

The logo for Distance Opportunities for Interpreter Training Center (DOIT) features the letters 'DOIT' in a large, light blue, serif font. A horizontal line with an arrowhead on the right side passes through the middle of the letters.

Distance Opportunities for
Interpreter Training Center

Study Guide

INTR 425

Interpreting Skills Lab 4

Fall 2007

Distance Opportunities for Interpreter Training Center (UNC-DO IT Center), University of Northern Colorado

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Course Overview

Purpose

This lab is a continuation of INTR 326: Interpreting Skills Lab 3 with continued focus on the application of simultaneous interpreting skills. The purpose is to further students' competence in simultaneous interpreting by increasing difficulty of texts based on the complexity of factors to be managed by the student as part of the interpreting process.

Impact

Lab activities allow for the ongoing application of the skills and abilities associated with simultaneous interpreting in a range of settings. This will further the mastery of skills such as cognitive processing, discourse analysis, simultaneous interpreting and self-assessment. This course also furthers the exploration and appreciation of the various demands and controls associated with the interpreting process. Mastery of simultaneous interpreting prepares students for the NIC examination and the world of work for interpreters.

Objectives

By the end of this course, you will be able to:

- Predict accurately the demands on the interpreter related to simultaneous interpretation.
- Predict accurately the impact of simultaneous interpretation on the participants.
- Identify and apply techniques for the management of turns in simultaneous interpretation.
- Apply strategies for managing message content that requires adjustment in processing time.
- Collaborate with the speaker as a factor in developing an effective simultaneous interpretation.
- Employ controls appropriate to the demands of the interaction that produce an interpretation that maintains the integrity of the message and the discourse event.
- Produce a culturally appropriate interpretation.

- Assess effectiveness of language match in self-generated interpretations.
- Apply target language decision making model to work with realistic time constraints.
- Identify patterns in the work that indicate need for ongoing professional development.

Required Materials

Media

You will receive the following DVDs in the mail:

DVD #1: *The Power of Persuasion* (2006), Gallaudet University Press.

DVD #2: *ASL Stimulus A* (9 vignettes)

DVD #3: *ASL Stimulus B* (8 vignettes)

Textbooks

You will need the following texts, received in prior courses.

1. Cokely, D. (1994). *Sociolinguistic Process of Interpreting*. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
2. Russell, D. (2002). *Interpreting in the Legal Contexts: Consecutive and Simultaneous Interpretation*. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
3. Taylor, M. (1993). *Interpretation Skills: English to ASL*. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.
4. Taylor, M. (2002). *Interpretation Skills: ASL to English*. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.

Readings

DO IT Skills Reader Articles:

- #3: Davis, J. (2003). Cross-linguistic strategies used by interpreters. In *Journal of Interpretation*. Alexandria, VA: RID Publications.
- #4: Finton, L. & Smith, R. (2005). Compression Strategies: ASL to English Interpreting. In *Journal of Interpretation*. Alexandria, VA: RID Publications.
- #5: Gish, S. (1986). I understand all the words—but I missed the point: A goal-to-detail/detail-to-goal strategy for text analysis. In *CIT 16th Convention Proceedings: New Dimensions in Interpreter Education*. CIT Publications.
- #7: Napier, J. (2002). Linguistic Coping Strategies of Interpreters: An Exploration. In *Journal of Interpretation*. Alexandria, VA: RID Publications.
- #8: Nicodemus, B. (2006). Where's the end of the sentence? The use of prosodic markers to cue sentence boundaries in ASL Interpretation. In *16th CIT Convention Proceedings*. CIT Publications.

Course Preview

This is a lab course, and as such, involves your ongoing practice of various skills associated with simultaneous interpreting. It will be important that you engage in the class activities as they are scheduled in the roadmap. If you do not do the work in the intervals planned, and allow yourself to get behind, it will be very difficult to catch up when it is time to submit the lab work to your facilitator. You should plan on committing six hours per week to these lab activities—including participation in online discussions (one – one and a half hours per week).

