

Distance Opportunities for
Interpreter Training Center

Study Guide

INTR 320/INTR 326

Skills Development 2 and Skills Lab

(6 credit hours)

Summer 2007

Course Overview

Purpose

This lecture/lab course engages students in the development of simultaneous interpreting skills, focusing on further development of the dual tasking skills associated with interpreting.

Impact

This course focuses on the development of skills that are essential for effective interpretation. These skills will provide the foundation upon which your interpreting skills will be built.

Objectives

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

- Explain ways that simultaneous interpretation differs from consecutive interpretation.
- Describe accurately features of an acceptable simultaneous interpretation based on discourse analysis of the source and the interpretation.
- Discuss the challenges of working in simultaneous mode in relation to your professional development needs.
- Describe factors impacting the use of simultaneous interpretation.
- 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.
- Compare turn management in consecutive and simultaneous interpreting.
- 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.
- Identify the additional demands teamed interpreting creates and the additional controls needed to be effective.
- Assess the effectiveness of controls used in modeled team interpretations.
- Discuss potential consumer/audience perceptions of teamed interpreting and the controls employed.
- Articulate and apply a plan for preparation in teamed interpreting situations.
- Describe technology interpreters are likely to encounter in large group presentations.
- Utilize controls to meet demands that arise related to the use of technology in large groups.
- Use presentation technology appropriately.
- Describe the physical challenges of providing interpretation at a distance and list potential controls.
- Explain linguistic, legal and ethical issues that arise related to distance interpretation.
- Suggest controls related to linguistic, legal and ethical issues that arise related to distance interpretation.

Required Text/Readings

Textbooks

1. Metzger, M. (1999). *Sign Language Interpreting: Deconstructing the Myth of Neutrality*, Washington, D.C.: Gallaudet University Press.
2. Seleskovitch, D. (1978) English. *Interpreting for International Conferences*. Washington, DC: Pen and Booth.

Readings

1. Cokely, D. (2001). "Interpreting Culturally Rich Realities: Research Implications for Successful Interpretation". In *Journal of Interpretation*, RID Press.
2. Haas, C (1999). Sign Language Interpreters: Simultaneous Interpreting and Memory. In *Journal of Interpretation*, RID Press.
3. Lemke, JL (1997). Analyzing Verbal Data: Principles, Methods and Problems. In K. Tobin & B. Fraser (Eds). *International Handbook of Science Education*.
4. Cokely, D. & Hawkins, J. (2003). Interpreting in Teams: A Pilot Study on Requesting and Offering Support. In *Journal of Interpretation*, RID Press

Course Preview

This course is a transition course from consecutive to simultaneous interpreting. One key element will be the consideration of factors and demands that support the use of simultaneous versus consecutive interpreting.

The course begins by laying a foundation of skills that are essential for simultaneous interpreting including the interpreting process, memory skills, note taking skills, demand and control analysis, and discourse analysis.

You will then apply systematic discourse analysis skills to determine meaning, structure and implications of ASL and English texts, then engage in the simultaneous interpretation of the texts followed by self analysis and peer review.

As well, you will explore and practice team interpreting—the art of collaborated work with a peer. You will have the opportunity to apply principles of team interpreting in several practicum situations arranged during the course and to reflect on your experiences during class discussions.

Class Schedule

Meeting dates: Monday – Friday, July 9-August 3, 2007

See roadmap for specific meeting times each day.

INTR 320 meeting times indicated by LEC notation.

INTR 326 meeting times indicated by LAB notation.

Lesson Preview

Week 1

This week will focus on an introduction to simultaneous interpretation and how it differs from consecutive work. This will include exploration of the factors that impact the decision to use one format versus the other. As well, we will explore the demand-control-consequence-new demand (D-C-C-D) sequence as it relates to the task of simultaneous interpreting. You will engage in skill development activities—with a primary focus on simultaneous interpreting from ASL to spoken English. The skills work will involve text analysis, D-C-C-D analysis, practice and peer review and discussion. You will begin journaling observations and generate at least one sample of interpretation for self-analysis. This week will also offer you the opportunity to do some 'live' interpreting of a round table discussion during Wednesday evening, implemented by some of the deaf teachers from other summer programs of the Center.

