



Distance Opportunities for
Interpreter Training Center

Educational Interpreting Certificate Program

Study Guide

EDI 280: Interpreting Internship

Spring 2011

University of Northern Colorado – Distance Opportunities for Interpreter Training Center

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EDI 280: Interpreting Internship

This course is the continuation of your interpreting skill development focused on aspects of ASL to English and English to Sign interpretation, offered at a distance through the use of recording exchange and feedback, and Blackboard discussion forums. As before, you will be assigned an Interpreting Mentor—who may be deaf or hearing—who will work with you on an individual basis to foster your development of major features associated with fluent use of Sign Language/American Sign Language and English as applied to the interpreting tasks. As well, you will continue your application of self-analysis and transcription skills in an effort to enhance your ability to self-monitor your effectiveness as an educational interpreter.

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Course Overview

Purpose

The purpose of this course is to provide you with a firm foundation in the major features associated with American Sign Language (ASL) and English as applied to the tasks of interpreting from ASL into spoken English or from spoken English into Sign, so that you will convey more clear and meaningful interpretations, regardless of what signing system you may be using with the deaf and/or hard-of-hearing youth for whom you are interpreting. This foundation in visual language principles and the interpreting process is essential so that it can be used to strengthen and enhance your interpreting skill performance. If you do not have an adequate language foundation to support your interpreting process, you will be unable to deliver consistent and reliable work as an interpreter. Additionally, the Interpreting Internship is for the purpose of increasing your ability to self-monitor and enhance your work through the use of transcription and self-analysis.

Impact

Cokely's research indicates that bilingual competence and mastery of the interpreting process are pre-requisites to successful interpreting. Ironically, most interpreters begin their work prior to the full acquisition and mastery of ASL/Sign Language, as evidenced by the research of Taylor. This lack of mastery impacts on the rate and severity of errors within interpreting. Therefore, as you focus intensely on the furthering of your interpreting skills, it is necessary to also continue to improve and enhance your language foundation. The impact of increasing your language competence and mastery of the interpreting process is that you will be able to move through the stages of semantic intent realization, determining equivalent messages, and constructing accurate messages more successfully with this foundation in place.

Objectives

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

- Engage in discourse analysis of ASL and spoken English texts
- Identify examples of the main features of ASL and English texts
- Chart the main ideas and supporting details associated with a text by using discourse and/or visualization mapping strategies
- Identify and discuss the salient linguistic features associated with ASL and spoken English texts
- Identify and discuss the overall point of ASL and spoken English texts and generate a one-line abstract of the texts
- Generate coherent and meaningful retellings of English and ASL texts
- Generate coherent and meaningful interpretations of ASL to English and English to Sign texts
- Identify and discuss the features of effective interpreted messages
- Transcribe interpretations of English to Sign and ASL to English texts
- Identify and analyze the strengths and areas that need improvement in your interpreted performance and/or that of your peers
- Receive and provide feedback from an Interpreting Mentor in a professional and collaborative manner
- Apply the skill building in this course to your actual classroom interpreting experience
- Continue the documentation of your plan for continuing professional development upon completion of EICP

Portfolio Perspective

EICP utilizes a Portfolio Assessment System (PAS) for measuring your entry-level mastery of fourteen (14) core competencies associated with your successful completion of EICP. You were introduced to the process of developing a Skill Development Plan that draws on the 14 core competencies and PAS during the third week of Summer Institute II. The introduction provided you with an overview of how to isolate patterns in your work and how to prioritize these patterns as part of your skill development work. Here are the EDI 280 course objectives that specifically relate to some portion of the 14 core competencies.

- Generate coherent and meaningful interpretations from ASL to English and English into Sign.
- Identify and analyze your strengths and areas that need improvement in your interpreting performance and/or that of your peers.
- Document your plan for continuing professional development upon completion of EICP.

