

Add Course Request

Submitted on: 2013-12-03 08:19:53

1. COURSE SUBJECT	ASLN
2. COURSE NUMBER (OR PROPOSED NUMBER)	2600
3. COURSE TITLE	Process of Interpreting...
4. INITIATING DEPARTMENT or UNIT	LCL/ASLN
5. NAME OF SUBMITTER	Jon Gajewski
6. PHONE of SUBMITTER	Phone: +1 860 486 1584
7. EMAIL of SUBMITTER	Email: jon.gajewski@uconn.edu
8. CONTACT PERSON	Jon Gajewski
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1145
10. PHONE of contact person	Phone: +1 860 486 1584
11. EMAIL of of contact person	Email: jon.gajewski@uconn.edu
12. Departmental Approval Date	09/17/2013
13. School/College Approval Date	10/30/2013
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2014
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	None
19. Terms Offered	Semester: Fall Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 20
22. Clarification:	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN Typically 2 1.5 hour lectures.	
25. Will this course be taught in a language other than English?	No If yes, then name the language:

26. Please list any prerequisites, recommended preparation or suggested preparation: ASLN 1102 or higher	
27. Is Instructor, Dept. Head or Unit Consent Required?	No
28. Permissions and Exclusions:	
29. Is this course repeatable for credit?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale :	
32. Will the course or any sections of the course be taught as Honors? No.	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: None. At this time no known faculty with relevant expertise.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: ASLN 2600. Process of Interpreting: American Sign Language and English Three credits. Prerequisite: ASLN 1102 or higher or consent of the instructor. Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual-task training, and cloze skills.	
37. RATIONALE FOR ACTION REQUESTED a. The need for this course is due in part to the growing interest among students who wish to consider sign language interpreting as a profession. This course provides both theory and practice for students who are developing their proficiency. UConn serves as the only institution in the state to offer this course at the Baccalaureate level. This is especially relevant given that, as of June of 2012, a Baccalaureate degree is required prior to obtaining national certification for Interpreters. This course cannot be accommodated in an existing course due to the specific content related to American Sign Language and American Deaf culture. b. The 2000-level is appropriate because the course is an introduction to the methods of interpreting but requires two semesters of ASL. d. None. e. None. f. None. g. None.	
38. SYLLABUS: Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/jog05007-1382723971-140-ASLN 2600 Syllabus.pdf)	
39. Course Information: ALL General Education courses, including W and Q courses,	

MUST answer this question

a. 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 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.

b. 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 • ghow-to • h 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 you 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.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 43. **International:**
- e. **Q course:**
- f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

Senate approved new course 2.3.14 // New 2000-level_12/4/13kcp.

ASLN 3298

Process of Interpreting:

American Sign Language and English

University of Connecticut

Fall 2012

Tuesdays and Thursdays

11:00-12:15

Linda Pelletier, Ph.D., CI/CT, NAD5

Linda.pelletier@uconn.edu

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 student's 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:

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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

Unit 1, Main Idea Comprehension, in ASL Skills Development.

- Read the introduction to the unit.
- Complete exercise 1.1, "An Indelible Experience."

- Get to Know the Signer, 1-7.
- Study Questions 1-10.
- Respond to all questions in English (written) and ASL.

September 4th

Read, Chapter 8, “The Impact of Cultural Differences on Interpreting Situations” in Reading Between the Signs, pp. 157-176.

September 6th

Unit 1, Main Idea Comprehension, in ASL Skills Development.

- Complete exercise 1.2, “My Goal.”
- Study Questions 1-19.
- Respond to all questions in English (written) and ASL.

September 11th

Chapter 9, “Multicultural Interpreting Challenges,” in Reading Between the Signs, pp. 177-188.

September 13th

Unit 1, Main Idea Comprehension, in ASL Skills Development.

- Complete exercise 1.3, “Hot Peppers.”
- Get to Know the Signer, 1-2.
- Study Questions 1-23.
- Respond to all questions in English (written) and ASL.

September 18th

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.