Week 2

Assignment 1 will be due on Monday of this week. You will continue engaging in skill development activities—with a primary focus on simultaneous interpreting from ASL to spoken English. The skills work will involve text analysis, D-C-C-D analysis, practice and peer review and discussion. You will continue journaling observations and generate a second sample of interpretation for self-analysis in preparation for completion of Assignment 3. As well, we will begin exploring the principles and protocol associated with team interpreting. You will interpret another roundtable.

Week 3

The format for this week will be similar to Weeks 1 and 2 except that the skills development work will focus primarily on the simultaneous interpretation of English to ASL texts. We will continue the exploration and application of team interpreting. Assignment 3 will be due at the beginning of the week. As well, you will have an in-class quiz relating to the analysis of a model simultaneous interpretation. You will interpret a final roundtable.

Week 4










The skills work for this week will continue to have a primary focus on the simultaneous interpretation of English to ASL texts. There will be a unique opportunity to observe a group of working interpreters engaged in the interpretation of a trial. This observation will require that we travel to Denver so we will have to work out logistics. Assignment 2 will be due on Monday and Assignment 4 will be due on Thursday. We will reflect on our learning and consider priorities for continued skill development work as we move into the fall semester.

Course Roadmap

Use this as your “map” for this course. 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. Dates before or next to any activity indicate specific dates for that item.

Week 1

WEEK 1	Activity	Description	Done!
Day 1, Monday, July 9 th	PM-Lec 1:30-4 PM	1.1 Lecture/Discussion: Introduction to INTR 320 and 326 and Simultaneous Interpreting	<input type="checkbox"/>
	PM-Lab 4-5:30 PM	1.2 Lab: Reflect on a simultaneous interpretation based on discourse analysis of the source and the interpretation	<input type="checkbox"/>
	Evening	Homework: ✓ Begin working on Assignment 1: Comparison Paper ✓ Read: Analyzing Verbal Data: Principles, Methods and Problems (Lemke)	<input type="checkbox"/>
Day 2 Tuesday, July 10 th	AM-Lab 9:00-12 N	2.1 Lab: Reflect on a simultaneous interpretation based on discourse analysis of the source and the interpretation	<input type="checkbox"/>
	PM-Lec 1:30- 6 PM	2.2 Lecture/Discussion: Simultaneous or Consecutive: Give me a minute Discourse Analysis Approaches (Lemke)	<input type="checkbox"/>
	Evening	Homework: ✓ Read: Deconstructing the myth of Neutrality – Chapter One <u>and</u> Three ✓ Prepare a written 250 word response to the following discussion point: ✓ Discuss the benefits and limitations of simultaneous interpreting and the implications for your own work as an interpreter.	<input type="checkbox"/>

WEEK 1	Activity	Description	Done!
Day 3 Wednesday, July 11 th	AM-Lab 9:00-12 N	3.1 Lab: Discourse Analysis Approaches	
	PM-Lec 1:30-6 PM	3.2 Lecture/Discussion: Neutrality in Translation and Interpretation and Frames	
	Evening 7:30-8:30	3.3 Lab: <i>Changes in ASL Curriculum</i> Professional Issues Roundtable Students will alternate interpreting the discussion	
Day 4 Thursday, July 12 th	AM-Lab 9:00-12N	4.1 Lab: Reflection and feedback from Professional Issues Roundtable interpreting	
	PM-Lec 1:30-6:00 PM	4.2 Lecture: Utterance Boundaries, Topic Maintenance and Topic Shift, Perspective Shift	
	Evening	✓ Homework: View assigned text and simultaneously/ spontaneously create notes to guide your interpretation. Rehearse a simultaneous interpretation of the text. ✓ Read: Interpreting Culturally Rich Realities (Cokely)	
Day 5 Friday, July 13 th	PM-Lec 1:30-3:30 PM	5.1 Lecture/Discussion: Filming one ASL to English sample for Assignment 3 Portfolio	
	PM-Lab 4:00-6:00 PM	5.2 Lab: Demonstrations of prepared/rehearsed interpretation from homework with group discussion and feedback.	
	Evening	Homework: Work on self assessment of first ASL to English sample for Assignment 3 ✓ Continue working on Assignment 1: Comparison Paper. Due 7/16 at 9 AM ✓ Read: Interpreting in Teams: A Pilot Study on Requesting and Offering Support (Cokely)	

