

**IPP 227 ASL TO ENGLISH INTERPRETING  
FALL 2004  
SYLLABUS**

**COURSE INFORMATION**

| <b>Section</b> | <b>Class Time</b> | <b>Location</b> | <b>Days</b> |
|----------------|-------------------|-----------------|-------------|
| 001            | 8:35 - 9:50       | C0204           | TR          |
| 002            | 11:35 - 12:50     | C0204           | TR          |

  

| <b>Faculty</b> | <b>Phone</b>                     | <b>Office</b> | <b>Hours</b>   |
|----------------|----------------------------------|---------------|----------------|
| Lynda Rimmel   | (303) 404-5367<br>(303) 989-3280 | C0130         | By Appointment |

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**COURSE DESCRIPTION**

The purpose of this course is to build a foundation of skills from American Sign Language and Contact Varieties to spoken English. Specific areas related to basic theory and practice of interpretation and transliteration will be covered with an emphasis on development of processing skills as students progress from consecutive to simultaneous interpreting.

**Objectives:**

1. Analyze English source message and context for the following: register, affect, style, content, participants, and setting.
2. Develop processing skills and management to reflect increased effectiveness in consecutive and simultaneous interpreting in terms of the following: use of preparation techniques, anticipation and prediction, speaker and audience assessment, effective depth of processing (semantic chunking), message analysis, use of substantive and verbatim memory, visualization techniques, target message formulation, execution of message in linguistically appropriate English, recognition of cohesion and transition for coherence and analysis of equivalency.
3. Simultaneously interpret prepared introductory level materials demonstrating appropriate attention to the following factors: lexicon, syntax, execution, register, phrasing, fluency, and speaker affect, using appropriate volume and vocal inflection.
4. Strengthen skills in the integration and application of processing to more complex selections.
5. Identify own strengths and weaknesses through analyses one's own interpretations as well as sample simultaneous interpretations by working interpreters.
6. Design methods for reinforcing strengths and enhancing areas for development based on feedback and self-assessment.
7. Establish peer relationships conducive to providing and receiving feedback.
8. Identify peer's strengths and weaknesses in specified areas of interpreting for feedback purposes.

## SUPPLIES

S-V Assignment Videotape

Three or four VHS videotapes (may be able to use CD-RW in the new lab)

Four or more audiotapes

One or more sets of earplugs

## EVALUATION

|                          |     |
|--------------------------|-----|
| Attendance/Participation | 10% |
| Assignments              | 10% |
| Progress Check #1        | 20% |
| Progress Check #2        | 25% |
| Progress Check #3        | 35% |

**Progress Checks:** Students will be scheduled for individual performance tests. There are no written exams for this course.

## TENTATIVE SCHEDULE

|             |   |
|-------------|---|
| Weeks 1-2   | Introduction<br>Consecutive Interpreting  |
| Weeks 3-6   | Consecutive Interpreting<br>Simultaneous Interpreting<br>In-Class Feedback Sessions<br><b>Assignment #1 (Due Thurs. Sept. 16)</b><br><b>Progress Check #1 (Tues. Sept. 28)</b>  |
| Weeks 7-10  | Simultaneous Interpreting<br>In-Class Feedback Sessions<br><b>Assignment #2 (Due Thurs. Oct. 21)</b><br><b>Progress Check #2 (Thurs. Oct 28)</b>  |
| Weeks 11-15 | Simultaneous Interpreting<br>In-Class Feedback Sessions<br>Guest Speaker-a taste of "the real world"<br><b>Assignment #3 (Due Tues. Nov. 30)</b><br><b>Progress Check #3 (Tues., Dec. 7)</b><br><b>Assignment #4 (Due Tues., Dec.7)</b> |

## IN-CLASS FEEDBACK SESSIONS

Each student will be given non-graded feedback in one-on-one sessions at least twice during the semester. You will sign up for the dates you are scheduled to receive feedback. If you know you will have to miss the scheduled feedback session, you may switch with someone with a different date. However, if you are unable to switch, you will lose the opportunity for this feedback. Make-up dates will not be possible.

## **CLASSROOM WORK**

Students will be working to develop their own skills throughout the semester. Students will need to come to class with predetermined personal objectives for improvement based on prior work. There will be times that preparation information will be given prior to the class session. Students should prepare for class as through they are preparing for an actual interpreting assignment. The semester moves very rapidly. Skill development is tied to the effort put forth by students in all aspects of this course-be it classroom work or assignments. However, it is also important to develop a strong support system. As the instructor, I will be working with you all to provide the most positive atmosphere possible for learning. WE ARE A TEAM!

## **SUPPORT SERVICES**

As soon as noted by Lynda Rimmel, students who are falling behind in the expected progress of the class will be referred for tutoring through Special Services. Any student who requires accommodations because of a physical, learning, psychiatric, vision or hearing disability must contact Lynda Rimmel and the Special Services Office (303.404.5302) at the beginning of the semester. After you have documented your disability with Special Services, please notify Lynda Rimmel for discussing any needed accommodations.

