

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 325

Interpreting Skills Lab 2

Spring 2007

## **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 225 Interpreting Skills Lab 1 and continues the focus on the mental processing skills of consecutive interpreting. These skills include discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual task training and closure. You will continue applying strategies such as note taking and paraphrasing to interpret a variety of texts in a quasi-consecutive format.

## Impact

Lab activities provide ongoing application of the skills and abilities associated with consecutive interpreting to a range of settings. These activities will further the mastery of skills such as cognitive processing, discourse analysis, consecutive interpreting and self-assessment. They also will further the exploration and appreciation of 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 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 used during INTR 225, so you should already have them.

### 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.

### Online Readings

1. Cokely, D. (1984). The Effects of Time Lag on the Interpreting Process. In *Sign Language Studies*, 15(53), pp. 341-376. Available in Course Content area.
2. Witter-Merithew, A. (1999). The Meaning of Texts (10-Step Discourse Analysis Process). Available on the DO IT Center Website.
3. Witter-Merithew, A. (2001). Feedback: A Conversation About “The Work” Between Learners and Colleagues. Available on the DO IT Center Website.

### Loaned Materials

Three (3) DVDs will be loaned to you from the Center. These materials are to be returned at the end of the term.

1. DVD #1: Community Interpreting Scenarios I
2. DVD #2: Community Interpreting Scenarios II
3. DVD #3: Model Interpretations of Community Scenarios (to be mailed to you around 4/15/07)

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# Course Preview

**NOTE:** This is a lab course, and as such, involves your ongoing practice of various skills associated with interpreting in a quasi-consecutive manner. It will be important for you to participate in the class activities according to the schedule 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 facilitator(s) for review and grading. All activities are designed to strengthen the acquisition of interpreting competence.

There are three lessons in this lab course.

The first two lessons involve the two-pronged analysis of texts provided to you on a DVD, followed by the creation of videotaped samples of your interpretation of the texts. You will find yourself alternating between ASL and English texts. Most of the texts will be expository in nature (versus interactive).

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 is the 10-step discourse analysis process. The product you will submit as a result of this analysis will include your brainstorming map, content map, discussion of salient linguistic features for both the source and target languages, abstract for the text, and visualization map. This assignment will be mailed in so you may do it however is easiest for you: handwritten, electronically (perhaps using the mind-mapping program at [Inspiration.com](http://Inspiration.com) or Word flowcharting), or some combination.

In the third lesson, you will analyze sample interpretations of texts you interpreted during the first two lessons. The sample interpretations were generated by nationally certified interpreters and offer you the opportunity to engage in a peer review of interpreted performance. The expectation is that through this

process you will further deepen your awareness and appreciation of various strategies and controls used by working interpreters.

As you work through the texts on the DVD, you will discuss your progress and thoughts with your peers in the online forums. At defined intervals, you will also generate self-assessments of some of the interpretations.

## **Lesson 1: Community Interpreting Scenarios I**

DVD #1 includes four (4) community interpreting scenarios ranging in length between 15-20 minutes.

- **Text #1: An interactive job interview for the position of artistic director in a children's theater. The candidate for the position is deaf. The interviewer is hearing.**
- **Text #2: An ASL lecture on leadership at a Deaf youth camp. The speaker is a well-known deaf leader and the audience is a group of young deaf campers ranging in age from 11-14. You are interpreting for several hearing individuals who represent community businesses who are funding aspects of the youth camp.**
- **Text #3: An English lecture on interpreting services to agencies who hire interpreters. The speaker is a hearing woman who is a certified interpreter and also works for an agency that refers and coordinates interpreters. She is speaking to a group of hearing people who represent various community agencies that use interpreters when deaf people access their services. You are interpreting for a couple of deaf board members of the interpreter referral agency the speaker represents.**
- **Text #4: A recruitment presentation for a Deaf softball league. The speaker is a deaf coach and he is speaking to young deaf men in the audience. You are interpreting for the various hearing relatives and friends of the deaf audience members.**

You will conduct a demand-control schema analysis and a 10-step discourse analysis process on all four texts. As you review the texts and perform the two-pronged analysis, you will discuss your observations and progress with your peers in the course forums.

