

**IPP 225 ENGLISH TO ASL INTERPRETING  
FALL 2004  
SYLLABUS**

**COURSE INFORMATION**

<b>Section</b>	<b>Class Time</b>	<b>Location</b>	<b>Days</b>
001	10:00 - 11:15	C0204	TR
002	1:00 - 2:15	C0204	TR

  

<b>Faculty</b>	<b>Phone</b>	<b>Office</b>	<b>Hours</b>
Lynda Rimmel	(303) 404-5367 (303) 989-3280	C0130	By Appointment

EMAIL: [Lynda.rimmel@frontrange.edu](mailto:Lynda.rimmel@frontrange.edu)

**COURSE DESCRIPTION**

The purpose of this course is to build a foundation of skills from spoken English to American Sign Language. Specific areas related to basic theory and practice of interpretation will be covered with an emphasis on development of processing skills as students progress from consecutive to simultaneous interpreting.

**Objectives:**

1. Analyze source message and context for the following: register, affect, style, content, participants, and setting
2. Develop processing skills and management to reflect increased effectiveness in consecutive and simultaneous interpreting in terms of the following: use of preparation techniques, anticipation and prediction, speaker and audience assessment, effective depth of processing (semantic chunking), message analysis, use of substantive and verbatim memory, visualization techniques, target message formulation, execution of message in ASL, prosody, cohesion and transition for coherence and analysis of equivalency.
3. Simultaneously interpret prepared introductory level materials demonstrating appropriate attention to the following factors: lexicon, syntax, execution, register, phrasing, fluency, and speaker affect.
4. Strengthen skills in the integration and application of processing to more complex selections.
5. Identify own strengths and weaknesses through analyses of sample interpretations as well as sample simultaneous interpretations by working interpreters..
6. Design methods for reinforcing strengths and enhancing areas for development based on feedback and self-assessment.
7. Establish peer relationships conducive to providing and receiving feedback.
8. Identify peer's strengths and weaknesses in specified areas if interpreting for feedback purposes.

## TEXTBOOKS

Required

Interpreting for International Conferences  
by Danica Seleskovitch

Yes

## SUPPLIES

Four or more VHS videotapes (may be able to use CD-RW in the new lab)  
Two audiotapes

## EVALUATION

Attendance/Participation	10%
Assignments	10%
Progress Check #1	20%
Progress Check #2	25%
Progress Check #3	35%

**Progress Checks:** Students will be scheduled for individual performance tests.  
There are no written exams for this course.

## TENTATIVE SCHEDULE

Weeks 1-2	Introduction Consecutive Interpreting
Weeks 3-5	Consecutive Interpreting Simultaneous Interpreting In-Class Feedback Sessions <b>Assignment #1 (Due Thurs, Sept. 9)</b> <b>Progress Check #1 (Thurs, Sept. 23)</b>
Weeks 6-10	Simultaneous Interpreting In-Class Feedback Sessions <b>Assignment #2 (Due Tues, Oct 5)</b> <b>Assignment #3 (Due Tues, Oct. 12)</b> <b>Progress Check #2 (Tues, Oct. 26)</b>
Weeks 11-15	Simultaneous Interpreting In-Class Feedback Sessions Guest Speaker-a taste of "the real world" <b>Assignment #4 (Due Thurs, Dec. 2)</b> <b>Progress Check #3 (Thurs, Dec. 2)</b>

**NOTE:** Students will meet with Diane Rafferty to receive their internship placement contracts on Friday, Dec. 10.

## **IN-CLASS FEEDBACK SESSIONS**

Each student will be given non-graded feedback in one-on-one sessions at least twice during the semester. You will sign up for the dates you are scheduled to receive feedback. If you know you will have to miss the scheduled feedback session, you may switch with someone with a different date. However, if you are unable to switch, you will lose the opportunity for this feedback. Make-up dates will not be possible.

## **CLASSROOM WORK**

Students will be working to develop their own skills throughout the semester. Students will need to come to class with predetermined personal objectives for improvement based on prior work. There will be times that preparation information will be given prior to the class session. Students should prepare for class as though they are preparing for an actual interpreting assignment. The semester moves very rapidly. Skill development is tied to the effort put forth by students in all aspects of this course—be it classroom work or assignments. However, it is also important to develop a strong support system. As the instructor, I will be working with you all to provide the most positive atmosphere possible for learning. WE ARE A TEAM!

## **SUPPORT SERVICES**

As soon as noted by Lynda Remmel, students who are falling behind in the expected progress of the class will be referred for tutoring through Special Services. Any student who requires accommodations because of a physical, learning, psychiatric, vision or hearing disability must contact Lynda Remmel and the Special Services Office (303.404.5302) at the beginning of the semester. After you have documented your disability with Special Services, please notify Lynda Remmel for discussing any needed accommodations.

## **IPP STUDENT PORTFOLIO REQUIREMENTS**

The program requires that each student submit a portfolio in the final semester of the program for Interpreter Seminar, IPP-278. Much of the work reflected in the portfolio comes from various courses. **Be sure to save all your papers and tapes while in the program for use in developing your final portfolio.**

## **INSTITUTIONAL POLICY**

All students must have qualified for financial aid, or must have paid their tuition by September 9, 2004. This is an FRCC policy and there are **NO** appeals for this process. Any students who have not done so will not be allowed to remain in the class.