

# THE EFFECTIVE INTERPRETING SERIES

## ASL SKILLS DEVELOPMENT

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# ASL SKILLS DEVELOPMENT (3 CR)

*Note to teachers: This sample syllabus is for a 14-week, 3 credit semester and assumes class meetings of 3 hours per week either in one session, or two sessions of 90 minutes each or some other combination resulting in 45 contact hours. Feel free to adapt this to your needs including adding specific dates, additional assignments and evaluations. Insert your own contact information, office hours, grading policy and other items as required by your department or university. All page numbers refer to the student study set, rather than the Teacher's Guide. Italicized sections of this syllabus are for the instructor and may be deleted or replaced with information specific to your needs. Ideally, this course is taught at the same time as English Skills Development using the corresponding volume in The Effective Interpreting Series. ASL Skills Development and English Skills Development are companion volumes.*

*Week 14 is intentionally light in content to allow for flexibility in the entire schedule*

*Cognitive Processing in ASL (or any volume in The Effective Interpreting Series) may also be used for Independent Study for RID CMP CEU's. This syllabus can serve as a framework for independent study. Just contact an RID approved sponsor to get started.*

# COURSE DESCRIPTION

This three-credit course focuses on strengthening ASL proficiency through discussion and practice and is designed for advanced ASL students, beginning interpreting students, as well as working interpreters and mentors who wish to strengthen their foundational skills, and can also be used as an independent study. The overall goal of the course is to improve ASL proficiency in a measured sequence moving from simpler to more complex material with a strong emphasis is on ASL comprehension throughout. Course topics include main idea comprehension, summarizing, lexical substitution, paraphrasing propositions, paraphrasing discourse, as well as discovering the difference between form and meaning within ASL. This course can be taken at the same time as English Skills Development and can be taken before or after Cognitive Processing in ASL and Cognitive Processing in English. These four courses serve as pre-requisites for Translation. This course is conducted in ASL and all assignments are to be completed using ASL, including all study questions, with the possible exception of a reflection journal which may be in written English if the instructor so directs.

## **Required Text and materials**

Text: Patrie, C. J. (2007). *The Effective Interpreting Series: ASL Skills Development*. DawnSignPress. San Diego.

Each student must also have:

- Access to a video recording device and high-speed internet
- A way to store video recordings.
- Access to a computer and printer for completing assignments.

# COURSE OBJECTIVES

- 1) Define what ASL intralingual skills mean and why they are important to interpreting.
- 2) Identify the main and supporting ideas within an ASL text.
- 3) Summarize ASL texts, using ASL.
- 4) Replace ASL signs with other ASL signs while preserving meaning.
- 5) Paraphrase ASL sentences and paragraphs.
- 6) Demonstrate the ability to convey a message from a pictorial form to a signed form
- 7) Demonstrate the ability to convey information from a signed form to a pictorial form.
- 8) Begin using self-analysis to evaluate progress and begin reflecting on your work.

## **Grading:**

*Teachers can devise grading systems to include:*

*Completion of assignments*

*Completion of work by due date*

*Assessments can be administered every two weeks or less frequently, as desired.*

*Assessments should ideally fall into two categories.*

*Skill*

*Knowledge*

*Instructors can request that students keep a journal reflecting on their progress in the course and submit the journal weekly or bi-weekly to help the instructor gauge progress and understanding.*

*Instructors can have students review the longest exercise in each unit and assign grades to themselves along with a rationale for the decision. This approach allows instructors to see how students are thinking about the work and offer guidance accordingly.*

# WEEKLY SCHEDULE

## Introduction and Course Orientation

### WEEK 1

- 1) Introductions
- 2) Review the syllabus, course schedule, expectations and communication policies.
- 3) How to access the online video library for this course.
- 4) How to complete and submit assignments
  - a. How to do the exercises and how to submit them
  - b. How to use the tracking sheet
  - c. Discuss reflecting on your work, either in ASL videos, or in written English. This will become your reflection journal where you can keep track of your thoughts on your ASL skills development as the course progresses. Your instructor may check the journal from time to time but you are the main beneficiary as you begin developing a reflective practice.
  - d. Determine how you will record your reflections during this course. The language used for reflections is determined in agreement with your instructor. Plan to make an entry into your journal at least once per week.
    - i. In ASL and stored on video
    - ii. In written English using Word.
- 5) Class Activity: Get acquainted with how to complete the exercises in this course.
  - a. Teacher demonstration of Exercise 1.1 “An Indelible Experience” (p. 21)
- 6) Homework:
  - a. Read pp. 1-20
  - b. Find one or two examples of misunderstandings between people who share the same language.