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

You probably will practice the interpretations several times before recording your performance. This is expected and should

result in the production of your best possible work. Once you have the four sample interpretations recorded, you will create a self-assessment of two of the four texts. Choose the two that you feel are 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 (skills and error types) in relationship to Taylor’s major features, from both the blue and purple textbooks.
  - Each major feature is addressed in your assessment and at least two examples provided to support your observation.
  - The discussion of strengths and weaknesses is balanced.
  - When referencing Taylor’s major features, skills, and error types, accurate citation is included.
- A discussion of the strategies/controls you applied during the interpretation process and their effectiveness, referring to the theories of interpretation you have studied (Cokely, Russell, and/or Taylor).
- A transcription of all examples that you provide as part of the self-assessment.

At the date indicated in the Roadmap, send your lab work to your facilitator at the address that she/he will provide for grading. Include in the package:

- The VHS videotape of all four of your interpretations
- Your 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 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 self-assessment with all examples transcribed

Be sure to keep copies of these materials for your own records. While not required, it is suggested that it is a good idea to pay a bit extra for “delivery confirmation” for your mailed package.

## **Lesson 2: Community Interpreting Scenarios II**

DVD #2 includes four (4) community interpreting scenarios ranging in length from 15-20 minutes.



- **Text #1:** An English presentation about home safety. The speaker is a police officer talking to a group of neighbors who are thinking about setting up a Neighborhood Watch program. One of the couples in attendance is a deaf couple and you are the interpreter.
- **Text #2:** An ASL eulogy for a well-known deaf man in a community. You are the voice interpreter for several of his family members, friends, and community members who are in attendance at the funeral.
- **Text #3:** An English presentation about diabetes by a health care provider to a group of expectant mothers and other high risk patients. Two of the audience members are deaf and you are the interpreter.
- **Text #4:** An ASL lecture about historic events in the Deaf Community and the implications for deaf people. This presentation is being given as part of an in-service training to teachers and staff in a public school setting. Most of the audience members are hearing and have very limited knowledge of deaf people, their experiences and the broader achievements of the Deaf world.

You will conduct a demand-control schema analysis and a 10-step discourse analysis process on all four of the texts. You also will generate a sample interpretation of each of the four texts. When generating the interpretation, you can pause the DVD at the intervals you deem appropriate in order to deliver an accurate quasi-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 two of the four texts. Choose the two that you feel are 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 Lesson 1.

### **Lesson 3: Model Interpretations of Community Scenarios**




You will receive this DVD after you submit your assignment from Lesson 2. It has two sample interpretations on it. These interpretations were performed “cold” (meaning they were done without any preparation or rehearsal) by both interpreters. You will analyze their performance and prepare a written assessment of your observations. As well, you will discuss the model interpretations in relationship to your own work, identifying similarities and differences that emerge.





**Submit the following products to your facilitator(s):**

- **A discussion of the strengths and areas for improvement (skills and error types) in each of the model interpretations in relationship to Taylor’s major features, from both the blue and purple textbooks.**
  - **Each major feature should be addressed in your assessment of each of the two model interpretations and you should provide at least one example to support your observation for each interpretation.**
  - **There must be a balance of discussion between both strengths and weaknesses.**
  - **When referencing Taylor’s major features, skills, and error types, include a full and accurate citation.**
- **A discussion of the strategies/controls each interpreter applied during the interpretation process and, based on the theories of interpretation you have studied (Cokely, Russell, and Taylor), your assessment of the effectiveness of those strategies/controls.**
- **A transcription of all examples that you provide as part of the peer review of each interpretation.**
- **A discussion of the performance of each interpreter in relationship to your own interpretation of the same text earlier in the term. Include the following:**
  - **What you observe as similarities in your performance and the performance of the model interpreter. Support your observations with specific examples.**
  - **What you observe as differences in your performance and the performance of the model interpreter. Support your observations with specific examples.**
  - **What you learned about your own work from observing the work of the model interpreter and the implication of this learning for your work.**
  - **What from the model interpreter’s performance you would like to incorporate into your work and why.**
- **At the designated time in the Course Roadmap, send the two peer reviews to your facilitator via email. Be sure to keep copies of these materials for your own records.**

# 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 are designed to help you schedule your time to complete all the activities. Dates for assignments are firm.