The activities in this course involve the application of a two-pronged approach to the analysis of texts in preparation for the interpretation of texts, and the creation of work samples over the period of the semester. At specified intervals, some of the work samples will be analyzed through self-assessment and submitted to the course facilitator for review and grading. All activities are designed to strengthen the acquisition of simultaneous interpreting competence.

There are four units in this lab course. Each unit involves the two-pronged analysis of texts provided to you on three DVDs, followed by the creation of videotaped samples of your interpretation of the texts. As you work through the texts on the DVDs, you will discuss your progress with your peers in the online forums. At defined intervals, you will also generate self-assessments of some of the interpretations. As well, you will complete readings intended to enhance your understanding and appreciation of the interpreting process and strategies associated with simultaneous interpreting.

The first prong of analysis is a demand-control schema analysis. This analysis should cover all four elements with at least three examples for each element—and controls for addressing each example. You can do this in handwritten or typed format. As well, at least one example of a demand-control pair should be analyzed through the D-C-C-RD sequence to continue your application of the schema as a tool for ethical decision-making.

The second prong of analysis is the 10-step discourse analysis process. The product you will submit as a result of this analysis will include your brainstorming map, your content map, your discussion of salient linguistic features for both the source and target languages, your abstract for the text, and your visualization map. It is expected you will do this in handwritten or typed format.

NOTE: The number of 10-step analyses you do may be modified by the course instructor depending on an assessment of your mastery and consistent application of the process. As a result, you may not have to do a 10-step analysis for all texts, but some modified form or a fewer number of complete analyses.

Lesson 1: Power of Persuasion-Part A

In this lesson you will work with three English texts. Each speaker is using persuasive discourse to discuss a different topic. You may find it useful to research the elements and features associated with persuasive discourse as part of your preparation for the first two lessons.

The three texts you will work with are:

- Travel Abroad, by John Lewis (11 minutes)
- Professional Education for Women, by Christine Katsasis (5 minutes)
- American Credit by Kevin Campbell (13 minutes)

You will engage in a two-prong analysis of each text and then generate an interpretation of each. You will select the one that you feel is most representative of your best work and you will conduct a self-assessment. You will then submit your self-assessment and other work products from this lesson to your course facilitator.

Lesson 2: Power of Persuasion-Part B

In this lesson you will work with three more English texts. Each speaker is using persuasive discourse to discuss a different topic. You may find it useful to research the elements and features associated with persuasive discourse as part of your preparation for the first two lessons.

The three texts you will work with are:

- Well Trained Dogs by Kelly Crain (9.5 minutes)
- Psychodrama by Bill Moses (14.5 minutes)
- American Sign Language by Audrey Wineglass (2.5 minutes)

You will engage in a two-prong analysis of each text and then generate an interpretation of each. You will select the one that you feel is most representative of your best work and you will conduct a self-assessment. You can select between the first two texts, as the third is too short to provide sufficient data for analysis purposes. You will then submit your self-assessment and other work products from this lesson to your course facilitator.

Lesson 3: ASL Stimulus-Part A

In this lesson you will work with three ASL texts. Each speaker is using persuasive or narrative discourse to discuss a different topic. You may find it useful to research the elements and features associated with ASL persuasive and narrative discourse as part of your preparation for Lessons 3 and 4.

You can choose the three ASL texts from any of the stimulus on disk A. Just be sure that you select three different speakers and a length of text sufficient for the analysis process.

You will engage in a two-prong analysis of each text and then generate an interpretation of each. You will select the one that you feel is most representative of your best work and you will conduct a self-assessment. You will then submit your self-assessment and other work products from this lesson to your course facilitator.

Lesson 4: ASL Stimulus-Part B



In this lesson you will work with three more ASL texts. Each speaker is using persuasive or narrative discourse to discuss a different topic. You can choose the three ASL texts from any of the stimulus on disk B. Just be sure that you select three different speakers and a length of text sufficient for the analysis process.