Portfolio Products

The Portfolio products that will be developed from this course are:

- the written transcription and analysis of your interpreting skills from ASL into spoken English and spoken English into Sign
- the recording of your interpreting in the classroom and reflection on your classroom interpreting
- any revisions to your Skill Development Plan that will specify your primary goals for continued language/communication and/or interpreting skills development.

Portfolio Considerations

As you have completed each skills course in EICP you should have kept organized records of your work, both written and taped (including printed copies of any of your particularly meaningful discussion postings). Now as you enter your last skills course and near completion of the program, these skills assignments will become an important part of your portfolio, since they will provide evidence of your progress in skill development over the length of your EICP journey.

At the conclusion of EICP, the comprehensive Portfolio you assemble will be useful to you in demonstrating your professional abilities to employers, government agencies, and your professional community. The resources and products accumulated in the Portfolio will be useful individually and collectively as you approach your daily work as an interpreter and as you forge continuing relationships within your professional community. The Portfolio also provides you with an established system for continuing to evidence your growth and development throughout your interpreting career. As you accumulate more learning, you can represent this learning through various products and resources that you continue to add to the Portfolio.

Plagiarism Policy

Policy on Plagiarism: *Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof* (UNC definition).



Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use *as your entire presentation* the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website:

http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Required Materials

You will be using a variety of media for this course. You should have the following instructional materials for this course.

Media

- DVD
 - Portfolio Presentation for EDI 238
 - ASL Text: “Colonial America”
 - English Text: “Introduction to William Shakespeare”
 - ASL Text: “Rules of Softball”

eReserves

- Reading: S. Gish. (1987). ‘I Understood all the Words, But I Missed The Point’: A Goal-to-Detail/Detail-to-Goal Strategy For Text Analysis,” CIT Proceedings of Sixth National Convention.

You’ll get the most out of the course if you “make it your own.” Each individual has his/her own unique “processing time.” This means that it may take you a while to absorb and really understand some of the information. That’s OK! You can go over the readings several times. Or watch the DVDs as many times as you want to prior to interpreting them. That’s one of the advantages of being a distance learner!

Course Preview

Lesson 1

You need to do two things right away when you start this lesson.

1. First, look at Assignment 1 for details and post your introduction and comments in the Blackboard discussion.
2. Then, look ahead at Assignment 5, which requires you to record yourself interpreting in a real classroom. This assignment requires some detailed planning as well as permission from your classroom teacher. The sooner you can begin planning this, the better.

You have also been provided with a new reading in this course that provides a bit of historical perspective on the text analysis process. Read the article and then go to the Blackboard forum to discuss the similarities and differences between Gish's approach and our current 10-step process.

Complete the redo portion of the last assignment from the fall class ("Writing a Biography"). Complete Steps 1-10 of the first segment entitled, "Colonial America". You should now reflect on the salient linguistic features of the source (ASL) text and a verbal representation of the text. As well, you will transcribe the whole text, carefully noting all of the vocal utterances present in your work. Your written analysis of your performance will be based on Taylor's ASL to English text. Online discussion will focus on your observations about major features that emerged in the source text and how you integrated these features into your target language interpretation, as well as how to engage in the transcription and analysis of your interpretation skills.

Lesson 2

Completion of the redo of Assignment 2 (incorporating feedback received from your mentor), as well as Steps 1-10 of the English text "Introduction to William Shakespeare" for the purpose of preparing an English to ASL interpretation that will be sent to your Interpreting Mentor for feedback. You will again do a full transcription of the entire text (length of text is 4 minutes). Online discussion will focus on your observations about major features that emerged in the English text and how you can effectively integrate these features into your interpretation, as well as how to engage in the transcription and analysis of your interpreting skills.

