The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2021-22

Course Code and Title: BMBL 3002 Introduction to Sign Language Interpreting

Description:
This course aims to provide a first introduction to sign interpreting to students with no prior training of the subject. Different modes of interpreting (e.g. sight translation, consecutive interpreting, simultaneous interpreting) and different models of sign language interpreting will be discussed. Discourses commonly found in local sign interpretation will be introduced (e.g. health, education, legal, social work, business and government, etc.). As an international development, the roles of Deaf interpreters to serve a broader purpose of communication are highlighted. Students are expected to be able to compare the development of local sign interpreting to that of Mainland China, Macau, and other countries.

Content, Highlighting Fundamental Concepts

Topic	Contents / Fundamental Concepts
Modes of Interpreting	Sight translation, consecutive interpreting, and simultaneous interpreting serve different purposes in communication access. Sight translation provides instant access of written text to signers. Apart from competing in their time duration of interpreting, consecutive and simultaneous interpreting also differ in terms of its translation production clarity and appropriate use in different discourse.
Models of Sign Language Interpreting	Answering the needs of service consumers, sign language interpreting models develop from helper model, machine model, communication facilitator model, bilingual-bicultural model, to nowadays ally model.
Discourses and Demands	Different discourses call for different demands and qualifications of interpreters. They have to equip themselves with different knowledge, both encyclopedic and specialized, in order to relay the messages between their service consumers. Interpreters have to be alert to the register choice, as well as the intended and extended meaning implied in different discourses. On top of our everyday languages Hong Kong Sign Language and Cantonese, other languages, like English and Mandarin, might also be a different demand due to the post-colonial status of our city.
Deaf Interpreters	Deaf interpreters have been introduced as unimodal interpreters in international conferences and as language experts in regional settings. The wide use of deaf interpreters has become an international trend and providing better access to the service consumers, especially for those who are Deaf-Blind, elderly Deaf, Deaf-plus, Deaf children, and Deaf foreigners. In terms of human rights empowerment, their roles also serve the purpose of Deaf individuals as language models.

Learning Outcomes

Students completing this course will achieve a basic understanding that:
1. Different modes of interpreting (e.g., sight translation, consecutive interpreting, and simultaneous interpreting) serve different purpose in communication access;
2. Due to the minority status of the Deaf community and development of their service demand, different models of sign language interpreting are developed;
3. Sign language interpreters have to equip themselves with and respond to different demands in the discourse setting;
4. The roles of Deaf interpreters have been serving a broader purpose of language communication and it is also a form of human rights empowerment.

Learning Activities

Lecture		Interactive tutorial		Lab		Discussion of case		Field-trip & Deaf activities		Projects (Presentation)		Web-based teaching		Other: Reading	
(hr) in	/out class	**(hr)** in	/out class	**(hr)** in	/out class	**(hr)** in	/out class	**(hr)** in	/out class	**(hr)** in	/out class	**(hr)** in	/out class	**(hr)** in	/out class
24		10							5	3	10		5		30
M		M							M	M	O		M		M

M: Mandatory activity in the course
O: Optional activity

Assessment Scheme

Tasks	Description	Weight
E-learning & Class participation [*Individual*]	Students' active participation in E-learning and class discussion.	10%
Tutorial Presentations and Report [*Group of Two to Three*]	Students take turns to analyze an **assigned reading** and submit a 1000-word report summarizing the reading and discussions during the **tutorial**. 1. In-class presentation [5%] ○ Students are NOT required to use PPT or handouts. Any visual aids are welcome. 2. Written report [5%] ○ Word limits: 1000 words (1 inch margin, font 12, Times New Roman, double-spaced, APA style). Due one week away from the date of in-class presentation.	10%
Experiential Learning [*Individual*]	Students join an **HKSL-Cantonese interpreted Deaf activity** which involves at least one sign language interpreter; and write a 500-word report reflecting one aspect of such an activity that impacts them most.	10%
Practical Assignments [*Individual*]	Students are required to submit three assignments of **translation and interpreting with source texts** assigned. 1. Sight Translation from written Chinese into HKSL [10%] 2. Interpreting from HKSL into Cantonese [10%] 3. Interpreting from Cantonese into HKSL [10%]	30%
Term Project [*Group of Two to Three*]	The project adopts a problem-based learning approach requiring students to identify a **social issue** relating to sign language interpreting, evaluate how the issue comes about and suggest how government policies and **advocacies** can potentially resolve it. 1. In-class presentation [10%] 2. Written report [30%] ○ Word limits: 3000 words (1 inch margin, font 12, Times New Roman, double-spaced, APA style). Students are encouraged to make reference to Holcomb & Smith (2018), suggested reading materials, and any relevant articles.	40%

