

THE EFFECTIVE INTERPRETING SERIES

TRANSLATING FROM ASL

CAROL J. PATRIE



SAMPLE SYLLABUS FOR TRANSLATING FROM ASL (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, rubric, 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. Weeks 13 and 14 are intentionally light in content to allow flexibility in scheduling or for the instructor to add other material and exercises related to the topic.

This course has a Five-Step Follow-Up for each exercise as well as Study Questions.

Translating from ASL may also be used for Independent Study for RID CMP CEU's. Just contact Carol Patrie, or another approved sponsor to get started.

COURSE DESCRIPTION

This course focuses on developing and refining translation skills. This skill is foundational to interpreting because it allows you to become more conversant with how to develop message equivalence without the time pressure of simultaneous interpreting. Topics include preparing to translate, analyzing the meaning of the ASL source text, message transfer, reformulating the message, and priorities in and testing of the translation. Translation skills serve as a foundation for consecutive and simultaneous interpreting. The skills developed in this course allow you to develop message transfer skills without the time pressures of interpreting. This is a skills-based course that is founded in translation theory.

Pre-requisites: Fluency in ASL and English at above conversational levels and or courses in Cognitive Processing in ASL and English, English Skills Development and ASL Skills Development.

Meeting times and location

Instructor contact information

Plagiarism Policy

Civility policy

Other polices....

Required Text and Materials

Text: Patrie, C. J. (2012). *The Effective Interpreting Series: Translating from ASL*. 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) Acquire and correctly use terminology related to translation.
- 2) Describe and use the steps in preparing to translate.
- 3) Unpack the meaning of ASL source texts
- 4) Reformulate the ASL message into English.
- 5) Describe the priorities in translation
- 6) Test the translation
- 7) Revise the translation
- 8) Develop skills in analyzing your own work.
- 9) Become a reflective practitioner.

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. (Instructors can design their own assessments)

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 of student progress.

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. Creating your own rubric for grading will be helpful for you and your students.

WEEKLY SCHEDULE

Introduction and Course Orientation

WEEK 1

- 1)** Review the syllabus, course policies, procedures and course schedule
- 2)** How to complete and submit assignments
 - a.** How to find the online video library, do the exercises and 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.
- 3)** Lecture and discussion on How to use this Book
 - a.** Terms for this course
 - b.** How to use the textbook, submit homework and use the tracking sheet.
- 4)** Instructor led discussion on *Introduction to Translating from ASL*
 - a.** Process and product
 - b.** Sources of error in translation
 - c.** Competencies
 - d.** Models of Translation
 - e.** Terminology

WEEKLY SCHEDULE

Introduction and Course Orientation

- 5)** Instructor led in-class activity:
 - a.** Ex1.1 “Get to Know the Signer” (p. 37)
 - b.** How to do the exercise and respond to the study questions
- 6)** Homework:
 - a.** Review How to Use this Book and Introduction to Translating from ASL
 - b.** Answer the five Study Questions in this unit and submit as directed.

WEEKLY SCHEDULE

Unit 1: Preparing to Translate

WEEK 2

- 1)** Welcome, warm-up and review.
 - a.** Process and product
 - b.** Sources of error in translation
 - c.** Competencies
 - d.** Models of Translation
 - e.** Terminology
- 2)** Discussion:
 - a.** Questions or insights related to reflections journal
 - b.** How is translation different from interpreting?
 - c.** Steps in the Translation Process
 - d.** Analyze the Source Text
 - e.** Preparing for Translation versus Interpretation
 - f.** The Role of Intuition in Translation
- 3)** Class Activity:
 - a.** Ex 1.1 “Get to Know the Signer” (p. 37) and study questions
 - b.** Ex. 1.2 “Bike with a Flat Tire” (p. 42).
- 4)** Homework:
 - a.** Complete any portions of Ex. 1.1 and Ex. 1.2 that you were unable to finish in-class.
 - b.** Complete Ex. 1.3 and Ex. 1.4. including study questions and Follow-up
 - c.** Reflections journal
 - d.** Reread Unit 1.

WEEKLY SCHEDULE

Unit 1: Preparing to Translate

WEEK 3

- 1)** Welcome and warm-up
 - a.** Challenges
 - b.** Successes
 - c.** Take aways
- 2)** Discussion of homework assignments followed by time for reflection and working on journal entries.
- 3)** Activity:
 - a.** Work in pairs to revise Ex.1.4
 - b.** Work in pairs on Ex. 1.5 “Fraternal and Identical Twins” (p. 51) including study questions and Follow-up. Record first draft of translation.
- 4)** Homework
 - a.** Review readings for this unit.
 - b.** Revise translation or Ex 1.5 and then do the Five-step Follow-up and submit as directed.
 - c.** Be sure all Follow-up activities have been completed and submitted as directed.
 - d.** Update your reflections journal
 - e.** Complete the tracking sheet for this unit.
 - f.** Read Unit 2.