# WEEKLY SCHEDULE

## Unit 1: Main Idea Comprehension

### WEEK 2

- 1) Welcome, warm-up and class preview.
- 2) Lecture and discussion on Preface and Introduction to ASL Skills Development
  - a. What are intralingual skills and how do they relate to interpreting?
  - b. Models of interpreting
  - c. Deliberate practice
  - d. Specific ASL skills
  - e. Terminology for this course
- 3) Welcome, warm-up and class preview.
- 4) Discussion of homework reading
  - a. Main Idea Comprehension
  - b. The Main Idea, Key Word, and Schema
  - c. Specific Areas of Difficulty in ASL Comprehension
- 5) Class Activities:
  - a. In ASL, describe an instance you observed where two people using the same language misunderstood each other. What do you think caused the misunderstanding?
  - b. Exercise 1.1 *An Indelible Experience* (p. 21). Instructor led discussion of each video capture.
  - c. Exercise 1.2 *My Goal* (p. 25). Instructor led discussion of each video capture.
- 6) In-class time for reflection journal
- 7) Homework:
  - a. Answer the study questions for Exercises 1.1 and 1.2
  - b. Study each selection and answer the questions in ASL.
  - c. Submit recordings according to instructor's directions.
  - d. Read pp. 37–39. Be prepared to tell the class about this information.
  - e. Look for one or two examples of how noticing the main idea can help your comprehension (e.g. newspaper headlines).

# WEEKLY SCHEDULE

## Unit 2: Comprehension and Summarizing

### WEEK 3

- 1) Welcome, warm-up and class preview.
- 2) Discuss examples of how noticing the main idea can help improve your comprehension
- 3) Review homework exercises
- 4) Class activity:
  - a. Working in pairs study and discuss Exercise 1.3 *Hot Peppers*, with the goal of clearly understanding the signs shown each video capture in the textbook.
  - b. In group or pairs, use each of the signs shown in the video captures in a sentence.
- 5) Student volunteer (s) to introduce this week's concepts from pp. 37–39.
  - a. Class activity: Exercise. 2.1 *Get to Know the Signer* and *Dad's Car* (p. 40). Group activity guided by instructor. Students can work in pairs to assist and support each other and to ensure complete comprehension.
  - b. Respond to all study questions.
  - c. Discuss problems and solutions in-class if time permits
- 6) Record and submit your answers for Exercise. 2.1
- 7) Homework: Exercise 2.2 *Embarrassing Moment* (p. 46) and Exercise 2.3 *Turning Points* (p. 49). Be sure to use the *Get to Know the Signer* portions to get used to the signer's style.
  - a. Record and submit as directed including answers to all study questions.
  - b. Re-do any problematic questions and submit your answers.
  - c. Complete tracking sheet for Unit 2.
  - d. Read pp. 55–56
- 8) Assessment
  - a. *Instructor-created assessment could include questions on the topics discussed so far and demonstration of skills addressed. Instructor can select an ASL passage and ask students to demonstrate one or more skills.*

# WEEKLY SCHEDULE

## Unit 3: Lexical Substitution

### WEEK 4

- 1) Welcome, warm-up and class preview.
- 2) Questions about assignments?
- 3) Discussion of lexical substitution – what is it and why is it important?
- 4) How is lexical substitution different from summarizing? Explain in your own words.
- 5) Class activity: Ex 3.1 *Pacific Beach Incident* (p. 57) – group discussion of ASL passage and study questions.
- 6) Record your answers in ASL, then watch the entire selection again.
- 7) Homework:
  - a. Record answers to Exercise.3.1 if not completed during class time.
  - b. Exercise. 3.2 *Memory of Grandfather* (p. 65) and Exercise 3.3 *At the Airport* (p. 71).
  - c. Record and submit your work for these two exercises as directed.
  - d. Note any signs that you are unsure of and bring them to class.

# WEEKLY SCHEDULE

## Unit 3: Lexical Substitution

### WEEK 5

- 1)** Welcome, warm-up and class preview.
- 2)** In-Class Small Group Activity: Groups of 2 or 3 students discuss their work on
  - a.** Exercise. 3.2 *Memory of Grandfather*.
  - b.** Exercise. 3.3 *At the Airport*.
  - c.** Re-record any work that needs improvement.
  - d.** Fill in tracking sheet.
- 3)** Students summarize major course concepts to date
- 4)** Students describe how the exercises in Units 1, 2, 3 relate to the topics discussed. How did doing the exercises help you understand the concepts?
- 5)** Homework:
  - a.** Read Unit 4 topics: Illocutionary force, ambiguity, unpacking propositions, the role of paraphrasing and paraphrasing techniques.
  - b.** Complete reflection journal entry for the week.