Week 2

WEEK 2	Activity	Description	Done!
Day 6 Monday, July 16th		Assignment 1 due this morning	<input type="checkbox"/>
	AM-Lec 9:00-12 N	6.1 Lecture: Principles and Protocol of Team Interpreting	<input type="checkbox"/>
	PM-Lab 1:30-5:00 PM	6.2 Lab: Practice interpreting tasks by engaging in an analysis of factors followed by notetaking/mapping and interpretation, with peer review and discussion.	<input type="checkbox"/>
	Evening	Homework: <i>Discussion impact</i> View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text. <i>notes</i>	<input type="checkbox"/>
Day 7 Tuesday, July 17th	PM-Lec 1:00-2:30 PM	7.1 Lecture/Discussion: Working as a member of a team: Note-taking, providing feeds	<input type="checkbox"/>
	PM-Lab 3:00-6:00 PM	7.2 Lab: Generate interpretations of analyzed text with peer review and discussion. Practice application of team interpreting.	<input type="checkbox"/>
	Evening	Homework: Read: Deconstructing the Myth of Neutrality: Chapter Four ✓ View assigned text and create a written 500-750 word assessment of the factors impacting the <i>in-class</i> interpretation of the text.	<input type="checkbox"/>
Day 8 Wednesday, July 18th	AM-Lab 9:00-12 N	8.1 Lab: Generate interpretations of analyzed text with peer review and discussion. Practice application of team interpreting.	<input type="checkbox"/>
	PM-Lec 1:30-3:00 PM	8.2 Lecture/Discussion: Participation Frameworks	<input type="checkbox"/>
	PM-Lab 3:00-5:00 PM	8.3 Lab: View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input type="checkbox"/>
	Evening 6:30-8:30 PM	8.4 Lab: <i>DPN to 2nd Protest to ASL New</i> Professional Issues Roundtable <i>Vlog</i> Students will alternate team interpreting the discussion	<input type="checkbox"/>

WEEK 2	Activity		Description	Done!
Day 9 Thursday, July 19 th	PM-Lec 1:00-2:30	9.1	Lecture/Discussion: Reflection and feedback from Professional Issues Roundtable interpreting	<input checked="" type="checkbox"/>
	PM-Lab 3:00-6:00 PM	9.2	Lab: Generate interpretations of analyzed text from yesterday afternoon with peer review and discussion.	<input checked="" type="checkbox"/>
	Evening		Homework: View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input checked="" type="checkbox"/>
Day 10 Friday, July 20 th	AM-Lec 9:00-12 N	10.1	Lab: Review of Assignment 3 Criteria and Grading Rubric. Discussion of various texts from the week and determination of which texts will be used for second sample for Assignment 3.	<input checked="" type="checkbox"/>
	PM-Lab 1:30-3:30 PM	10.2	Lab: Filming of the second ASL to English sample for Assignment 3 Portfolio	<input checked="" type="checkbox"/>
	PM-Lab 4:00-6:00 PM	10.3	Lab: Generate interpretations of analyzed text from last night with peer review and discussion.	<input checked="" type="checkbox"/>
	Evening		Homework: Work on self assessment of second ASL to English sample for Assignment 3. Due 7/23 at 9 AM ✓ Read: Sign Language Interpreters: Simultaneous Interpreting and Memory View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input checked="" type="checkbox"/>

Week 3

WEEK 2	Activity	Description	Done!
Day 11 Monday, July 23rd		Assignment 3 due this morning	<input checked="" type="checkbox"/>
	AM-Lec 9:00-12 N	11.1 Lecture/Discussion: Memory, reformulation, Monitoring and Correction, Coping Skills (Main Point Interpreting)	<input checked="" type="checkbox"/>
	PM-Lab 1:30-5:00 PM	11.2 Lab: Generate interpretations of analyzed text from last night with peer review and discussion.	<input checked="" type="checkbox"/>
	Evening	Homework: View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input checked="" type="checkbox"/>
Day 12 Tuesday, July 24 th	PM-Lec 1:00-2:30 PM	12.1 Video Quiz- Assignment 5 Bring your laptops as this quiz will be done in class! It will be a collaborative assignment.	<input checked="" type="checkbox"/>
	PM-Lab 3:00-6:00 PM	12.2 Lab: Generate interpretations of analyzed text with peer review and discussion.	<input checked="" type="checkbox"/>
	Evening	Homework: View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input checked="" type="checkbox"/>
Day 13 Wednesday, July 25 th	AM-Lab 9:00-12 N	13.1 Lab: Generate interpretations of analyzed text with peer review and discussion.	<input checked="" type="checkbox"/>
	PM-Lec 1:30-3:00 PM	13.2 Lecture/Discussion: Review transitions and topic maintenance	<input checked="" type="checkbox"/>
	PM-Lab 3:00-5:00 PM	13.3 Lab: View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input checked="" type="checkbox"/>
	Evening 6:30-8:30 PM	13.4 Lab: Professional Issues Roundtable Students will alternate team interpreting the discussion	<input checked="" type="checkbox"/>

