign simultaneous interpreting techniques to produce equivalent messages of a selection from the field of literature
 - 8.4.1 Describe equivalent message considerations
 - 8.4.2 Compare and contrast alternative equivalent messages
 - 8.4.3 Switch and feed interpreters during the selection

9. Task 9: Apply the Code of Professional Conduct in Interpreting Assignments

- 9.1 Identify the parts of the Code of Professional Conduct
- 9.2 Given various interpreting scenarios, compare appropriate ethical considerations incorporating (DC-S)

10. Task 10: Exit Evaluations to Determine Skill Levels

- 10.1 Accurately complete an application form
- 10.2 Follow guidelines to develop a resume and cover letter
- 10.3 Participate in an exit interview by:
 - 10.3.1 submitting a completed application form one week in advance
 - 10.3.2 submitting a cover letter appropriate for the job one week in advance
 - 10.3.3 submitting a current resume including practicum experiences one week in advance
 - 10.3.4 be appropriately dressed
 - 10.3.5 taking an on-line examination about interpreting vs. transliterating and DC-S
 - 10.3.6 participating in an oral examination on the Code of Professional Conduct and DC-S