* The final grade attained will be adjusted downward for each unexcused absence or tardiness in submitting assignments.
** Students are encouraged to be punctual and there is a 15-minute allowance beyond which time the attendance is counted as zero.

Grade Descriptors

	General Performance
Outstanding A	● Outstanding performance on all learning outcomes; ● Competent in theorisation, generalization, hypothesization, and reflection upon issues; ● Skilled in creating hypotheses and generating proposals to tackle issues with unanticipated extension.
Excellent A-	● Generally outstanding performance on all (or almost all) learning outcomes; ● Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories; ● Good at applying issues to relevant social contexts and predicting logically related outcomes.
Good B	● Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance; ● Able to enumerate, describe, list, and clarify concepts and topics; ● Capable of examining a topic from multiple perspectives.
Fair C	● Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses; ● Able to state, recognize, recall, and tell single points of topics of discussion.
Inadequate D	● Barely satisfactory performance on a number of learning outcomes; ● Barely able to state, recognize, recall, and tell single points of topics of discussion.
Fail F	● Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ● Missing the points.

Learning Resources for Students

There will be:
1. Handouts and reading materials to enhance understanding of the fundamental concepts about sign interpreting research;
2. Micromodules on various topics to clarify issues surrounding deafness, sign language, and translation to stimulate students' critical analysis of the social situations involving sign sign interpreting.

A. Textbooks

Napier, J., McKee, R., & Goswell, D. (2010). *Sign language interpreting: Theory and practice in Australia and New Zealand* (2nd ed.). Sydney, AU: Federation Press.

Holcomb, T. K., & Smith, D. H. (Eds.). (2018). *Deaf eyes on interpreting*. Washington, DC: Gallaudet University Press.

B. Books and Articles

Agrifoglio, M. (2004). Sight translation and interpreting: A comparative analysis of constraints and failures. *Interpreting, 6*(1), 43-67.

Baker-Shenk, C. (n.d.) The interpreter: Machine, advocate, or ally? National Consortium of Interpreter Education Centers (NCIEC). Retrieved at http://www.interpretereducation.org/wp-content/uploads/2014/04/The-Interpreter-Machine.pdf

Dean, R. K., & Pollard, R. Q. Jr. (2005). Consumers and service effectiveness in interpreting work: A practice profession perspective. In Marschark, M., Peterson, R., & Winston, E. A. (Eds.), *Sign language interpreting and interpreter education: Directions for research and practice* (pp. 259-282). New York, NY: Oxford University Press.

Dickinson, J., & Turner, G. H. (2008). Sign language interpreters and role conflict in the workplace. In Valero-Garcés, C., & Martin, A. (Eds.), *Crossing borders in community interpreting: Definitions and dilemmas* (pp. 231-244). Amsterdam, Netherlands; Philadelphia: John Benjamins.

Forestal, E. (2004). The emerging professionals: Deaf interpreters and their views and experiences on training. In Marschark, M., Peterson, R., & Winston, E. A. (Eds.), *Sign language interpreting and interpreter education: Directions for research and practice* (pp. 235-258). New York, NY: Oxford University Press.

Hale, S. B. (2007). *Community interpreting*. Hampshire, UK: Palgrave Macmillan.