September 20th

Unit 2, Summarizing, in ASL Skills Development.

- Read the introduction to the unit.
- Complete exercise 2.1, “Dad’s Car.”

- Get to Know the Signer, 1-5.
- Study Questions 1-20.
- Respond to all questions in English (written) and submit as homework.

September 25th

Chapter 10, "The Interpreter's Role and Responsibilities," in Reading Between The Signs, pp. 189-217.

September 27th

Unit 2, Summarizing, in ASL Skills Development.

- Complete exercise 2.2, "Embarrassing Moment."
- Get to Know the Signer, 1-4.
- Study Questions 1-18.
- Respond to all questions in English (written) and submit as homework.

October 2nd

Travel Monologue: Describe/explain a personal travel experience.

October 4th

Unit 2, Summarizing, in ASL Skills Development.

- Complete exercise 2.3, "Turning Points."
- Get to Know the Signer, 1-8.
- Study Questions 1-15.
- Respond to all questions in English (written) and submit as homework.

October 9th Chapter 11, "Techniques for Cultural Adjustments," in Reading Between the Signs, pp. 218-238.

October 11th

Unit 3, Summarizing, in ASL Skills Development.

- Complete exercise 3.1, "Pacific Beach Incident."
- Get to Know the Signer, 1-2.

o Study Questions 1-25.

o Respond to all questions in English (written) and submit as homework.

October 16th

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 it a fond memory, etc.

October 18th

Unit 3, Summarizing, in ASL Skills Development.

- Complete exercise 3.2, "Memory of Grandfather."
- o Get to Know the Signer, 1-4.
- o Study Questions 1-14.
- o Respond to all questions in English (written) and submit as homework.

October 23rd

Midterm Exam

October 25th

Unit 3, Summarizing, in ASL Skills Development.

- Complete exercise 3.3, "At the Airport."
- o Study Questions 1-16.
- o Respond to all questions in English (written) and submit as homework.

October 30th

First Summary discussion

November 1st

Unit 4, Paraphrasing Propositions, in ASL Skills Development.

- Read the introduction to the unit.
- Complete exercise 4.1, "Peeling Potatoes."
- o Get to Know the Signer, 1-11.
- o Study Questions 1 & 2.

○ Respond to all questions in English (written) and submit as homework.

November 6th

Chapter 12, "Interpreting in a Virtual World," in Reading Between the Signs,
pp. 239-252.

November 8th

Unit 4, Paraphrasing Propositions, in ASL Skills Development.

- Complete exercise 4.2, "Feeding the Baby."

○ Study Questions 1 & 2.

○ Respond to both questions in English (written) and submit as homework.

- Complete exercise 4.3, "Breaking Eggs."

○ Study Questions 1 & 2.

○ Respond to both questions in English (written) and submit as homework.

- Complete exercise 4.4, "Culture Shock."

○ Get to Know the Signer, 1-7.

○ Study Questions 1-3.

○ Respond to both questions in English (written) and submit as homework.

November 13th

Persuasive Monologue: Make a convincing argument about something important to you.

November 15th

Unit 5, Paraphrasing Discourse, in ASL Skills Development.

- Complete exercise 5.1, "Memorable Experience."

○ Get to Know the Signer, 1-4.

○ Study Questions 1 & 2.

○ Respond to all questions in English (written) and submit as homework.

- Complete exercise 5.2, "Hearing People are Normal After All."

- Get to Know the Signer, 1-3.

- Study Questions 1-4.

- Respond to all questions in English (written) and submit as homework.

November 20th-22nd

Thanksgiving Break

November 27th

Second summary discussion

November 29th

Unit 5, Paraphrasing Discourse, in ASL Skills Development.

- Complete exercise 5.3, "My Work in the Auto Body Shop."

- Get to Know the Signer, 1-8.

- Study Questions 1-4.

- Respond to all questions in English (written) and submit as homework.

December 4th Chapter 13, "Cultural Sensitivity Shouldn't End at Five O'clock," in Reading Between the Signs, pp. 253-274.

December 6th TBD