You will engage in a two-prong analysis of each text and then generate an interpretation of each. You will select the one that you feel is most representative of your best work and you will conduct a self-assessment. You will then submit your self-assessment and other work products from this lesson to your course facilitator.




In addition to working with the texts in these four lessons, you will also engage in reading articles from the DO IT Center Skills Reader. These articles will enhance your understanding of current research and theories about interpreting. You will participate in online discussions with your peers about these readings and your progress on the various lab activities.

Course Roadmap

Use this as your “map” while traveling on your distance-learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity indicate specific dates for that item.

Points	Dates	Activities	Done!
Lesson 1 - Power of Persuasion-Part A			
	8/27	1.1 Read: Davis, J. (2003). “Cross-linguistic strategies used by interpreters” (DO IT Skills Reader Article #3).	<input type="checkbox"/>
	8/29-9/3	DVD #1: Power of Persuasion. View three scenarios: Travel Abroad, Professional Education for Women and American Credit.	<input type="checkbox"/>
	9/4-9/8	Create Demand-Control Schema analysis for each of the three texts.	<input type="checkbox"/>
	9/10-15	Create 10-Step Discourse analysis for each of the three texts.	<input type="checkbox"/>
	9/17-22	Generate interpretation of all three texts and complete self-assessment of one.	<input type="checkbox"/>
	9/24	Assignment 2: Submit lab products, videotape and self-assessment to course facilitator.	<input type="checkbox"/>
	9/25	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
Lesson 2 - Power of Persuasion- Part B			
	9/26	2.1 Read: Gish, S. (1986). “I understand all the words—but I missed the point: A goal-to-detail/detail-to-goal strategy for text analysis” (DO IT Skills Reader Article #5).	<input type="checkbox"/>
	9/27-10/1	DVD #1: Power of Persuasion. View the following scenarios: Well Trained Dogs, Psychodrama, and American Sign Language.	<input type="checkbox"/>
	10/2- 6	Create Demand-Control Schema analysis for each of the three texts.	<input type="checkbox"/>
	10/8-13	Create 10-Step Discourse analysis for each of the three texts.	<input type="checkbox"/>

Points	Dates		Activities	Done!
	10/15-20	2.5	Generate interpretation of all three texts and complete self-assessment of one.	<input type="checkbox"/>
	10/22		Assignment 3: Submit lab products, videotape and self-assessment to course facilitator.	<input type="checkbox"/>
	10/23-1026	2.6	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
Lesson 3 - ASL Stimulus-Part A				
	10/29	3.1	Read: Finton, L. & Smith, R. (2005). "Compression Strategies: ASL to English Interpreting" and Napier, J. (2002). "Linguistic Coping Strategies of Interpreters: An Exploration"(DO IT Skills Reader Articles #4 and #7).	<input type="checkbox"/>
	10/30-11/3	3.2	DVD #2: ASL Stimulus A: Select three texts with different speakers and different subjects.	<input type="checkbox"/>
	11/5-8	3.3	Create Demand-Control Schema analysis for each of the three texts.	<input type="checkbox"/>
	11/9-12	3.4	Create 10-Step Discourse analysis for each of the three texts.	<input type="checkbox"/>
	11/13-17	3.5	Generate interpretation of all three texts and complete self-assessment of one.	<input type="checkbox"/>
	11/19		Assignment 4: Submit lab products, videotape and self-assessment and transcription to course facilitator.	<input type="checkbox"/>
	11/20-26	3.6	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
Lesson 4 - ASL Stimulus- Part B				
	11/27	4.1	Read: Nicodemus, B. (2006). "Where's the end of the sentence? The use of prosodic markers to cue sentence boundaries in ASL Interpretation" (DO IT Skills Reader Article #8).	<input type="checkbox"/>
	11/28-29	4.2	DVD #2: ASL Stimulus B: Select three texts with different speakers and different subjects.	<input type="checkbox"/>
	11/30-12/3	4.3	Create Demand-Control Schema analysis for each of the three texts.	<input type="checkbox"/>