Points	Dates	Activities		Done!
	Ongoing	Assignment 1: Ongoing participation in discussions.		
	1/16	Introduction: Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.		<input type="checkbox"/>
<b>Lesson 1 - Community Interpreting Scenarios I</b>				
	1/17-1/26	1.1	View DVD: Community Interpreting Scenarios I—all four texts.	<input type="checkbox"/>
	1/29-2/9	1.2	Create Demand-Control Schema analysis for each of the four texts.	<input type="checkbox"/>
	2/12-2/20	1.3	Create 10-Step Discourse analysis for each of the four texts.	<input type="checkbox"/>
	2/21-2/28	1.4	Generate interpretation of all four texts and complete self-assessment of two.	<input type="checkbox"/>
	3/2		Assignment 2: Mail lab products, videotape, self-assessment, and transcription to facilitator. Must be postmarked on or before March 2 <sup>nd</sup> .	<input type="checkbox"/>
	3/5-3/7	1.5	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
<b>Lesson 2 - Community Interpreting Scenarios II</b>				
	3/6-3/16	2.1	View DVD: Community Interpreting Scenarios II—all four vignettes.	<input type="checkbox"/>
	3/19-3/27	2.2	Create Demand-Control Schema analysis for each of the four texts.	<input type="checkbox"/>
	3/28-4/7	2.3	Create 10-Step Discourse analysis for each of the four texts.	<input type="checkbox"/>
	4/9-4/14	2.4	Generate interpretation of all four texts and complete self-assessments of two.	<input type="checkbox"/>

Points	Dates	Activities		Done!
	4/18		<b>Assignment 3:</b> Mail lab products, videotape, self-assessment, and transcription to facilitator. Must be postmarked by April 18 <sup>th</sup> .	<input type="checkbox"/>
	4/19-4/20	2.5	<b>Online Discussion:</b> Post responses to thought questions.	
<b>Lesson 3 - Model Interpretations of Community Scenarios</b>				
	4/20-4/22	3.1	View both model interpretations.	<input type="checkbox"/>
	4/23-4/27	3.2	Conduct assessment of each interpreter's performance.	<input type="checkbox"/>
	4/28-5/3	3.3	Consider each interpreter's performance in relationship to your own performance.	<input type="checkbox"/>
	5/4		<b>Assignment 4:</b> Submit lab products to facilitator via email—include your assessment of each interpreter's performance and the assessment of your work in relationship to each interpreter's performance.	<input type="checkbox"/>
	5/7-5/9	3.4	<b>Online Discussion:</b> Post responses to thought questions.	<input type="checkbox"/>
<b>End of Semester</b>	<b>5/11</b>		<b>Congratulations!</b> Please complete course evaluation	<input type="checkbox"/>

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# Assignments

## Assignment Overview

	Description	Points
Assignment 1	<b>Online Discussions:</b> Participate regularly and consistently in online discussions about lab activities and progress. Ten initial and ten response postings are required, and more are encouraged. (The more you share your thoughts, understand other's perceptions, and practice using the terminology and concepts you are learning, the more you internalize the material and expand your professional competencies.)	20 points total
Assignment 2 (Postmark by 3/2)	<b>Community Scenarios I:</b> Submit 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 two of the four texts. This will be graded and returned to you by March 16 <sup>th</sup> .	30 points
Assignment 3 (Postmark by 4/18)	<b>Community Scenarios II:</b> Submit 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 two of the four texts. This will be graded and returned to you by May 2 <sup>nd</sup> .	30 points
Assignment 4 (Submit via email by 5/4)	<b>Model Interpretations of Community Scenarios:</b> Submit peer reviews of two model interpretations. The reviews should include an analysis of the performance in relationship to Taylor and/or Cokely, and an analysis of the performance in relationship to your own interpretation of the same texts focusing on what is similar and different, what was learned, and how your learning will be incorporated into your future performance. Graded and returned by May 11 <sup>th</sup> .	20 points

### Assignment Notes:

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

Your work is to be your own. Using someone else's words, ideas and/or written product without giving due credit is unacceptable. Plagiarism is a violation of academic integrity. Work that demonstrates academic dishonesty will at least result in a lowering of the grade on that assignment, and possibly dismissal from the course/program.

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# Course Summary

## Conclusion

This lab was a continuation of INTR 225 Interpreting Skills Lab 1 and focused on the mental processing skills associated with interpreting, 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 identified 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 320: Skills Development 2 shifts the focus from consecutive to simultaneous interpreting. It will be conducted as a summer onsite class. You will continue mastering the cognitive skills associated with the interpreting process, using the two-pronged analytical process, expanding your use of strategies/controls, and continuing to engage in self assessment.

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