## **IPP STUDENT PORTFOLIO REQUIREMENTS**

The program requires that each student submit a portfolio in the final semester of the program for Interpreter Seminar, IPP-278. Much of the work reflected in the portfolio comes from various courses. **Be sure to save all your papers and tapes while in the program for use in developing your final portfolio.**

## **INSTITUTIONAL POLICY**

All students must have qualified for financial aid, or must have paid their tuition by September 9, 2004. This is an FRCC policy and there are **NO** appeals for this process. Any students who have not done so will not be allowed to remain in the class.

**LAB ASSIGNMENTS**  
**IPP 227 ASL TO ENGLISH**

**ASSIGNMENT #1: DUE THURS, SEPT. 16**

**Elementary School Student**

OPTIONS: **Tyler Bazzi** "Basketball Tournament and My Personal Experience using Educational Interpreters"

**OR**

**Scott Pfaff** "Me and My Dad"

Select ONE of the above for your work. **First**, watch the entire selection (without audio so that you do not hear the sample interpretation.) Do PREP by analyzing the speaker and considering possible audience and setting. **Second**, do an interpretation on audiotape. **Third**, analyze your interpretation considering your prep. **Fourth**, listen to the sample interpretation by a working interpreter and then do another interpretation incorporating strategies learned from the sample interpretation. **Fifth**, type a transcript of your interpretation. The transcript should include a reflection of pauses, and all verbal nuances as well as the actual text. **Sixth**, do an analysis of your interpretation based on the transcript and what you learned from the sample interpretation by the working interpreter. **Finally**, type a report of 4-5 pages including the following:

- a brief discussion of your prep analysis of speaker, audience and setting.
- an analysis of your own interpretation including at least 4 variables reflecting *process* and 4 variables reflecting *product* using the transcript as a basis for analysis as well as what was learned from the sample interpretation by the working interpreter. (Include the transcript in the paper you hand in.)

**ASSIGNMENT #2: DUE THURS, OCT. 21**

**Multi-cultural Considerations**

OPTIONS: **Laurene Gallimore** - African American "Diversity Within the Black Deaf Community"

**OR**

**Donnette Reins** - Muskogee Creek Indian "Totem Pole"

Select ONE of the above for your work. **First**, watch the entire selection (without audio so that you do not hear the sample interpretation.) Do PREP by analyzing the speaker and considering possible audience and setting. **Second**, do an interpretation on audiotape. **Third**, analyze your interpretation considering your prep. **Fourth**, listen to the sample interpretation by the working interpreter. **Fifth**, do another interpretation incorporating strategies learned from the sample interpretation. **Finally**, type a report of 4-5 pages including the following:

- a brief discussion of your prep analysis of speaker, audience and setting with emphasis on multi-cultural considerations.
- an analysis of your own interpretation including at least 4 variables reflecting *process* and 4 variables reflecting *product* looking at your work in

comparison with the sample interpretation by the working interpreter.

### **ASSIGNMENT #3: DUE TUES, NOV 30**

#### **Ideal Interpretation**

SELECTION WILL BE ASSIGNED THE FIRST WEEK OF THE SEMESTER.

One student from each section has been assigned a selection to work on **throughout the semester!** The goal of this assignment is to provide you an opportunity to work on challenging material, over time, to produce an ideal interpretation. Your interpretation should be reflective of your very best work and provide your classmates with a model interpretation. Do a thorough analysis of your selection. You may ask for assistance from any resource available to you. Each selection on the tape has different challenges. Some will pose challenges to comprehension, others to production of the message. Audiotape your work each time. When you have achieved your ideal interpretation, THEN type a transcript of your interpretation. The transcript should include a reflection of pauses, and all verbal nuances as well as the actual text. (**Do not voice from a script!!!! Your work will be unnatural.**) You will submit the following:

- the audiotape of your interpretation.
- a verbatim transcript of your interpretation.

Note: On Dec. 3 we will celebrate together your work with a party.

### **ASSIGNMENT #4: DUE TUES, Dec. 7**

#### **Pre/Post Interpretation**

This assignment is to provide you an opportunity to reflect on your skill development during this course. The initial videotape will be made at the beginning of the semester. It will be set-aside until the end of the semester when a second interpretation will be done of the same selection on a second videotape. At that time you will analyze your growth as reflected on this selection. Your typed analysis should include the following:

- a comparison analysis of the initial and final interpretations including at least 4 variables reflecting *process* and 4 variables reflecting *product*.
- a reflection on the growth accomplished during this semester.
- a list of goals for both process and product as you move into the next semester.

NOTE: You will submit this paper at the time of your 3<sup>rd</sup> Progress Check.