Points	Dates	Activities		Done!
	12/4-6	4.4	Create 10-Step Discourse analysis for each of the three texts.	<input type="checkbox"/>
	12/6-9	4.5	Generate interpretation of all three texts and complete self-assessment of the Appointment with the Midwife.	<input type="checkbox"/>
	12/10		Assignment 5: Submit lab products, videotape and self-assessment and transcription to course facilitator.	<input type="checkbox"/>
	12/10-12/12	4.6	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
	12/12-14	4.7	Online Discussion: Post reflections regarding your learning this semester.	<input type="checkbox"/>
End of Semester			Congratulations! Please complete course evaluation	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Points
Assignment 1 On-going	Online Discussions: Participant regularly and consistently in online discussions about course readings and activities offering 10 original posts and 10 response posts over the course of the semester.	20 points total
Assignment 2 and 3 Due: 9/24 10/22	Lab Work and Self Assessment: These two assignments both involve the submission of a package that includes the following items: <ul style="list-style-type: none"> • A tape of three texts interpreted from English into ASL. • A 10-step analysis of each of the three texts. The product you will submit as a result of this analysis will include your brainstorming map, your content map, your discussion of salient linguistic features for both the source and target languages, your abstract for the text, and your visualization map. • A D-C S analysis of each of the three texts. This analysis should cover all four elements with at least three examples for each element—and controls for addressing each example. You can do this in handwritten or typed format. As well, at least one example of a demand-control pair should be analyzed through the D-C-C-RD sequence to continue your application of the schema as a tool for ethical decision-making. You should then evaluate the options identified as being liberal or conservative and provide a justification as to why. • A self-assessment of one of the texts—select the one that you think is most representative of your best performance. The specific criteria to be included in your self-assessment will be defined by your course facilitator. Submit the package to your facilitator by US mail.	20 points each

	Description	Points
<p>Assignment 4 and 5</p> <p>Due: 11/19 12/10</p>	<p>These two assignments both involve the submission of a package that includes the following items:</p> <ul style="list-style-type: none"> • A tape of three texts interpreted from ASL into English. • A 10-step analysis of each of the three texts. The product you will submit as a result of this analysis will include your brainstorming map, your content map, your discussion of salient linguistic features for both the source and target languages, your abstract for the text, and your visualization map. • A D-C S analysis of each of the three texts. This analysis should cover all four elements with at least three examples for each element—and controls for addressing each example. You can do this in handwritten or typed format. As well, at least one example of a demand-control pair should be analyzed through the D-C-C-RD sequence to continue your application of the schema as a tool for ethical decision-making. You should then evaluate the options identified as being liberal or conservative and provide a justification as to why. • A self-assessment of one of the texts—select the one that you think is most representative of your best performance. <u>Part of the self-assessment should include a verbatim transcript of your ASL to English performance.</u> The other specific criteria to be included in your self-assessment will be defined by your course facilitator. <p>Submit the package to your facilitator by US mail.</p>	<p>20 points each</p>

Course Summary

Conclusion

This lab was a continuation of INTR 320 and 326, which were an introduction to simultaneous interpretation. During this lab course, you analyzed twelve texts and generated twelve interpretations—six that were from English into ASL and six that were from ASL into English. You applied a two-prong analysis approach to the investigation of all the texts in an effort to help you to make effective decisions during the interpreting process. As well, you engaged in self-assessment, which helped you identify priorities for continued skill development. These priorities will become your focus in the next lab.

You also added to your knowledge base through a series of readings relating to current research and theories about the interpreting process. This information will help you to gain a deeper appreciation for the complexities of the interpreting process.

What's Next?

Next is INTR 426, the final lab in the sequence of simultaneous interpreting coursework. You will also begin studying your area of emphasis and begin to apply your knowledge and skills to interpreting texts drawn from that setting. And, you will soon begin your Interpreting Internship where you will directly apply your knowledge and skills during supervised practicum.

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