

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 225

Interpreting Skills Lab 1

Fall 2006

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

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Course Overview

Purpose

This lab is a continuation of INTR 220 Consecutive Interpreting and focuses on the mental processing skills of consecutive, including discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual task training and cloze skills. You will continue applying strategies—such as notetaking and paraphrasing—to interpret interactive texts in a consecutive format.

Impact

Lab activities allow for the ongoing application of the skills and abilities associated with consecutive interpreting to a range of settings. This will further the mastery of skills such as cognitive processing, discourse analysis, consecutive interpreting and self-assessment. It will also further the exploration and appreciation for the various demands and controls associated with the interpreting process.

Objectives

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

- Apply a 10-step discourse analysis process to examine the meaning and structure of ASL and English texts in various contexts.
- Apply the analysis of ASL and English texts in various contexts to interpret the texts in both the source and target language.
- Apply the demand-control schema to analyze various texts and the context in which they occur to determine possible demands and associated controls that could be employed during the consecutive interpreting process.
- Demonstrate accuracy and equivalency of meaning in the consecutive interpretation of texts in ASL and English.
- Conduct a self-assessment of interpreting performance based on the consecutive interpretation of texts in ASL and English utilizing a systematic approach.

- Conduct a peer review of interpreting performance based on the consecutive interpretation of texts in ASL and English utilizing a systematic approach.
- Apply strategies associated with the interpreting process—such as notetaking, summarizing, paraphrasing, shadowing, visualization, and closure—to generate an accurate interpretation of ASL and English texts.

Required Text/Readings

All the required texts and readings for this course were utilized during the summer onsite for INTR 220. They should already exist in your previous course materials.

Textbooks

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: Interpreting Consolidated.
4. Taylor, M. (2002). *Interpretation Skills: ASL to English*. Edmonton, Alberta: Interpreting Consolidated.

Readings

1. Cokely, D. (1984). The Effects of Time Lag on the Interpreting Process. In *Sign Language Studies*. 15:53, pp. 341-376.
2. Witter-Merithew, A. (1999). The Meaning of Texts (10-Step Discourse Analysis Process). DO IT Center Website.
3. Feedback: A discussion about the work between peers by Witter-Merithew, A. DO IT Center Website.

Course Preview

NOTE: This is a lab course, and as such, involves your ongoing practice of various skills associated with consecutive 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 4-6 hours per week to these lab activities—including participation in online discussions (1-1.5 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 mentor(s) for review and grading. All activities are designed to strengthen the acquisition of interpreting competence.

There are four units in this lab course. Each unit involves the two-pronged analysis of texts provided to you on a CD, followed by the creation of videotaped samples of your interpretation of the texts. The CDs have a lot of useful background information and discussion in addition to the actual texts. You can go through these supplemental materials as your interest and time allows—but you are not required to do so as part of the class.

You will need to have Acrobat Reader and QuickTime on your computer to use these CDs. If you do not, instructions for downloading them are in a folder of the CD.

As you work through the texts in the CD, 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.

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.

The second prong 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 format.

Unit 1: Interactive Potpourri

This CD has six scenarios on it ranging in length between six-ten minutes. You are to conduct a demand-control schema analysis and a 10-step discourse analysis process on four of the six texts. The texts you are to work with from this CD are: School Concerns (6:01), Career Changes (6:38), Hearing Aid (6:05) and World Wide Traveler (9:41). The other two scenarios are available for additional practice outside of the class. As you engage in reviewing the texts and doing the two-pronged analysis, you will discuss your observations and progress with your peers in the course forums.

You are to also generate a sample interpretation of each of the four texts. When generating the interpretation, you can pause the CD at the intervals you deem appropriate in order to deliver an accurate consecutive interpretation.

Likely, you will practice the interpretations several times before recording your performance—this is expected and should result in the production of your best work possible. Once you have the four sample interpretations recorded, you are to create a self-assessment of one of the four texts. Choose the one that you feel is representative of your most effective work.

When generating the self-assessment, it is expected that you will address the following criteria:

- A discussion of your strengths and areas for improvement in relationship to Taylor’s major features, skills and error types from both the blue and purple textbooks.
 - Each major feature should be addressed in your assessment and at least two to three examples provided to support your observation.
 - There must be a balance of discussion between both strengths and weaknesses.
 - When referencing Taylor’s major features, skills, and error types, you should provide a full and accurate citation.
- A discussion of the strategies/controls you applied during the interpretation process and their effectiveness as indicated by the theories of interpretation you have studied (Cokely, Russell and/or Taylor).
- A transcription of a three-minute segment of your choosing complying with the transcription conventions

articulated in the ‘green book’ by Baker-Shenk and Cokely.

- A transcription of all examples that you provide as part of the self-assessment.

