

The logo for the Distance Opportunities for Interpreter Training Center (DOIT) features the letters 'DOIT' in a large, light blue, serif font. A blue oval is drawn around the text, with a horizontal line passing through the center of the oval and ending in an arrowhead pointing to the right.

Distance Opportunities for  
Interpreter Training Center

Educational Interpreting Certificate Program

# Study Guide

EDI 280: Interpreting Internship

Fall 2010

## **University of Northern Colorado - Distance Opportunities for Interpreter Training Center**

Copyright © 2010 by the University of Northern Colorado – DO IT Center.

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the UNC-DO IT Center.

Any interpreter participating in a UNC-DO IT Center program must understand that the University of Northern Colorado and individual faculty members are not responsible for the interpreter's success or failure in achieving completion of the Program.

The University, its employees, program partnership and private individuals who work with the DO IT Center Programs declare that they do not discriminate on the basis of race, color, national origin, creed, gender, sexual orientation, or disability.

DO IT Center  
UNC @ Lowry Campus  
1059 Alton Way, Box 7  
Denver, CO 80230  
1-866-885-6087

<http://www.unco.edu/doit>

---

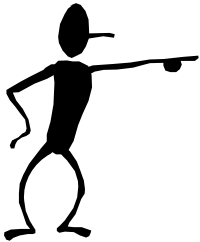
## **EDI 280: Interpreting Internship**

This is an interpreting skill development course focused on aspects of ASL to English and English to ASL interpretation, offered at a distance through the use of recording exchanges and feedback and Blackboard discussion forums. 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.

## Where Does This Course Fit In?

This is the seventh in a series of skills development courses that explore your ability to communicate your ideas; and, to clearly and accurately interpret ideas among deaf and hard-of-hearing people and non-deaf people in K-12 settings. Accurate interpretation includes appropriate consideration of age and culture.

EDI 231-232 Skill Development is the Summer Skills Institute II you just completed where you were engaged in applying the ten-step analysis process for exploring the meaning and complexities of both ASL and English texts to the task of interpretation. You learned about self-analysis and transcription and received individual feedback on your skills from peers and skills specialists.



EDI 280: Interpreting Internship (fall semester) continues your process of analyzing and exploring the meaning of texts through completion of steps 1-10 of the 10-step discourse analysis model. You will analyze, map and interpret three texts, transcribe your work, conduct a self-assessment, and then upload each assignment to an Interpreting Mentor for individualized feedback and recommendations. Two of the texts will engage you in interpreting from English to ASL and one will engage you in interpreting from ASL to English.

EDI 280: Interpreting Internship (Spring semester), a continuation of EDI 280 Fall semester, will present three different texts—two engaging you in interpreting from ASL to English and one engaging you in interpreting from English to ASL, allowing you to continue applying steps 1-10 with transcription, self-analysis and individualized feedback.

---

# Table of Contents

Course Overview .....	1
Purpose.....	1
Impact .....	1
Objectives .....	2
Portfolio Perspective.....	3
Portfolio Products .....	3
Portfolio Considerations.....	4
Interpreting Mentor Role .....	5
Required Materials .....	6
Course Preview .....	7
Course Roadmap .....	8
Assignment Overview .....	10



---

# 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 which 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**

The research of Cokely 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 and others. This lack of mastery increases 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.

## Objectives

By the successful completion 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.
- 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 core competencies associated with your successful completion of EICP. You were introduced to the process of developing a Skills Development Plan that draws on the fourteen 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 skills 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. (Competencies 5 and 6)
- Identify and analyze your strengths and areas that need improvement in your interpreting performance and/or that of your peers (Competency 7)
- Document your plan for continuing professional development upon completion of EICP (Competency 14)

## 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, and any revisions to your Skills Development Plan that will specify your primary goals for continued language/communication and/or interpreting skills development during the next course. These products will be improved and revised during future courses, but the accurate completion of these initial products will be instrumental in guiding your later assignments.

## Portfolio Considerations

As you enter the interpreting skills portion of your EICP coursework, it will be important to keep organized records of your work, both written and recorded. As part of the portfolio process, you will want to have evidence of your progress in skill development over the length of your EICP journey. To do this, you will need to have your self-assessments, peer reviews, and recordings organized by class, assignment, and date. Recording this information in a clear manner on each written analysis, feedback form and/or recordings/DVDs you create of your signing and/or interpreting, will enable you to organize your work and retrieve examples quickly and efficiently.

