

THE EFFECTIVE INTERPRETING SERIES

TRANSLATING FROM ASL

CAROL J. PATRIE



COURSE DESCRIPTION

Successful interpreters have built many skills that they rely upon in their interpreting work. The ability to effectively utilize message transfer skills will ultimately improve the interpretation product. This course is a knowledge/skills-based course designed to strengthen message transfer skills from American Sign Language (ASL) that will assist the student in preparing for consecutive and simultaneous interpretation. The purpose of the course is to learn to translate from one language to another while preserving the meaning across language boundaries. Lessons include translating preparation, analyzing the meaning of the ASL source text, message transfer, reformulating the message, and priorities in and testing of the translation. This syllabus is for a three-credit, one-semester course with 45 contact hours presented weekly in a one three-hour session.

COURSE OBJECTIVES

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

- 1) Demonstrate message transfer skills from ASL to English while preserving meaning across respective language boundaries.
- 2) Define terminology related to translation.
- 3) Identify the role of preparation associated with the act of translating a text.
- 4) Analyze a source ASL text for its meaning.
- 5) Demonstrate reformulating the message in ASL.
- 6) Demonstrate strategies to prioritize and subsequently test the accuracy of an English translation.

WEEKLY SCHEDULE

Unit 1: Preparing to Translate

WEEK 1

- 1) Review the Syllabus and Course Schedule
- 2) Read the following and be prepared to discuss:
 - Factors in Translation
 - Steps in the Translation Process
 - Analyze the Source Text
 - Preparing for Translation versus Interpretation
 - The Role of Intuition in Translation
- 3) In Class Discussion: The Relevance of Translation for Interpreters
- 4) In Class Large Group: Exercise 1.1 “Get to Know the Signer” (p. 37)
- 5) In Class Discussion: Study Questions for 1.1
- 6) In Class Small Groups: Exercise 1.2 “Bike with a Flat Tire” (p. 42)
- 7) Homework: Complete Exercise 1.2, including the Five-Step Follow-Up Process

WEEK 2

- 1) Review Week #1; Q & A
- 2) In Class: Review Exercise 1.2 “Bike with a Flat Tire” (p. 42)
- 3) In Class Activity: In small groups of two to three students outline strategies to enhance ASL source language text comprehension
- 4) In Class Small Group Activity: Exercises 1.3 “Building a Dog House” (p. 45) and Exercise 1.4 “Directions to MSSD” (p. 48)
- 5) Homework:
 - Exercise 1.5 “Fraternal and Identical Twins” (p. 51)
 - The Five-Step Process: “Fraternal and Identical Twins” (p. 51)

WEEKLY SCHEDULE

Unit 2: Analyzing the Meaning of the Text

WEEK 3

- 1) Class Check In and Q & A
- 2) Review Unit 1
- 3) Read the following and be prepared to discuss:
 - Analyzing the Meaning of the Text
 - Analysis of the Text as a Whole
- 4) In Class Discussion: Translation Theorists—Gile, Nada, and Taber
- 5) In Class Large Group: Exercise 2.1 “The Phone Call” (p. 61)
- 6) Homework:
 - Five-Step Follow-Up for 2.1
 - Preview Exercises 2.2 and 2.3

WEEK 4

- 1) Class Check In and Q & A
- 2) In Class Individual Work: Exercise 2.2 “Watching TV” (p. 64)
- 3) In Class Large Group Discussion: Strategies for Completing Exercise 2.2
- 4) In Class Individual Work: Exercise 2.3 “How to Make Pizza Soup” (p. 66)
- 5) In Class Large Group Discussion: Strategies for Completing 2.3
- 6) Homework: Exercise 2.4 “Summer Camp” (p. 69), including Five-Step Follow-Up

WEEKLY SCHEDULE

Unit 3: Message Transfer

WEEK 5

- 1) Review Week #4; Q & A
- 2) Read the following and be prepared to discuss:
 - How the Translator Affects the Translation
- 3) In Class Discussion: The Translator and the Meaning Transfer Process
- 4) In Class Large Group Activity: Exercise 3.1 “The Refreshment Stand” (p. 80)
- 5) In Class Visualization Activity: Generate Visualization Artifact for “The Refreshment Stand”
- 6) In Class Small Group Activity: Exercise 3.2 “Bathing the Dog” (p. 84)
- 7) Homework:
 - Five-Step Follow-Up for Exercise 3.2
 - Exercise 3.3 “Super Heroes” (p. 88)
 - Five-Step Follow-Up for Exercise 3.3