WEEK 2	Activity	Description	Done!
Day 14 Thursday, July 26 th	PM-Lec 1:00-2:30	14.1 Lecture/Discussion: Reflection and feedback from Professional Issues Roundtable interpreting	<input checked="" type="checkbox"/>
	PM-Lab 3:00-6:00 PM	14.2 Lab: Generate interpretations of analyzed text from yesterday afternoon with peer review and discussion.	<input checked="" type="checkbox"/>
	Evening	Homework: View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input checked="" type="checkbox"/>
Day 15 Friday, July 27 th	AM-Lec 9:00-12 N	15.1 Lab: Review of Assignment 4 Criteria and Grading Rubric. Discussion of various texts from the week and determination of which texts will be used for second sample for Assignment 4. NOTE: Volunteers needed to interpret a two hour presentation to the EICP. Ideal: 4 students/2 teams	<input checked="" type="checkbox"/>
	PM-Lab 1:30-3:30 PM	15.2 Lab: Filming of the first English to ASL sample for Assignment 4 Portfolio	<input checked="" type="checkbox"/>
	PM-Lab 4:00-6:00 PM	15.3 Lab: Generate interpretations of analyzed text from last night with peer review and discussion.	<input checked="" type="checkbox"/>
	Evening	<input checked="" type="checkbox"/> Homework: Work on self assessment of first English to ASL sample for Assignment 4. <input checked="" type="checkbox"/> Organize Assignment 2 for submission on 7/30 at 9 AM. View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input checked="" type="checkbox"/>

Week 4

WEEK 2	Activity	Description	Done!
Day 16 Monday, July 30 th			Assignment 2 due this morning
	AM-Lec 9:00 AM-4:00 PM	16.1	Lab: Observation and analysis of Mock Trial in Aurora Courthouse in Aurora, Colorado NOTE: Students will need to collaborate to secure rides to this event. Map and directions provided onsite.
	Evening		Homework: View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text. Record observations from mock trial and identify three or four critical questions for discussion during Tuesday morning's lecture/discussion period.
Day 17 Tuesday, July 31 st	PM-Lec 1:00-2:30 PM	17.1	Lecture/Discussion: Reflections on the Mock Trial
	PM-Lab 3:00-4:30 PM	17.2	Lab: Generate interpretations of analyzed text with peer review and discussion.
	Evening 4:30-6:30 PM	17.3	Lab: Filming of the second English to ASL sample for Assignment 4 Portfolio Homework: Work on self assessment of second English to ASL text for Assignment 4. Due 8/2 at 9 AM
Day 18 Wednesday, August 1 st	AM-Lab 9:00-12 N	18.1	Lab: Generate interpretations of analyzed text with peer review and discussion.
	PM-Lec 1:30-5:00 PM	18.2	Lecture/Discussion: Technology and Simultaneous Interpreting
	Evening 6:30-8:30 PM		Homework: Complete Assignment 4. Due 8/2 at 9 AM

WEEK 2	Activity	Description	Done!
Day 19 Thursday, August 2 nd		Assignment 4 due this morning ■ Self Analysis □ Patterns	<input type="checkbox"/>
	AM-Lec 9:00-12N	19.1 Lecture/Discussion: Reflection and feedback from Professional Issues Roundtable interpreting	<input type="checkbox"/>
	PM-Lab 3:00-6:00 PM	19.2 Lab: Student self-directed lab while instructor engages in grading of Assignment 4. Lab assistant available.	<input type="checkbox"/>
	Evening	Homework: Read: View assigned text and be prepared to discuss the factors impacting the interpretation of the text.	<input type="checkbox"/>
Day 20 Friday, August 3 rd	AM-Lec 9:00-12 N	20.1 Lab: Generate interpretations of analyzed text from last night with peer review and discussion.	<input type="checkbox"/>
	PM-Lab 1:30-5:00 PM	20.2 Lecture/Discussion: Course wrap-up, preview of fall courses, course evaluation, final grades.	<input type="checkbox"/>
		Congratulations! You have completed you second summer onsite!!	