Lesson 3

Completion of the redo of Assignment 3 (incorporating feedback received from your mentor), as well as Steps 1-10 of the ASL text “Rules of Softball” for the purpose of preparing an ASL to English interpretation that will be sent to your Interpreting Mentor for feedback. You will prepare a full transcription of the work. Online discussion will focus on your observations about major features that emerged in the ASL text and how you can effectively integrate these features into your own interpretation, as well as how to engage in the transcription and analysis of your interpretation performance.




At the end of the semester you will have a rich body of work from which to develop your final Professional Development Plan during your final Summer Institute.





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 are used to indicate activities that carry points that count for grading.

Dates for each lesson are included. Dates within the lessons are designed to provide a guideline for you to help you pace your activities. **Due dates for assignments are firm.**

Points	Dates	Activities		Done!
	1/10		Assignment 1, Part A Post an introduction in your discussion group addressing the questions presented in the assignment description.	<input type="checkbox"/>
Lesson 1				
	1/10-1/12	1.1	Reading: S. Gish (1987) “I Understood all the Words, But I Missed The Point”: A Goal-to-Detail/Detail-to-Goal Strategy For Text Analysis” - CIT Proceedings of Sixth National Convention.	<input type="checkbox"/>
	1/13		Assignment 1, Part B Post a discussion on the similarities and differences between Gish’s approach and our current 10-step process.	<input type="checkbox"/>
	1/14-2/4	1.2	Participate in <i>weekly</i> Blackboard discussion during Lesson 1. Online discussion will focus on your observations about major features that emerged in the source text and how you integrated these features into your target language interpretation, as well as how to engage in the transcription and analysis of your interpretation skills.	<input type="checkbox"/>
	1/14-1/24	1.3	Complete Steps 1–10 for ASL text: “Colonial America”.	<input type="checkbox"/>
	1/14-1/24	1.4	Plan for redo of last assignment from fall semester (“Writing a Biography”) based on Mentor feedback.	<input type="checkbox"/>
	1/18-2/4	1.5	Begin developing your plan for Assignment 5, Part A .	<input type="checkbox"/>
	1/24-1/26	1.6	Prepare recorded redo of “Writing a Biography” and English to Sign interpretation of “Colonial America”.	<input type="checkbox"/>
	1/26-2/4	1.7	Complete transcription and analysis of your interpretation of the text “Colonial America”.	<input type="checkbox"/>

Points	Dates	Activities		Done!
	Due: 2/4		Assignment 2 – Upload all parts of Assignment 2 to BearDrive and share with Mentor. <hr/> Feedback from Mentor due to be uploaded back to you by 2/18.	<input type="checkbox"/>
Lesson 2				
	2/7-3/11	2.1	Participate in <i>weekly</i> Blackboard discussion during Lesson 2. Online discussion will focus on your observations about major features that emerged in the English text and how you can effectively integrate these features into your interpretation, as well as how to engage in the transcription and analysis of your interpreting skills.	<input type="checkbox"/>
	2/7-2/11	2.2	Write up the plan for Assignment 5, Part A.	<input type="checkbox"/>
	Due: 2/11		Assignment 5, Part A – Upload the plan to the BearDrive for your Mentor. Plan to tape between <i>now and April 22.</i>	<input type="checkbox"/>
	2/7-2/18	2.3	Complete Steps 1–10 for English text: “Introduction to William Shakespeare”.	<input type="checkbox"/>
	2/21-2/25	2.4	Plan for redo of Assignment 2 based on Mentor feedback.	<input type="checkbox"/>
	2/21-2/25	2.5	Prepare recorded redo of Assignment 2 and English to Sign interpretation of “Introduction to William Shakespeare”.	<input type="checkbox"/>
	2/28-3/11	2.6	Complete transcription and analysis of your interpretation of the text “Introduction to William Shakespeare”.	<input type="checkbox"/>
	Due: 3/11		Assignment 3 – Upload all parts of Assignment 3 to BearDrive and share with Mentor. <hr/> Feedback from Mentor due to be postmarked back to you by 3/25.	<input type="checkbox"/>
	3/12-3/20		SPRING BREAK!!	

