

# THE EFFECTIVE INTERPRETING SERIES

## ASL SKILLS DEVELOPMENT

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## COURSE DESCRIPTION

To be an effective interpreter it takes high levels of skill in the languages you use to interpret. This course is a knowledge/skills-based course designed to strengthen American Sign Language (ASL) language proficiency that will assist the student to prepare for consecutive and simultaneous interpretation. The purpose of the course is to present videotape activities that help the student develop flexible intralingual ASL competence in preparation for the interpretation process. Lessons include developing main idea comprehension, summarizing, lexical substitutions, paraphrasing propositions, and paraphrasing discourse, as well as distinguishing visual form from meaning. This syllabus is for a three-credit, one-semester course with 45 contact hours presented once a week in a three-hour session.

## COURSE OBJECTIVES

At the end of this course students will be able to:

- 1) Demonstrate a strengthened usage of ASL.
- 2) Demonstrate strategies to increase fingerspelled word recognition and number recognition.
- 3) Identify as well as summarize the main idea and supporting ideas of an ASL text.
- 4) Demonstrate use of ASL lexical substitutions that ensure original meaning integrity.
- 5) Demonstrate the ability to restate ASL propositional paraphrasing without changing the original meaning of the utterance.
- 6) Demonstrate the ability to restate longer ASL discourse texts without changing the original meaning of the utterance.
- 7) Distinguish the difference between visual form and meaning.
- 8) Distinguish the difference between ASL form and meaning.

## WEEKLY SCHEDULE

### Unit 1: Main Idea Comprehension

#### WEEK 1

- 1) Review the Syllabus and Course Schedule
- 2) Read the following and be prepared to discuss:
  - Main Idea Comprehension
  - The Main Idea, Key Word, and Schema
  - Specific Areas of Difficulty in ASL Comprehension
- 3) Class Activity: Exercise 1.1 “An Indelible Experience” (p. 21)
- 4) Review the Five-Step Follow-Up Process
- 5) Homework: Identify an open source ASL video and bring link to class

#### WEEK 2

- 1) Review Week #1; Q & A
- 2) In Class: Exercise 1.2 “My Goal” (p. 25)
- 3) Small Group Activity: In teams of two to three students review homework video and identify the main idea in videos. Complete one Five-Step Follow-Up for in class videos.
- 4) Homework: The Five-Step Process: 1.2 “My Goal” (p. 25)

# WEEKLY SCHEDULE

## Unit 2: Summarizing

### WEEK 3

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
  - Introduction and Vocabulary
  - The Role of Creating Visual Forms in Response to Signed Information
  - Meaning and Visual Form Exercises
- 3) In Class Discussion: Visualization
- 4) In Class Working in Pairs: Exercise 2.1 “Doing the Laundry” (p. 56)
- 5) Homework:
  - Complete Exercise 2.2 “Making a Cake” (p. 66)
  - Individually complete Five-Step Follow-Up for Exercise 2.2

### WEEK 4

- 1) Review Week #3; Q & A
- 2) In Class Project: Visualization and Meaning
- 3) Apply Study Questions to In-Class Project
- 4) Homework:
  - Exercise 2.3 “The Wading Pool” (p. 76)
  - Five-Step Follow-Up for Exercise 2.3

# WEEKLY SCHEDULE

## Unit 3: Lexical Substitutions

### WEEK 5

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
  - Specific Words to General Words
  - The Role of Lexical Substitution
- 3) In Class Discussion: Lexical Substitution
- 4) In Class Small Group Activity: Exercise 3.1 “Pacific Beach Incident” 1-25 (p. 57)
- 5) Homework: Exercise 3.1 Five-Step Follow-Up

### WEEK 6

- 1) Review Week #5; Q & A
- 2) In Class Work Stations: Exercises 3.2 “Memory of Grandfather” 1-14 (p. 65) and 3.3 “At the Airport” 1-16 (p. 71)
- 3) Homework: Five-Step Follow-Up for Exercises 3.2 and 3.3