# WEEKLY SCHEDULE

## Unit 4: Paraphrasing Propositions

### WEEK 6

- 1)** Welcome, warm-up and class preview.
- 2)** Pair Discussion: what changes have you noticed about your ASL skills over the last five weeks. Share with the group.
- 3)** Discussion of illocutionary force, ambiguity, unpacking propositions, the role of paraphrasing and paraphrasing techniques.
- 4)** In-class activity: Exercise. 4.1 Peeling *Potatoes* (p. 84).
- 5)** Homework:
  - a.** Exercise 4.2 *Feeding the Baby* p. (86), Exercise 4.3 *Breaking Eggs* (p. 87) and Exercise 4.4 *Culture Shock* (p. 88). Record and submit as directed.
  - b.** Be prepared to discuss your answers in-class and ask questions.
  - c.** Fill out the tracking sheet.
  - d.** Complete reflective journal entry for the week.

# WEEKLY SCHEDULE

## Review, Self-Analysis, and Reflection

### WEEK 7

- 1)** Check in, warm-up and announcements.
- 2)** This week is designed for catch-up, review, discussion and reflection.
- 3)** Class time provided to check on all assignments and recordings to be sure that all work is completed and submitted. This is a good time to re-do any assignments you would like to improve on.
- 4)** Review all work submitted so far and choose two completed assignments that you would like to have graded.
  - a.** Choose from Ex. 1.3, Ex. 2.3, Ex. 3.2, Ex. 4.4.
  - b.** In ASL assign yourself a grade for the assignments you have chosen.
  - c.** In an ASL recording, explain why you gave yourself the grade you chose.
  - d.** Submit as directed.
  - e.** Either for homework, or in-class, as time permits, reflect on your work so far this semester. In your reflection journal describe how your thoughts about ASL skills as they relate to interpreting have changed over the semester so far. Some questions you can use are:
    - i.** What are your thoughts on developing a shared terminology about the work?
    - ii.** How do you think your ASL comprehension and expression have improved?
    - iii.** What are your thoughts on working with a classmate to discuss assignments?
- 5)** Homework:
  - a.** Complete reflective journal entry for the week.
  - b.** Fill out the tracking sheet.
  - c.** Read Unit 5. You do not need to do the exercises but you can read through the material in your book.

# WEEKLY SCHEDULE

## Unit 5: Paraphrasing Discourse

### WEEK 8

- 1)** Warm-up and check-in.
- 2)** Discussion
  - a.** What is the value of paraphrasing?
  - b.** How long should a paraphrase be?
  - c.** Form and functions of questions in ASL.
- 3)** Class Activity
  - a.** Exercise. 5.1 *Memorable Experience* (p. 96)
  - b.** After reviewing the directions, record paraphrases.
  - c.** Class discussion of paraphrases, checking for message equivalence.
- 4)** Small group work: Select ASL passages from Units 1–4 for additional practice on paraphrasing.
- 5)** Homework:
  - a.** Exercise 5.2 *Hearing People are Normal After All* (p. 98).
  - b.** Exercise 5.3 *My Work in the Auto Body Shop* (p. 100).
  - c.** Add reflections on this week's work to reflection journal. *Instructor can provide specific prompts.*
  - d.** Fill out the tracking sheet.
  - e.** Read Unit 6.

# WEEKLY SCHEDULE

## Unit 6: Visual Form and Meaning

### WEEK 9

- 1) Warm-up and check-in
- 2) Topics: Fidelity and equivalence.
- 3) During this week we will be looking at images in the textbook and conveying the meaning of those images into ASL.
- 4) Class Activity: Exercise. 6.1 *Gardening* (p. 109). (Allow extra time).
  - a. This is a type of 'translation' exercise.
  - b. The goal is to develop an understanding of fidelity.
  - c. Look at all nine pictures.
  - d. Then create a sentence or two for each picture in ASL that is faithful to the message. The faithful sentence will:
    - i. Include what is required by the picture
    - ii. Include what is allowed by the picture
  - e. Discuss the variety of ways that the idea can be expressed.
  - f. Record ASL responses to the exercise and the study questions.
- 5) Small group activity: Exercise 6.2 *Going Fishing* (p. 112).
  - a. Use the same approach as in 6.1 but work in small groups or pairs.
  - b. This time work to eliminate responses that are unduly free or too literal.
  - c. Record ASL responses and submit as directed to the exercise and the study questions
- 6) Homework:
  - a. Review the in-class exercises. Re-do if needed.
  - b. In your journal write your thoughts about this week's exercises on form and meaning. What new perspectives do you have now?
  - c. Fill out the tracking sheet.