At the conclusion of EICP, the comprehensive Portfolio you will have assembled 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 collection system for evidence of your growth and development throughout your interpreting career. As you accumulate more learning and skill, 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](http://www.unco.edu/dos/honor_code/defining_plagiarism.html)

## **Interpreting Mentor Role**

You will be assigned an Interpreting Mentor. This individual is a content specialist for this area of study. The mentor's role is to assist you in accomplishing the learning objectives of this course. In this capacity, she or he will provide general guidance for the preparation of your recorded interpreting samples, the Blackboard discussions, overall skills development, and act as a resource and provide recorded and written feedback on assignments. Mentors are not "teachers" in the traditional sense (sage on the stage), but rather "facilitators" (guide on the side).

Reasonable expectations for responses from your Interpreting Mentor electronically are 48 to 72 hours, and feedback on written assignments may take up to two weeks through the US Postal Service (USPS). When communicating with your Interpreting Mentor for specific or assignment related information remember to take response time into consideration.. Assignment grades will be posted to Blackboard and can be viewed in the grade book area of the course.

## Required Materials

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

### Workbook

- EDI 280 Workbook (found in your Blackboard class)  
Contains templates for completing Steps 1-10 of the three texts (two in English and one in ASL) for this course and a description of Assignments 2 – 4..

### Media

- DVD #1: Three texts
  - Segment #1-English Text: “Mrs. Pagano’s Art Class”
  - Segment #2-ASL Text: “A Discussion of Primary Colors”
  - Segment # 3-English Text: “Writing A Biography”

### eReserves Readings

- “Feedback: A Discussion About the Work Between Learners and Colleagues” by Witter-Merithew

In addition, you will need the following textbook from a prior class:

- *American Sign Language: A Teacher's Resource Text on Grammar and Culture* (the green book), Baker-Shenk/Cokely, 1980, Clerc Books, Gallaudet

---

# Course Preview

## **Lesson 1**

**Be sure to sign-on in your Blackboard discussion group and introduce yourself!** Complete Steps 1-10 of the English text, “Mrs. Pagano’s Art Class.” You’ve already worked with this text during the Summer Institute. Here’s your chance to incorporate the feedback you received then. Do the 10 steps again, to the best of your abilities. Transcribe your current work and prepare a written analysis of your performance that will be sent to your Interpreting Mentor for feedback. Online discussion will focus on your observations about major features that emerged in the source text and how you integrated these features into your interpretation, as well as how to engage in the transcription and analysis of your interpretation skills.

## **Lesson 2**

Completion of Steps 1-10 of an ASL text relating to “A Discussion of Primary Colors” for the purpose of preparing an ASL to English interpretation that will be sent to your Interpreting Mentor for feedback, along with your self-analysis. 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 interpretation, as well as how to engage in the transcription and analysis of your interpreting skills.

## **Lesson 3**

Completion of Steps 1-10 of an English text relating to “Writing a Biography” for the purpose of preparing an English to Sign interpretation that will be sent to your Interpreting Mentor for feedback. 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 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 make any needed revisions to your Skills Development Plan in preparation for the spring semester portion of EDI 280.




# 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 in two situations:

- To indicate activities that use media other than the Web
- 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!
<b>Lesson 1</b>				
	8/23-25		<b>Assignment 1:</b> Blackboard Introductions in discussion group	<input type="checkbox"/>
	8/26-8/27	1.1	Online Reading: “Feedback: A Discussion About the Work Between Learners and Colleagues” by Witter-Merithew	<input type="checkbox"/>
	8/30-9/10	1.2	Complete Steps 1 – 10 for ASL text: “Mrs. Pagano’s Art Class”	<input type="checkbox"/>
	9/4-9/6		Enjoy Labor Day break!	
	9/13-9/23	1.3	Complete transcription and analysis of your interpretation of the text “Mrs. Pagano’s Art Class”	<input type="checkbox"/>
	<b>Due:</b> 9/24		<b>Assignment 2:</b> Upload your recording, transcription, and self analysis of Interpretation of “Mrs. Pagano’s Art Class” text to your Beardrive and share the folder with your mentor.  Feedback from Mentor due to be uploaded/emailed back to you by 10/8	<input type="checkbox"/>