Kurz, K. B., & Langer, E. C. (2004). Student perspectives on educational interpreting: Twenty Deaf and Hard of Hearing students offer insights and suggestions. In Winston, E. (Ed.), *Educational interpreting: How it can succeed* (pp. 9-47). Washington, DC: Gallaudet University.

McIntire, M. L., & Sanderson, G. R. (2015[1995]). Who's in charge here? Perceptions of empowerment and role in the interpreting setting. In Roy, C. B., & Napier, J. (eds.), *The sign language interpreting studies reader* (pp. 327-337). Amsterdam, Netherlands; Philadelphia, PA: John Benjamins.

Morgan, E. F. (2008). Interpreters, conversational style, and gender at work. In Hauser, P. C., Finch, K. L., & Hauser, A. B. (Eds.), *Deaf professionals and designated interpreters: A new paradigm* (pp. 66-80). Washington, DC: Gallaudet University Press.

Morgan, P., & Adam, R. (2012). Deaf interpreters in mental health settings: Some reflections on and thoughts about Deaf interpreter education. In Swabey, L., & Malcolm, K. (eds.), *In our hands: educating healthcare interpreters* (pp. 190-208). Washington, DC: Gallaudet University.

Oatman, D. (2008). Designated interpreter-Deaf chief executive officer: Professional interdependence. In Hauser, P. C., Finch, K. L., & Hauser, A. B. (Eds.), *Deaf professionals and designated interpreters: A new paradigm* (pp. 165-179). Washington, DC: Gallaudet University Press.

Patel, N. (2010). Speaking with the silent: Addressing issues of disempowerment when working with refugee people. In Tribe, R., & Raval, H. (eds.) *Working with interpreters in mental health* (pp. 219-237). East Sussex, UK; New York, NY: Routledge.

Perez, I. A., & Wilson, C. W. L. (2004). Interpreter-mediated police interviews: Working as a professional team. In Wadensjö, C., Dimitrova, B. E., & Nilsson, A.-L. (eds.), *The Critical Link 4* (pp. 79-94). Amsterdam, Netherlands; Philadelphia, PA: John Benjamins.

Roy, C. B. (2002[1993]) The problem with definitions, descriptions, and the role metaphors of interpreters. In Pöchhacker, F., & Shlesinger, M. (eds.), *The interpreting studies reader* (pp. 344-353). New York, NY: Routledge. [*Journal of Interpretation, 6*(1), 127-154.]

Schick, B. (2004). How might learning through an educational interpreter influence cognitive development? In Winston, E. (Ed.), *Educational interpreting: How it can succeed* (pp. 73-88). Washington, DC: Gallaudet University.

Stewart, D. A., Schein, J. D., & Cartwright, B. E. (2004). *Sign language interpreting: Exploring its art and science* (2nd ed.). Boston, MA: Allyn and Bacon.

Stone, C. (2009). *Toward a Deaf translation norm*. Washington, DC: Gallaudet University.

Stone, C. (2011). Register, discourse, and genre in British Sign Language (BSL). In Roy, C. B. (Ed.), *Discourse in Signed Languages*. Washington, DC: Gallaudet University.

Stone, C. (2013). The UNCRPD and "professional" sign language interpreter provision. In Schäffner, C., Kredens, K., & Fowler, Y. (Eds.), *Interpreting in a changing landscape: Selected papers from Critical Link 6* (pp. 83-100). Amsterdam, Netherlands; Philadelphia, PA: John Benjamins Publishing.

Shunsuke, I. (2015[1968]). Interpreting to ensure the rights of deaf people: Interpreting Theory. In Roy, C. B., & Napier, J. (eds.), *The sign language interpreting studies reader* (pp. 17-21). Amsterdam, Netherlands; Philadelphia, PA: John Benjamins. [*Japanese Newspaper for the Deaf*, July 1, 1968]

Swabey, L. & Nicodemus, B. (2011). Bimodal bilingual interpreting in the U.S. healthcare system: A critical linguistic activity in need of investigation. In Nicodemus, B., & Swabey, L. (ed.), *Advances in interpreting research* (pp. 241-260). Amsterdam, Netherlands; Philadelphia, PA: John Benjamins.