At the designated time in the roadmap, you will send your lab work to your facilitator at the address that she/he will provide for grading. Included should be:

- The VHS videotape of all four interpretations
- Your written demand-control schema analysis for the four texts (discussion of all four elements—environmental, intrapersonal, interpersonal and paralinguistic—and the controls you identify to address the demands).
- The written 10-step discourse analysis for the four texts (the brainstorming map, the content map, the abstract, the salient linguistic features, and the visualization map).
- The typed self-assessment with transcription.

Be sure to keep copies of these materials for your own records.

Unit 2: In Transition

This CD has three scenarios on it ranging in length between six-ten minutes. You are to conduct a demand-control schema analysis and a 10-step discourse analysis process on all three of texts. The texts you are to work with from this CD are: Access Center, Degree in Photography and Show-Me the Money.

You are to also generate a sample interpretation of each of the three texts. When generating the interpretation, you can pause the CD at the intervals you deem appropriate in order to deliver an accurate consecutive interpretation.

Likely, you will practice the interpretations several times before recording your performance—this is expected and should result in the production of your best work possible. Once you have the three sample interpretations recorded, you are to create a self-assessment of one of the three texts. Choose the one that you feel is representative of your most effective work.

The self-assessment and products you will submit to the facilitator(s) are the same as those defined in Unit 1.

Unit 3: Mirrored Math

This CD has numerous scenarios on it ranging in length between six-ten minutes. You are to conduct a demand-control schema analysis and a 10-step discourse analysis process on Lesson 1—both the English and ASL texts. The Lesson 1 texts involve a basic math lesson.

You are to also generate a sample interpretation of both of these texts—one will be an interpretation from English into ASL and one will be an interpretation from ASL into spoken English. When generating the interpretation, you can pause the CD at the intervals you deem appropriate in order to deliver an accurate consecutive interpretation.

Likely, you will practice the interpretations several times before recording your performance—this is expected and should result in the production of your best work possible. Once you have the two sample interpretations recorded, you are to create a self-assessment of one of the two texts. Choose the one that you feel is representative of your most effective work.

The self-assessment process and products you will submit to your mentor(s) are the same as those described in Unit 1.

Unit 4: Birth Companions

This CD has three scenarios on it ranging in length between six-ten minutes. You are to conduct a demand-control schema analysis and a 10-step discourse analysis process on all three of texts. The texts you are to work with from this CD are: Appointment with Kim and Persis, Appointment with Rania and Jerri, and Appointment with the Midwife (9:24).

You are to also generate a sample interpretation of each of the three texts. When generating the interpretation, you can pause the CD at the intervals you deem appropriate in order to deliver an accurate consecutive interpretation.

Likely, you will practice the interpretations several times before recording your performance—this is expected and should result in the production of your best work possible. Once you have the three sample interpretations recorded, you are to create a self-assessment of your interpretation of the Appointment with the Midwife. This is different than what has transpired in the other units, where you picked the interpretation. This time, your mentor wants to see your self-assessment of this particular text.




As you approach the interpretation of this particular text, imagine you are interpreting for the mother of the woman who is expecting—the mother is deaf and is accompanying her daughter for support and to learn more about the process.







The self-assessment and products you will submit to the mentor are the same as those defined in Unit 1.

At the end of Unit 4 you will reflect on all of the 12 texts you worked with during this lab course and reflect on your new learning and priorities for continued skill development.

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 and non-web activities (readings, videotapes, etc.) Dates before or next to any activity indicate specific dates for that item.

Points	Dates	Activities		Done!
	8/28	Introduction: Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.		<input type="checkbox"/>
Lesson 1 - Interactive Potpourri				
	8/28-9/2	1.1	View CD: Interactive Potpourri—four of the six texts.	<input type="checkbox"/>
	9/4-9/9	1.2	Create Demand-Control Schema analysis for each of the four texts.	<input type="checkbox"/>
	9/11-16	1.3	Create 10-Step Discourse analysis for each of the four texts.	<input type="checkbox"/>
	9/18-22	1.4	Generate interpretation of all four texts and complete self-assessment of one.	<input type="checkbox"/>
	9/23		Assignment 2: Submit lab products, videotape and self-assessment and transcription to mentor. Must be postmarked by 9/23/06.	<input type="checkbox"/>
	9/25	1.5	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
Lesson 2 - In Transition (from school to college)				
	9/26-10/1	2.1	View CD: In Transition—all three vignettes.	<input type="checkbox"/>
	10/2-7	2.2	Create Demand-Control Schema analysis for each of the three texts.	<input type="checkbox"/>
	10/9-14	2.3	Create 10-Step Discourse analysis for each of the three texts.	<input type="checkbox"/>
	10/16-20	2.4	Generate interpretation of all three texts and complete self-assessment of one.	<input type="checkbox"/>
	10/21		Assignment 3: Submit lab products, videotape and self-assessment and transcription to mentor. Must be postmarked by 10/21/06.	<input type="checkbox"/>