Points	Dates	Activities		Done!
Lesson 3				
	3/21-4/22	3.1	Participate in <i>weekly</i> Blackboard discussion during Lesson 3. Online discussion will focus on your observations about major features that emerged in the ASL text and how you can effectively integrate these features into your own interpretation, as well as how to engage in the transcription and analysis of your interpretation performance.	<input type="checkbox"/>
	3/21-4/1	3.2	Complete Steps 1–10 for ASL text: “Rules of Softball”.	<input type="checkbox"/>
	4/4-4/8	3.3	Plan for redo of Assignment 3 based on Mentor feed back.	<input type="checkbox"/>
	4/4-4/8	3.4	Prepare recorded redo of Assignment 3 and ASL to English interpretation of “Rules of Softball”.	<input type="checkbox"/>
	4/11-4/22	3.5	Complete transcription and analysis of your interpretation of the text “Rules of Softball”.	<input type="checkbox"/>
	Due: 4/22		Assignment 4 – Upload all parts of Assignment 5 to BearDrive and share with Mentor. <hr/> Feedback from Mentor due to be postmarked back to you by 5/6.	<input type="checkbox"/>
	4/25-5/5	3.6	Prepare written reflection for Assignment 5, Part C .	<input type="checkbox"/>
	Due: 5/5		Assignment 5, Part B and Part C – Classroom interpretation recording and reflection – uploaded to your Mentor in BearDrive.	<input type="checkbox"/>
	Due: 5/6		Complete online course evaluation.	<input type="checkbox"/>
Last Day!	5/6		Congratulations! Enjoy your end of semester break! See you in Greeley for your final summer session and exit procedures.	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Points	Due Dates
Assignment 1	<p>Blackboard Participation (15 points total)</p> <p>Part A - Post an Introduction in your Blackboard discussion forum by 1/10.</p> <p>Part B - Post your well thought-out comment on Gish's article by 1/17.</p> <p>Part C - Participate weekly in online discussions regarding various aspects of your preparation work for Assignments 2–4. You will be expected to post an original posting (discussion question, idea, or observation) at least ten times (10) times during the semester (NOT all at once, but regularly over the term) and to respond to at least ten (10) postings initiated by others. As well, you should respond to any direct posting to you by your Mentor.</p>	<p>5</p> <p>10</p>	<p>1/10-1/17</p> <p>on-going</p>
Assignment 2	Transcribe and analyze your recorded interpretation of the ASL to English text “Colonial America” and send it along with your completed Steps 1–10 to your Interpreting Mentor for feedback. Include the redo of Assignment 4 from Fall 2010, based on Mentor feedback. <i>See assignment description for more information.</i>	20	2/4
Assignment 3	Transcribe and analyze your recorded interpretation of the English to Sign text, “Introduction to William Shakespeare” and send it along with your completed Steps 1–10 to your Interpreting Mentor for feedback. Include the redo of Assignment 2 based on Mentor feedback. <i>See assignment description for more information.</i>	20	3/11
Assignment 4	Transcribe and analyze your recorded interpretation of the ASL to English text, “Rules of Softball” and send it along with your completed Steps 1–10 to your Interpreting Mentor for feedback. Include the redo of Assignment 3 based on Mentor feedback. <i>See assignment description for more information.</i>	20	4/22

	Description	Points	Due Dates
Assignment 5	Recording of Classroom Interpreting	25 total	
Part A	Recording Plan Upload your plan to the BearDrive for your Mentor.	5	2/11
Part B	Recording Prepare a recording of yourself interpreting in the classroom for a 40-minute session. <i>Not due until 5/5 with Part C.</i>	5	Record By 4/22
Part C	Reflection and Analysis Write a report that summarizes your reflections on your classroom interpreting. Upload to your Mentor, using the Bear drive, along with the recording from Part B.	15	Due 5/5

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