Swabey, L., Nicodemus, B., & Moreland, C. (2014). An Examination of Medical Interview Questions Rendered in American Sign Language by Deaf Physicians and Interpreters. In Nicodemus B., & Metzger, M. (eds.), *Investigations in healthcare interpreting* (pp. 104-127). Washington, DC: Gallaudet University Press.

Tate, G., & Turner, G. H. (2002[1997]). The code and the culture: Sign language interpreting - In search of the new breed's ethics. In Pöchhacker, F., & Shlesinger, M. (eds.), *The interpreting studies reader* (pp. 372-384). New York, NY: Routledge. [*Deaf Worlds, 13*(3)]

Tribe, R., & Morrissey, J. (2010). The refugee context and the role of interpreters. In Tribe, R., & Raval, H. (eds.) *Working with interpreters in mental health* (pp. 198-218). East Sussex, UK; New York, NY: Routledge.

United Nations. (n.d.) Convention on the Rights of Persons with Disabilities. Retrieved at https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx

van den Bogaerde, B., & de Lange, R. (2014). Healthcare Accessibility and the Role of Sign Language Interpreters. In Nicodemus B., & Metzger, M. (eds.), *Investigations in healthcare interpreting* (pp. 326-358). Washington, DC: Gallaudet University Press.

Winston, E. A. (2004). Interpretability and accessibility of mainstream classrooms. In Winston, E. (Ed.), *Educational interpreting: How it can succeed* (pp. 132-168). Washington, DC: Gallaudet University.

C. Additional Reading

Alcon, B. J., & Humphrey, J. H. (2007). *So you want to be an interpreter? An introduction to sign language interpreting* (4th ed.). Clearwater, FL: H&H Publishing.

Baker, M. (2011). *In other words: A coursebook on translation* (2nd ed). London, UK; New York, NY: Routledge.

Cartwright, B. E. (2009). *Encounters with reality: 1,001 interpreter scenarios* (2nd ed.). Alexandria, VA: RID Press.

Geer, S. S. (2003). When "equal" means "unequal" - and other legal conundrums for the Deaf community. In Lucas, C. (ed.), *Language and the law in Deaf communities* (pp. 82-167). Washington, DC: Gallaudet University Press.

Hurwitz, T. A. (2008). Foreword. In Hauser, P. C., Finch, K. L., & Hauser, A. B. (Eds.), *Deaf professionals and designated interpreters: A new paradigm* (pp. vii-x). Washington, DC: Gallaudet University Press.

Llewellyn-Jones, P., & Lee, R. G. (2014). *Redefining the role of the community interpreter: The concept of role-space*. Lincoln, UK: SLI Press.

Roy, C. B., &, Brunson, J. K., & Stone, C. A. (2018). *The academic foundations of interpreting studies: An introduction to its theories*. Washington, DC: Gallaudet University Press.

D. Journals

Journal of Interpretation Research (Sage)
Journal of Interpretation (JOI - RID)
Interpreting (John Benjamins/JB)
Forum International Journal of Interpretation and Translation (JB)
Translation and Interpreting Studies (ATISA)
Translation and Translanguaging in in Multicultural Contexts (JB)
Sign Language Translation and Interpreting Studies (Academia.edu)
WFD Interpreting Information

Feedback for Evaluation

1. There will be a midterm evaluation for the instructor to obtain students' feedback.
2. There is an end-of-term course evaluation.

A Facility for Posting Course Announcements

Blackboard will be used to distribute the reading materials and course handouts, as well as to support discussions among students.