# WEEKLY SCHEDULE

## Unit 6: Visual Form and Meaning

### WEEK 10

*Two weeks are devoted to this topic to ensure that students have time to absorb the concepts of fidelity, what is warranted and what is required.*

- 1)** Warm-up and check-in
- 2)** Students summarize:
  - a.** Visual Form and Meaning
  - b.** Faithful Translation, Form, Meaning, Visual Image
  - c.** The Role of Distinguishing Form from Meaning
  - d.** How are these exercises similar to translation exercises?
- 3)** Class activity:
  - a.** Exercise. 6.3 *Building a Table*. (p. 115)
    - i.** Use the same approach as in 6.1 but work in small groups or pairs.
    - ii.** This time work to eliminate responses that are unduly free or too literal. Do all of your answers meet the requirement of being both warranted and required?
    - iii.** Record ASL responses to the exercise and the study questions and submit as directed
- 4)** Homework:
  - a.** In your journal write your thoughts about this week's exercises on form and meaning. What new perspectives do you have now?
  - b.** In Unit 7 read:
    - i.** Meaning and Visual Form
    - ii.** Visualization, Visual Form, ASL Form, Meaning
    - iii.** Explicit and Implicit Information
    - iv.** The Role of Creating Visual Forms in Response to Signed Information
  - c.** Fill out the tracking sheet

# WEEKLY SCHEDULE

## Unit 7: Meaning and Visual Form

### WEEK 11

- 1)** Warm-up and check-in and class preview.
- 2)** Lecture and discussion of:
  - Meaning and Visual Form – this is the converse of Unit 6.
  - Visualization, Visual Form, ASL Form, Meaning
  - Explicit and Implicit Information
  - The Role of Creating Visual Forms in Response to Signed Information
- 3)** In-Class Activity:
  - a.** Exercise 7.1 *Doing the Laundry* (p. 126)
  - b.** The drawings you create are only representative – to help you remember your understanding of the message.
  - c.** Focus on visual memory techniques that help you remember the ASL message.
  - d.** Discuss in pairs and then in whole group.
- 4)** Homework:
  - a.** Complete study questions for Exercise 7.1
  - b.** Exercise: 7.2 *Making a Cake* (p. 130).
  - c.** Record your responses including study questions and submit as directed.
  - d.** Develop an idea or exercise to help people learn to visualize information while watching an ASL message. What visual memory techniques can help you remember the message?
  - e.** Reflection journal.
  - f.** Tracking sheet.

# WEEKLY SCHEDULE

## Unit 7: Meaning and Visual Form

### WEEK 12

- 1)** Warm-up and check-in and class preview.
- 2)** In-Class Activity:
  - a.** Share exercises to help others practice visualizing information presented in ASL. How can visual memory techniques help you remember the message?
- 3)** Class activity Ex. 7.3 *The Wading Pool*.
  - a.** Record responses and submit as directed.
- 4)** Homework:
  - a.** In ASL explain what role visualization plays in interpreting and record your answer.
  - b.** Submit as directed.

# WEEKLY SCHEDULE

## Unit 7: Meaning and Visual Form

### WEEK 13

- 1) Welcome and warm-up.
- 2) Discussion of visualization and how it relates to interpreting
- 3) Class activity Ex. 7.3 “The Wading Pool.”
  - a. Record responses and submit as directed.
- 4) Choose from Ex. 5.3, Ex. 6.3, Ex. 7.3.
  - a. In ASL assign yourself a grade for the assignments you have chosen.
  - b. In an ASL recording, explain why you gave yourself the grade you chose.
  - c. Submit as directed.
  - d. Reflect on your work so far this semester. In your reflection journal describe how your thoughts about ASL skills as they relate to interpreting have changed over the semester so far. Some questions you can use are:
    - i. What does being faithful to the message mean to you now?
    - ii. Why are no two responses to the exercises in Unit 6 and 7 exactly the same?
    - iii. How was working from a picture into ASL like translation?
    - iv. What is your understanding of how visualization plays a role in interpreting?
    - v. How has this course helped you?
- 5) Homework:
  - a. Assign yourself a grade for this course, and in ASL explain your reasoning. Submit as directed.

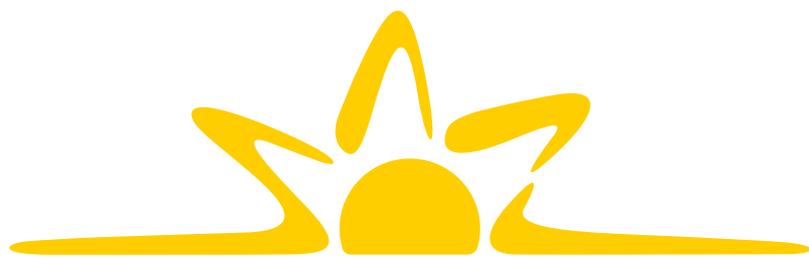
# WEEKLY SCHEDULE

## Unit 7: Meaning and Visual Form

### WEEK 14

*This week is intentionally left blank to provide flexibility for the instructor.*

If you have questions or would just like to talk about using EIS, contact  
Carol Patrie at **[effectiveinterpretingseries@gmail.com](mailto:effectiveinterpretingseries@gmail.com)**



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