Points	Dates	Activities		Done!
	10/30	2.5	Online Discussion: Post responses to thought questions.	
Lesson 3 - Mirrored Math				
	10/31-11/4	3.1	View CD: Mirrored Math—Lesson 1 with two texts (one English and one ASL).	<input type="checkbox"/>
	11/6-8	3.2	Create Demand-Control Schema analysis for each of the two texts.	<input type="checkbox"/>
	11/9-11	3.3	Create 10-Step Discourse analysis for each of the two texts.	<input type="checkbox"/>
	11/13-17	3.4	Generate interpretation of both texts and complete self-assessment of one.	<input type="checkbox"/>
	11/18		Assignment 4: Submit lab products, videotape and self-assessment and transcription to mentor. Must be postmarked by 11/18/06.	
	11/20	3.5	Online Discussion: Post responses to thought questions.	
Lesson 4 - Birth Companions				
	11/27-29	4.1	View CD: Birth Companions—all three vignettes.	<input type="checkbox"/>
	11/30-12/2	4.2	Create Demand-Control Schema analysis for each of the three texts.	<input type="checkbox"/>
	12/4-6	4.3	Create 10-Step Discourse analysis for each of the three texts.	<input type="checkbox"/>
	12/6-8	4.4	Generate interpretation of all three texts and complete self-assessment of the Appointment with the Midwife.	<input type="checkbox"/>
	12/9		Assignment 5: Submit lab products, videotape and self-assessment and transcription to mentor. Must be postmarked by 12/9/06.	<input type="checkbox"/>
	12/11	4.5	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
	12/13-15	4.6	Online Discussion: Post reflections regarding your learning this semester.	<input type="checkbox"/>
End of Semester		12/15	Congratulations! Please complete course evaluation	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Points
Assignment 1	Online Discussions: Participate regularly and consistently in online discussions about lab activities and progress. Ten original and 10 response postings required—more are encouraged.	20 points total
Assignment 2 (Due 9/23)	Interactive Potpourri: Student submits the two-pronged analyses for four interactive texts, a videotape with a sample interpretation of the four texts, and a self-assessment and transcription for one of the four texts. Must be postmarked to mentor by Saturday, September 23 rd , 2006. Graded and returned by October 6 th , 2006.	20 points
Assignment 3 (Due 10/21)	In Transition: Student submits the two-pronged analyses for three interactive texts, a videotape with a sample interpretation of the three texts, and a self-assessment and transcription for one of the three texts. Must be postmarked to mentor by Saturday, October 21 st , 2006. Graded and returned by November 3 rd , 2006.	20 points
Assignment 4 (Due 11/18)	Mirrored Math: Student submits the two-pronged analyses for two math lesson texts, a videotape with a sample interpretation of the two texts (one that is generated in ASL and one that is generated in English), and a self-assessment and transcription for one of the two texts. Must be postmarked to facilitator by Saturday, November 18 th , 2006. Graded and returned by December 1 st , 2006.	20 points
Assignment 5 (Due 12/9)	Birth Companions: Student submits the two-pronged analyses for three interactive texts, a videotape with a sample interpretation of the three texts, and a self-assessment and transcription for the Appointment with the Midwife. This will be an English to ASL text. Must be postmarked to mentor by Saturday, December 9 th , 2006. Graded and returned by December 21 st , 2006.	20 points

Assignment Notes:

Weight will be placed on the quality of the assignments and homework including the thoroughness and presentation of the homework (e.g., spelling, grammar). Timeliness will be a factor in grading of all assignments and homework.

Your work is to be your own. Using the words, ideas and/or written product of another individual without giving due credit to that person is unacceptable. Plagiarism is considered a violation of academic integrity. Work that demonstrates academic dishonesty will result in a lowering of the grade on an assignment or possible dismissal from the course/program.

Course Summary

Conclusion

This lab was a continuation of INTR 220 Consecutive Interpreting and focused on the mental processing skills of consecutive, including discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual task training and cloze skills. You continued to apply strategies—such as notetaking and paraphrasing—to interpret interactive texts in a consecutive format. As well, you were able to identify skill priorities as a result of self-assessment and instructor feedback. These priorities will become your focus in the next lab.

What's Next?

INTR 226: Interpreting Lab 2 is a continuation of INTR 225. You will continue mastering the cognitive skills associated with consecutive interpreting, using the two-pronged analytical process, expanding your use of strategies/controls, and continuing to engage in self assessment. The skills priorities that you identified from INTR 225 will become your focus during the next lab.

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