Course Schedule

Week	Date	Assessment	Topics	Readings
1	Jan 11		Orientation and Introduction	Napier, McKee & Goswell - Ch. 1 Introduction Napier, McKee & Goswell - Ch. 2 The interpreting process Dean & Pollard (2005)
2	Jan 18		Language and Culture	Napier, McKee & Goswell - Ch. 3 Language skills and knowledge Napier, McKee & Goswell - Ch. 4 Interpreter competencies and attributes Steward, Schein & Cartwright (2004) - Ch. 7 Language and Culture Advanced Reading Stone (2011)
3	Jan 25	*Tutorial Presentation Tate & Turner (2002[1997])*	Ethics and Professionalism	Napier, McKee & Goswell - Ch. 5 Role, ethics and professional practice Steward, Schein & Cartwright (2004) - Ch. 9 Ethics Tate & Turner (2002[1997]) Kurz & Hill (2018) in Holcomb & Smith (Eds)
4	Feb 1	Lunar New Year Holiday		
5	Feb 8	**Assignment 1** Tutorial Presentation Agrifoglio (2004)	Modes of Interpreting	Napier, McKee & Goswell - Ch. 6 Communication dynamics and demands Napier, McKee & Goswell - Ch. 7 Interpreting contexts Agrifoglio (2004)
6	Feb 15	Tutorial Presentation Baker-Shenk (n.d.)	Models of Sign Language Interpreting	Roy (2002[1993]) McIntire & Sanderson (2015[1995]) Baker-Shenk (n.d.)
7	Feb 22	Tutorial Presentation Swabey, Nicodemus, & Moreland (2014)	Discourse and Demands (1) - Medical Context	Swabey & Nicodemus (2011) van den Bogaerde & de Lange (2014) Swabey, Nicodemus, & Moreland (2014)
8	Mar 1	**Assignment 2** Tutorial Presentation Tribe & Morrissey (2010)	Discourse and Demands (2) - Social, Government, and Legal Context	Shunsuke (2015[1968]) Tribe & Morrissey (2010) Perez & Wilson (2004)

Week	Date	Assessment	Topics	Readings
9	Mar 8	<u>Tutorial Presentation</u> Winston (2004)	Discourse and Demands (3) - Educational Context	Steward, Schein & Cartwright (2004) - Ch. 10 Educational interpreting Winston (2004) Kurz & Langer (2004) <u>Advanced Reading</u> Schick (2004)
10	Mar 15	<u>Tutorial Presentation</u> Morgan (2008)	Discourse and Demands (4) - Business Context	Dickinson & Turner (2008) Morgan (2008) Oatman (2008)
11	Mar 22	<u>Tutorial Presentation</u> Morgan & Adam (2012)	Deaf Interpreters	Forestal (2005) Morgan & Adam (2012) <u>Advanced Reading</u> Stone (2009)
12	Mar 29	**Assignment 3**	Interpreting as A Human Right	Stone (2013) United Nations (n.d.) - CRPD Patel (2010)
13	Apr 5	Tomb-Sweeping Day		
14	Apr 12	**Term Project: In-class Presentation (1)**		
15	Apr 19	**Term Project: In-class Presentation (2)**		
Make-up	Apr 26	**Experiential Learning Report** **Term Project: Written Report**		

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Teacher's or TA's Contact Details

Instructor	
Name:	Ms. Cat H.-M. FUNG (hearing, she/her/hers)
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Telephone:	9869 9621 (WhatsApp)
Email:	cfung.slterp@gmail.com
Teaching Venue:	ELB 302 Lecture: Tuesdays 1:30pm – 3:15pm (HK Time) Tutorial: Tuesdays 3:30pm – 4:15pm (HK Time)
Website:	chmfung.com
Other Information:	Individual or group meetings are scheduled with emails in advance.

Teaching Assistant	
Name:	Ms. WONG Yuet On Fion (hearing)
Office Location:	Room 203, Academic Building II, Eastern Campus
Telephone:	3943 3136
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Teaching Venue:	ELB 302 Tutorial: Tuesdays 3:30pm – 4:15pm (HK Time)
Website:	n/a
Other Information:	n/a

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