WEEKLY SCHEDULE

Unit 2: Analyzing the Meaning of the Text

WEEK 4

- 1)** Welcome and warm-up
- 2)** Students conduct review of how to prepare to translate
- 3)** The pairs who worked on Ex 1.4. and 1.5 – compare and discuss translations as appropriate, with the class.
- 4)** Discussion:
 - a.** Analyzing the Meaning of the Text
 - b.** Analysis of the Text as a Whole
 - c.** Translation Theories - Gile, Nida, and Taber
- 5)** In-class practice: Exercise 2.1 “The Phone Call” (p. 61)
- 6)** Homework:
 - a.** Five-Step Follow-Up for 2.1 “The Phone Call”
 - b.** Complete Ex. 2.2 including study questions and Follow-up. These translations will be considered drafts and further reviewed in-class.
 - c.** Read Unit 2.
 - d.** Reflection journal

WEEKLY SCHEDULE

Unit 2: Analyzing the Meaning of the Text

WEEK 4

- 1)** Welcome and warm-up
 - a.** Challenges
 - b.** Successes
- 2)** Discussion Unit 1:
 - a.** Analyzing the Meaning of the Text
 - b.** Analysis of the Text as a Whole
 - c.** Translation Theories - Gile, Nida, and Taber
- 3)** Class activity:
 - a.** Small group work on comparing and revising draft translations
 - b.** Record revised translations and submit as directed.
- 4)** Individual activity: Ex. 2.3 “How to Make Pizza Soup” (p. 66)
 - a.** Work in pairs to compare and revise first draft of Ex. 2.3.
 - b.** Record the revised translation.
- 5)** Homework:
 - a.** Ex. 2.4 “Summer Camp” (p. 69) including Five-Step Follow-Up
 - i.** Students can work in pairs on this exercise.
 - ii.** Revise translation and submit revision.
 - b.** Review readings assigned so far
 - c.** Read Unit 3

WEEKLY SCHEDULE

Unit 3: Message Transfer

WEEK 5

- 1)** Welcome and warm-up
- 2)** Discussion:
 - a.** Ex. 2.4 -group discussion
 - b.** How the translator can affect the translation
- 3)** In-Class Large Group Activity: Ex. 3.1 “The Refreshment Stand” (p. 80).
 - a.** Create a drawing showing where the actors and objects are located.
 - b.** Create draft translation and discuss with another student
- 4)** In-Class Small Group Activity: Ex. 3.2 “Bathing the Dog” (p. 84).
 - a.** Work in pairs to create a drawing of where the actors and objects are located.
 - b.** Create a draft translation and discuss with another pair.
- 5)** Homework:
 - Study questions and Five-Step Follow-Up for Ex. 3.2.
 - Ex. 3.3 “Super Heroes” (p. 88) including study questions and Follow-up.
 - Submit all assignments as directed
 - Update reflections journal.
 - Re read Unit 3.

WEEKLY SCHEDULE

Unit 3: Message Transfer

WEEK 6

- 1)** Welcome and warm-up.
 - a.** Check in on reflections and insights
 - b.** Challenges
 - c.** Successes
- 2)** Review Ex. 3.2 and Ex.3.3
 - a.** Compare and contrast translations - discussion centers on equivalence.
 - b.** Revise translations and submit as directed
- 3)** Lecture and discussion or student-led discussion
 - a.** Transfer in translation
 - i.** Provide specific examples of this part of the process.
 - b.** Form and meaning
 - i.** What is the difference?
 - c.** Loss during transfer
 - i.** Provide examples from student work.
- 4)** Homework
 - a.** Review all work submitted so far and choose two completed assignments that you would like to have graded. You may choose from Ex. 1.5, Ex 2.4, or Ex. 3.3. Include the answers to the study questions and Follow up.
 - 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.** Read Unit 4 Reformulating the Message.

WEEKLY SCHEDULE

Unit 4: Reformulating the Message

WEEK 7

- 1)** Check in, warm-up and announcements.
 - a.** Challenges
 - b.** Successes
- 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 including all study questions and Follow-up portions of each exercise. This is a good time to re do any assignments you would like to improve on, such as revising translations Time is also provided for small group or pair discussion of how your skills in translation have improved.
- 4)** Discussion
 - a.** Reformulating the Main Idea
 - b.** Reformulation of Idea Units
 - c.** Reformulation at the Word Level
 - d.** In-Class Discussion: Schema and Reformulation
- 5)** Class Activity
 - a.** Ex. 4.1 “Buying Lunch” (p. 98)
 - b.** Work in pairs to analyze and develop first draft
 - c.** Record your work.
 - d.** Ex.4.2. “Ripped Pants” (p. 102) Individual work. Read the directions carefully and create the diagrams as directed on page. 102.
 - e.** Class discussion – compare and contrast drawings and then translations.
- 6)** Homework
 - a.** Complete Ex. 4.3 (p.135) including Get to Know the Signer, study questions and Follow-up. Revise and record your translation. Submit as directed.
 - b.** Update reflections journal.

