**Mohawk Valley Community College**

**Department for Education & Language Studies**

**Course Outline**

**Course Title: EI 120 Processing Skills and Discourse Analysis C-4, Cr-4**

**Course Description:**

This course introduces the mental processing skills (pre-interpreting skills) of consecutive and simultaneous interpretation and an in-depth look at the interpreter as a bicultural/bilingual mediator. It includes an overview of the theoretical models of interpretation, skill development activities, and practice activities. Interpreting theory, visualization, listening and comprehension, shadowing, paraphrasing, abstracting, dual task training, text analysis cloze skills and translation are included. A focus is presented on the interpreters communicative competence. It includes a study of conversational exchanges in English and ASL.

**Prerequisite: EI101 Introduction to Education and Educational Interpreting with a grade of “C” or better.**

**Co-requisite: AL202 American Sign Language 4.**

**Student Learning Objectives:**

The student will be able to:

1. Discuss the major goals of interpretation.
2. Identify and describe the features of how communication, messages and conversations are constructed.
3. Shadow a spoken text while listening to a recorded message.
4. Shadow a signed text while viewing a recorded message.
5. Analyze an ASL text and explain in linguistic terms appropriate meaning, grammar, and cohesion, affect pragmatics and pacing.
6. Analyze a spoken English text and explain in linguistic terms appropriate meaning, grammar, cohesion, affect, and pacing.
7. Compile and analyze ‘word lists’ in English, as well as ‘signed concept” lists.
8. Compare and contrast word and signed concept ‘lists’ for comprehension, linguistic features, and pragmatic use.
9. Compare and contrast ASL /spoken English messages, narratives (formal and informal), linguistic features, idioms, register for linguistic equivalency.
10. Given a spoken text, simultaneously listen and analyze for linguistic features, retell the account including all main ideas and supporting details, deleting redundancies, digressions, and extraneous information.
11. Viewing a Signed text (ASL), shadow the text, analyze linguistic features then retell the message.
12. Given a dual task (i.e. listening and writing/speaking), answer comprehension questions based on the listening.
13. Given a dual task (viewing and signing), answer comprehension questions based on the viewing.
14. Given a non-verbal visual text, (e.g. animated movie), provide a simultaneous interpretation that accurately conveys the content of the text, using appropriate English grammar, vocal intonation and pacing.
15. Given a text in ASL provide a written equivalent in meaning to the source text.
16. Given a text in ASL provide an English interpretation equivalent in meaning to the source text.
17. Given a text in written English provide an ASL translation equivalent in meaning to the source text.
18. Given a text in spoken English, provide an ASL interpretation equivalent in meaning to the source text
19. Discuss in linguistic terms the process of analyzing both English and ASL that guides interpreters to make the interpreted product (either spoken English or ASL)
20. Describe the similarities and differences in writing the sociolinguistic aspects of communication (social settings and functions, register, variation, etc.).
21. Given an ASL text, analyze in writing the discourse and the interaction among the signers.
22. Create a vocabulary portfolio vocabulary.

**Major Topics:**

English Language Skill Development: Grammar, Cohesion, Affect, Intent, and Articulation

Vocabulary building: English and Signed Concepts

Competencies in Spoken English- Intra-Lingual Skills

Idioms, Jargon, and Pragmatics of English and ASL

Framing the Source Message and the Target Message

Creating and contributing to the “Fund of Knowledge” as an Interpreter

Analyzing discourse: Spoken and Signed

Systematic and Ritual Constraints of Discourse: Spoken and Signed

Models of the Interpreting Process

The introduction to the Process of Interpretation

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