Points	Dates		Activities	Done!
<b>Lesson 2</b>				
	9/27-10/1	2.1	Blackboard discussion about upcoming assignment (predictions, SLF's, etc)	<input type="checkbox"/>
	10/4-10/8	2.2	Complete Steps 1 – 10 for ASL text: "A Discussion of Primary Colors"	<input type="checkbox"/>
	10/11-10/12	2.3	Plan for redo of Assignment 2 based on mentor feedback	<input type="checkbox"/>
	10/13-10/28	2.4	Prepare recorded re-do of Assignment 2 and ASL to English interpretation of "A Discussion of Primary Colors"	<input type="checkbox"/>
	<b>Due: 10/29</b>		<b>Assignment 3:</b> Upload your recording, transcription, and self analysis of ASL to English interpretation of "A Discussion of Primary Colors" text; and redo of A-2 to your Beardrive and share the folder with your mentor.  Feedback from Mentor due to be uploaded back to you by 11/12	<input type="checkbox"/>
<b>Lesson 3</b>				
	11/1-11/5	3.1	Blackboard discussion about upcoming assignment (predictions, SLF's)	<input type="checkbox"/>
	11/8-11/12	3.2	Complete Steps 1 – 10 for English text: "Writing a Biography"	<input type="checkbox"/>
	11/15-11/16	3.3	Plan for redo of Assignment 3 based on mentor feed back	<input type="checkbox"/>
	11/17-11/28	3.4	Prepare recorded redo of Assignment 3 and English to Sign interpretation of "Writing a Biography"	<input type="checkbox"/>
	11/23-11/26		<b>Enjoy Fall/Thanksgiving break!</b>	
	<b>Due: 11/29</b>		<b>Assignment 4:</b> Upload your recording, transcription, and self analysis of English to Sign interpretation of "Writing a Biography" text; and re-do of A-3 to your Beardrive and share the folder with your mentor.	<input type="checkbox"/>

Points	Dates	Activities		Done!
			Feedback from Mentor due to be uploaded back to you by 12/9	
	<b>Due:</b> 12/10	<b>Last Day!</b>	Complete on-line course evaluation. Congratulations! Enjoy your holiday break! See you in January for the second part of EDI 280!	<input type="checkbox"/>



## Assignment Overview

	Description	Points	Due Dates
<b>Assignment 1</b> <b>Part 1</b>	<b>Blackboard Introduction</b> Post an introduction in your Blackboard discussion group by 8/25.	5	8/23-8/25
<b>Part 2</b>	<b>Blackboard Participation</b> 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 during the semester (NOT all at once, but regularly over the term) and to respond to at least ten postings initiated by others. As well, you should respond to any direct posting to you by your mentor.	20	on-going during the semester
<b>Assignment 2</b>	<b>Interpretation of English Text</b> Transcribe and analyze your recorded interpretation of the English text “Mrs. Pagano’s Art Class” and upload it along with your completed Steps 1—10 to your Interpreting Mentor for feedback.	25	9/24
<b>Assignment 3</b>	<b>Interpretation of ASL Text</b> Transcribe and analyze your recorded interpretation of the ASL text “A Discussion of Primary Colors ” and upload it along with your completed Steps 1—10 to your Interpreting Mentor for feedback. Include the redo of Assignment 2 based on Mentor feedback.	25	10/29
<b>Assignment 4</b>	<b>Interpretation of English Text</b> Transcribe and analyze your recorded interpretation of the English text “Writing a Biography” and upload it along with your completed Steps 1—10 to your Interpreting Mentor for feedback. Include the redo of Assignment 3 based on Mentor feedback.	25	11/29

**UNC DO IT Center  
Instructional Design Team**

Leilani J. Johnson, Ed.D.  
Director  
[leilani.johnson@unco.edu](mailto:leilani.johnson@unco.edu)

Anna Witter-Merithew, M.Ed.  
Assistant Director  
[anna.witter-merithew@unco.edu](mailto:anna.witter-merithew@unco.edu)

Sherri Lancton, M.B.A., M.A.  
Instructional Designer  
[sherri.lancton@unco.edu](mailto:sherri.lancton@unco.edu)

Laurie Bolster, Ph.D.  
Subject Matter Expert/Editor  
[laurie.bolster@unco.edu](mailto:laurie.bolster@unco.edu)

**EICP Curriculum Contributors**

Dr. Laurie Bolster

Ms. Connie Norwood

Ms. Cynthia Herbst

Mr. Tom Riggs

Dr. Bernhardt E. Jones

Dr. Marty M. Taylor

Dr. Christine Monikowski

Dr. Elizabeth Winston

Ms. Mary Morrison

Dr. Carmel Collum Yarger

**Office Staff**

LaNae Phillips  
Instructional Coordinator  
[lanae.phillips@unco.edu](mailto:lanae.phillips@unco.edu)

Gertrude Dathe  
Material and Resources Assistant  
[gertrude.dathe@unco.edu](mailto:gertrude.dathe@unco.edu)

Sherry Schriver  
Resource and Logistics Assistant  
[sherry.schrivier@unco.edu](mailto:sherry.schrivier@unco.edu)

Susan Brown  
Administrative Coordinator  
[susan.brown@unco.edu](mailto:susan.brown@unco.edu)

Timothy Chevalier  
PEPNet Outreach Specialist  
[timothy.chevalier@unco.edu](mailto:timothy.chevalier@unco.edu)

Distance Opportunities for  
Interpreter Training Center

**Distance Opportunities for Interpreter Training Center**



In Partnership with the State Education Agencies of:

Alaska

Idaho

Kansas

Louisiana

Nebraska

Nevada

UNIVERSITY *of*  
NORTHERN COLORADO