WEEK 6

- 1) Class Check In and Q & A
- 2) Review Exercises 3.2 and 3.3
- 3) In Class Individual Meaning Transfer Activity: Exercise 1.5 “Fraternal and Identical Twins” (p. 51)
- 4) Review Midterm Assessment Units 1–3
- 5) Homework: Prepare for In Class Midterm Assessment

WEEKLY SCHEDULE

Unit 4: Reformulating the Message

WEEK 7

- 1) Check In and Q & A
- 2) Midterm Assessment
- 3) Read the following and be prepared to discuss:
 - Reformulating the Main Idea
 - Reformulation of Idea Units
 - Reformulation at the Word Level
- 4) In Class Discussion: Schema and Reformulation
- 5) Homework: Exercise 4.1 “Buying Lunch” (p. 98)
 - Bring visualization to next class
 - Complete Five-Step Follow-Up

WEEK 8

- 1) Review Week #7; Q & A
- 2) In Class Activity: 4.1 Visualization
- 3) In Class Work Stations: Exercises 4.2 “Ripped Pants” (p. 102); 4.3 “How to Register for a Course” (p. 105), and 4.4 “Managing Chronic Illness” (p. 109)
- 4) Homework:
 - Complete Five-Step Follow-Up for Exercises 4.2, 4.3, and 4.4
 - Write Reflection Paper: Reformulation (Rubric Provided)

WEEKLY SCHEDULE

Unit 5: Priorities in Translation

WEEK 9

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss: Priorities in Translation
- 3) In Class Discussion: The Search for Equivalence—Nida and Taber
- 4) In Class Large Group Activity: Exercise 5.1 “The Car Wash” (p. 121)
- 5) Post Exercise Discussion: Toward Equivalence—Strategies
- 6) Homework: Exercise 5.2 “Sharpening a Pencil” (p. 125), including Five-Step Follow-Up

WEEK 10

- 1) Review Week #9; Q & A
- 2) In Class Working In Pairs: Exercise 5.3 “Getting to Know the Signer” (p. 128)
 - Co-create a Translation
 - Answer Study Questions
 - Five-Step Follow-Up for Exercise 5.3
- 3) In Class Individual Work: Exercise 5.3 “Gardening at the School for the Deaf” (p. 128) Complete Study Questions and Five-Step Follow-Up
- 4) Homework:
 - Complete Exercise 5.3
 - Review Units 4 and 5
 - Bring completed work to next class

WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 11

- 1)** Class Check-In; Q & A
- 2)** Read and be prepared to discuss:
 - Why Test a Translation?
 - Who Tests the Translation and When?
 - How Do You Test the Translation?
 - How Do You Use the Results of Testing?
- 3)** In Class Discussion: Elements of an Effective Translation
- 4)** In Class Activity: Testing Exercises 5.1, 5.2, and 5.3
- 5)** Homework:
 - Exercise 6.1 “ASLINGO” (p. 140)
 - Exercise 6.2 “What Happened to Your Hand?” (p. 143)
 - Study Questions and Five-Step Follow-Up for Exercises 6.1 and 6.2

WEEK 12

- 1)** Review Week #11; Q & A
- 2)** In Class Discussion: Translation Testing Strategies and Coping Skills
- 3)** In Class: Back Translation Testing Practice for Exercises 6.2 and 6.3
- 4)** In Class: Comprehension Translation Testing Practice for Exercises 6.2 and 6.3
- 5)** In Class Discussion: Putting It All Together!
- 6)** Homework: Translate and Test Your Translation for Exercise 1.4 “Directions to MSSD” (p. 48)

WEEKLY SCHEDULE

Course Wrap Up / Final Assessment

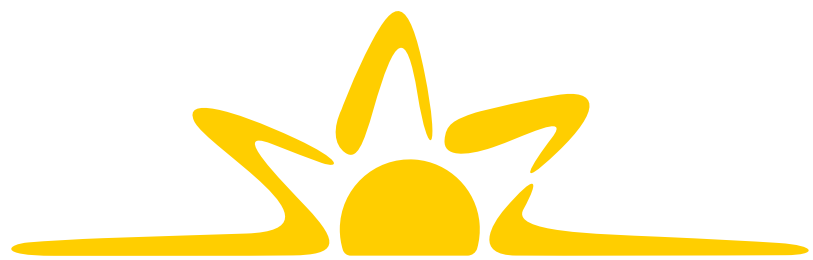
WEEK 13

- 1)** Q & A
- 2)** In Class: Putting it All Together—Exercise 2.4 “Summer Camp” (p. 69)
- 3)** Review Units 1–6
- 4)** Homework:
 - Prepare for Final Assessment
 - Personal Reflection Paper (Rubric Included)

WEEK 14

- 1)** Q & A
- 2)** In Class: Final Assessment
- 3)** In Class: Group Reflection and Wrap Up

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