# WEEKLY SCHEDULE

## Unit 4: Paraphrasing Propositions

### WEEK 7

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
  - Illocutionary Force and Ambiguity
  - Unpacking Propositions
  - The Role of Paraphrasing
- 3) In Class Discussion: Paraphrasing Techniques
- 4) In Class Work Stations: Exercises 4.1 “Peeling Potatoes” (p. 84), 4.2 “Feeding the Baby” (p. 86), 4.3 Breaking Eggs, (p. 87), and “Culture Shock” (p. 88)
- 5) In Class Study Questions and Five-Step Follow-Up for 4.1 (p. 84)
- 6) Homework: Prepare for In Class Midterm Assessment

### WEEK 8

- 1) Review Units 1–4
- 2) In Class Activity: Putting the Pieces Together—Lexical Substitutions and Propositional Paraphrasing Exercise 4.4 “Culture Shock” (p. 88)
- 3) Midterm Assessment

# WEEKLY SCHEDULE

## Unit 5: Paraphrasing Discourse

### WEEK 9

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
  - Length of Paraphrase, Question Forms, and Functions
  - The Role of Paraphrasing at the Discourse Level
- 3) In Class Discussion: Question Forms and Functions (includes demonstration)
- 4) In Class Large Group Activity: Exercise 5.1 “Memorable Experience” (p. 96)
- 5) In Class Activity: Working in Pairs Exercise 5.2 “Hearing People Are Normal after All” (p. 98)
- 6) Homework: Record an original ASL narrative—Bring to the next class session

### WEEK 10

- 1) Review Week #9; Q & A
- 2) In Class Project: Original ASL Narrative Paraphrasing Activity
- 3) In Class Small Group Activity: Exercise 5.3 “My Work in the Auto Body Shop” (p. 100)
- 4) Homework: Five-Step Follow-Up for 5.3 (p.100)

# WEEKLY SCHEDULE

## Unit 6: Visual Form and meaning

### WEEK 11

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
  - Visual Form and Meaning
  - Faithful Translation, Form, Meaning, Visual Image
  - The Role of Distinguishing Form from Meaning
- 3) In Class Discussion: Main Idea—Rapid Assessment and Identification
- 4) In Class Large Group Activity: Exercise 6.1 “Gardening” (p. 109), including Study Questions
- 5) In Class Activity—Working in Pairs: Exercise 6.2 “Going Fishing” (p. 112), including Study Questions
- 6) Homework: Locate two ASL videos on open sourced resource to bring to next class session

### WEEK 12

- 1) Review Week #11; Q & A
- 2) In Class Work Stations: Exercises 6.2 “Environment Changes” and 6.3 “Welfare Reform” Five-Step Follow-Up
- 3) Homework:
  - Exercise 6.3 “Building a Table” (p. 115), including Study Questions
  - Five-Step Follow-Up for Exercise 6.3

# WEEKLY SCHEDULE

## Unit 7: Meaning and Visual Form

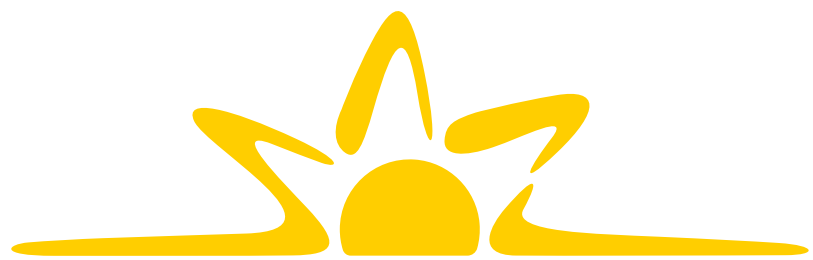
### WEEK 13

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
  - Meaning and Visual Form
  - Visualization, Visual Form, ASL Form, Meaning
  - Explicit and Implicit Information
  - The Role of Creating Visual Forms in Response to Signed Information
- 3) In Class Discussion: Visualization and Meaning
- 4) In Class Activity: Exercises 7.1 “Doing the Laundry” (p. 126) and 7.2 “Making a Cake” (p. 130)
- 5) Homework: Personal Reflection Paper

### WEEK 14

- 1) Q & A
- 2) Putting It All Together Activity
- 3) In Class Assessment: Exercise: 7.3 “The Wading Pool” (p. 133)
- 4) In Class Group Reflection

If you have questions or would just like to talk about using EIS, contact  
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