WEEKLY SCHEDULE

Unit 4: Reformulating the Message

WEEK 8

- 1)** Check in, warm-up and announcements.
 - a.** Challenges
 - b.** Successes
- 2)** Discussion of Ex.4.3 comparisons, questions and revisions.
- 3)** In-class activity
 - a.** Render a revised translation and submit as directed along with study questions and Follow-up.
 - b.** Group analysis of Ex 4.4 “Managing Chronic Illness” (p. 109)
- 4)** Homework:
 - a.** Complete Study questions and Five-Step Follow-Up for 4.2, 4.3, 4.4.
 - b.** Update reflections journal
 - c.** Complete tracking sheet.
 - d.** Select either Ex. 4.3 or Ex. 4.4 and submit for grading. Include study questions and Follow-up.
 - i.** In ASL assign yourself a grade for the assignments you have chosen.
 - ii.** In an ASL recording, explain why you gave yourself the grade you chose.
 - iii.** Submit as directed.
 - e.** Read Unit 5.

WEEKLY SCHEDULE

Unit 5: Priorities in Translation

WEEK 9

- 1)** Check in, warm-up and announcements.
 - a.** Challenges
 - b.** Successes
- 2)** Discussion topics:
 - a.** Priorities in Translation
 - b.** Audience needs
- 3)** Individual work: Ex 5.1 “The Car Wash” (p. 121) and Ex. 5.2 “Sharpening a Pencil” (p. 125)
 - a.** Work in pairs on revisions
 - b.** Record second draft
- 4)** Homework:
 - a.** Ex.5.3 “Gardening at the School for the Deaf”
 - b.** Include study questions and Five-Step Follow-Up
 - c.** Record a revised translation after completing the Follow-up and submit revised translation as directed.
 - d.** Reflections journal.
 - e.** Tracking sheet

WEEKLY SCHEDULE

Unit 5: Priorities in Translation

WEEK 10

- 1)** Check in
 - a.** Successes
 - b.** Challenges
 - c.** Questions and take aways so far.
- 2)** Class activity: Ex 5.3
 - a.** Compare, contrast and discuss translations
 - b.** Record revised translation
- 3)** Homework:
 - a.** In ASL assign yourself a grade for the revised version of Ex.5.3
 - b.** In an ASL recording, explain why you gave yourself the grade you chose.
 - c.** Submit as directed.
 - d.** Update reflections journal
 - e.** Tracking sheet
 - f.** Read Unit 6.

WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 11

- 1)** Check in
 - a.** Successes
 - b.** Challenges
 - c.** Questions
- 2)** Discussion topics
 - a.** Why test a translation?
 - b.** Who tests the translation and when?
 - c.** How do you test the translation?
 - d.** How do you use the results of testing?
- 3)** In-Class Activity:
 - a.** Work in pairs to test Exercises 5.1, 5.2, 5.3
- 4)** Homework:
 - a.** Ex. 6.1 “ASLINGO” (p. 140) including study questions and Follow-up. Submit as directed.
 - b.** Reflections journal
 - c.** Re read Unit 6.

WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 12

- 1)** Check in
 - a.** Successes
 - b.** Challenges
 - c.** Questions
- 2)** Class activity – pairs or small groups – Ex. 6.2 “What Happened to Your Hand?” (p. 143)
 - a.** Prepare first draft
 - b.** Have your partner test your translation.
- 3)** Homework:
 - a.** Ex. 6.2 “What Happened to Your Hand?” (p. 143) including study questions and Follow-up. Test the translation and submit the revision.
 - b.** In ASL assign yourself a grade for the revised version of Ex.6.2
 - c.** In an ASL recording, explain why you gave yourself the grade you chose.
 - d.** Submit as directed.
 - e.** Update reflections journal
 - f.** Prepare for student roundtable
 - i.** Student led discussion of each of Units 1 – 6 including insights into how these translation processes relate to the interpreting process.

WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 13

- 1) STUDENT ROUNDTABLE**
 - a.** Student led discussion of each of Units 1 – 6 including insights into how these translation processes relate to the interpreting process.
 - b.** Students can showcase their best translations for discussion and comment
- 2) End of course reflection.** (Instructor can provide prompts for the final reflection).
What are the main take aways from this course?
- 3) Check that all assignments have been completed and submitted**
- 4) Assign yourself a grade for this course**
 - a.** In ASL assign yourself a grade for the revised version of Ex.6.2
 - b.** In an ASL recording, explain why you gave yourself the grade you chose.
 - c.** Submit as directed.

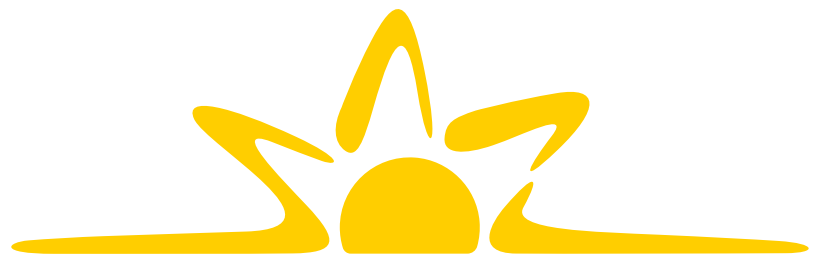
WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 14

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



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