Assignment Overview

	Description	Points
Assignment 1 12/15	Comparison Paper: Write a 5-6 page reflection comparing features of simultaneous interpretation and consecutive interpretation. In the paper identify features of an observed interpretation that made it suitable for simultaneous interpretation, and categorize reasons for choosing simultaneous interpretation according to linguistic, cultural, or practical arguments. Include a graph showing the reasons within categories.	15 pts. Due: Mon., July 16 th at 9 AM
Assignment 2 I I SI I SI O O O O O	Observation Journal: Maintain an observation journal recording ten (10) demand-control analyses during the course. At least two (2) of the observations should be of a teamed interaction and at least two (2) should involve simultaneous interpreting of ASL to English. Interview the observed interpreter about the demands experienced in the work with a particular focus on the changes in demands during the interpretation along with the consequences they felt from the controls employed and the implications of on the interpreting process.	15 pts. Due: Mon., July 30 th at 9 AM
Assignment 3 -10 step -D-C Schema -Self Analysis -professional development - patterns/error - why it happened - specific strategies for improvement	Videotaping and Skills Analysis Assignment: Create a portfolio of two selected ASL to English simultaneous interpreting samples demonstrating growth in the integration of discourse analysis and demand analysis skills as well as application of the 10 step process. Discuss performance in terms of demands and controls, effective application of cognitive processing skills, and linguistic competence in relationship to patterns and how they relate to the work of Taylor. Rationale, including self, peer and instructor feedback should be included.	30 pts. Due: Monday July 23 rd at 9 AM
Assignment 4 Team Interaction - Tape on 8/18 ① Full Analysis ② rel ex of breaks vs, how could the analysis have helped, strategies to break patterns/ habits	Videotaping and Skills Analysis Assignment: Create a portfolio of selected English to ASL consecutive interpreting samples demonstrating growth in the integration of discourse analysis and demand analysis skills as well as application of the 10 step process. At least one (1) of the assessments should be of a teamed interaction and at least one (1) should involve the use of technology. Rationale, including self, peer and instructor feedback should be included.	30 pts. Due Thurs., August 2 nd @ 9 AM
Assignment 5 10/10	Video Quiz: Given a recorded interaction with a model interpretation, identify the prevailing strategies employed and analyze the demands-control-consequence cycle that emerges, and discuss the implications for the interpreting process and the audience. This will be a collaborated class activity.	10 pts. Done in class on Tues., July 24 th

Course Summary

Conclusion

This lecture/lab course engaged you in the development of simultaneous interpreting skills, focusing on further development of the dual tasking skills associated with interpreting. As well, your appreciation of the demand-control-consequence-new demand cycle was also deepened. You considered the factors impacting the use of simultaneous interpreting and considered the differences between simultaneous and consecutive interpreting. This course provided the foundation for the next two semesters of interpreting skills lab work where your simultaneous interpreting performance of a range of texts will be furthered.

Key Points

What we hope you will remember from this class:

- factors to consider when deciding to interpret simultaneously.
- listening to more than what was said
- working with the speaker when interpreting simultaneously
- multiple ways to retrieve meaning from utterances
- challenges to be aware of when simultaneously interpreting from ASL into English and vice versa
- self reflection and analysis is key to continued growth
- the benefits of being aware of topic maintenance and topic shifts in both ASL and English
- the impact simultaneous interpreting has on the participants
- when a choice is given, team interpreting is the way to go
- A sense of yourself as an interpreter in development

What's Next

The next lab course, INTR 425 is designed to broaden your ability to interpret a range of ASL and English texts in a simultaneous format. As well, you will begin applying these skills to the area of emphasis you have chosen as part of the program. In the classes associated with your area of emphasis you will begin to apply decision-making regarding whether to use consecutive or simultaneous interpreting in specific contexts based on the content, context and consumers involved.

Key Points

What we hope you will remember from this class:

- factors to consider when deciding to interpret simultaneously.
- listening to more than what was said
- working with the speaker when interpreting simultaneously
- multiple ways to retrieve meaning from utterances
- challenges to be aware of when interpreting from ASL into English and vice versa
- self-reflection and analysis is key to continued growth
- the benefits of being aware of topic maintenance and topic shifts in both ASL and English
- the impact simultaneous interpreting has on the participants
- when a choice is given, team interpreting is the way to go
- A sense of yourself as an interpreter in development