

INTR 220
Interpreting Skills-Development 1 (3 credits)

A. COURSE DESCRIPTION

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

B. PREREQUISITE

INTR 211: Critical Thinking and Analysis Skills for Interpreters

C. COURSE OBJECTIVES

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

- Compare the cognitive process of retelling with the interpreting process.
- Identify strategies used in managing the retelling process that may be used to manage the interpreting process.
- Identify breakdowns in the retelling and associate those breakdowns with discrete aspects of the process.
- Identify strategies for improving memory.
- Explain the importance of memory to the interpreting process.
- Identify factors that impinge upon memory both generally and in the interpreting process.
- Describe the role of notetaking in interpreting.
- Employ techniques for notetaking that result in adequate information for assisting recall and retelling.
- Employ techniques for notetaking that result in adequate information for assisting with coherence in a retelling.
- Identify factors influencing the interpretation in an observed, live interpretation spontaneously, with no ability to review.
- Identify patterns in factors that influence interpretation across settings.
- Discuss how similar settings may result in different factors which ultimately influence the interpretation.
- Articulate and apply the use of situational analysis in work preparation.
- Identify strategies used to address factors influencing the interpretation.
- Identify patterns of the most commonly employed strategies for specific factors influencing the interpretation.
- Articulate and apply the use of strategies in work preparation.

- Recognize and explain the dynamic nature of the factors which influence interpretation.
- Discuss the implications of various strategies in a given situation on the interpersonal relationships and power dynamics of an interaction.
- Evaluate the effectiveness of strategies employed in own work and the work of others.
- Identify the key elements in determining the priority and significance of various factors influencing the interpretation.
- Identify interpreting decisions that are effected by the priority and significance of the factors influencing the interpretation.
- Discuss how contextual factors impact discourse analysis.
- Apply discourse analysis techniques to the interpreting process through retelling.
- Employ the most effective depth of process for the retelling.
- Evaluate the effectiveness of strategies employed in own work and the work of others in maintaining the integrity of the discourse event.
- Effectively apply memory techniques and discourse analysis to the consecutive interpretation of a text in both ASL and English.

D. PROFESSIONAL STANDARDS MET

From the Entry-to-Practice Competencies:

- 4.1 Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English.

Example: In low-risk settings with moderately technical, moderately paced monolog, the individual manages personal filters and intra-personal, environmental, logistical and situational factors by adhering to appropriate norms, rituals, and protocol.

- 4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.

- 4.4 Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactive assignments.

- 4.6 Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the

- speaker(s).
Examples: Identifies where breakdowns occur, applies strategies for seeking clarification in appropriate manner/at the appropriate times, and determines questions to ask to gain further meaning.
- 4.7 Demonstrate the ability to use technology and equipment specific to ASL-English interpreting.
Examples: Video remote interpreting, video relay services, microphones.

E. OUTLINE OF COURSE CONTENT
Students will apply systematic discourse analysis skills to determine meaning, structure and implications of ASL and English texts, then engage in the interpretation of the texts followed by self analysis and peer review.

Course Roadmap for INTR 220

This "roadmap" is designed to help you fulfill all the course requirements. The "map" provides a summary of all the lectures, skill development activities, and homework/lab exercises you are responsible for completing. The information is organized around the time of day and date of each event.

Week 1

WEEK 1	Activity	Description	Done!
Day 1	AM-Lec	1.1	<input checked="" type="checkbox"/>
Monday, July 10 th	9:00-10:00 AM	Lecture/Discussion: Introductions and Orientation to INTR 220.	
	AM-Lab	1.2	
	10:00 AM-12 Noon	Lab: Introduction to skill labs and equipment. Practice interpreting tasks with peer review and discussion.	
	PM-Lec	1.3	
	1:30 PM	Lecture/Discussion: Introduction to Major Features of English to ASL interpretation (Taylor's blue book).	<input checked="" type="checkbox"/>
	PM-Lab	1.4	<input checked="" type="checkbox"/>
	3:00 PM	Lab: Practice identifying the Major Features of ASL evidenced in samples of English to ASL interpreting.	
	Evening	Homework: <input checked="" type="checkbox"/> Prepare a written 500-750 word self-assessment of your current level of interpreting performance. Discuss the evidence you have that supports your observations. (strength + weakness) & pull from real life exp) Read: Taylor, pp. 3-48. Read: Russell, pp. 1-61.	<input type="checkbox"/>
	Approx. 4 hours of work	<i>Handwritten note: Study = 5 hrs</i>	

WEEK 1	Activity	Description	Done!
Day 2 Tuesday, July 11th	AM-Lec 8:30 AM	2.1 Lecture/Discussion: Self-assessment of interpreting performance.	<input checked="" type="checkbox"/>
	AM-Lab 10:00 AM	2.2 Lab: Practice interpreting tasks with self assessment and discussion.	<input checked="" type="checkbox"/>
	PM-Lec 1:30 PM	2.3 Lecture/Discussion: Introduction to Consecutive Interpreting	<input checked="" type="checkbox"/>
	PM-Lab 3:00 PM	2.4 Lab: Practice consecutive interpreting tasks with self assessment and discussion.	<input checked="" type="checkbox"/>
	Evening	Homework: Read: Taylor, pp. 51-73 ✓ Read: Russell, pp. 64-120 (p. 87) ✓ Prepare a written 250 word response to the following discussion point: Discuss the benefits and limitations of consecutive interpreting and the implications of Russell's findings for your own work as an interpreter.	<input type="checkbox"/>
Day 3 Wednesday, July 12 th	AM-Lec 8:30 AM	3.1 Lecture/Discussion: Peer review and feedback: Discussing the work using a common language.	<input checked="" type="checkbox"/>
	AM-Lab 10:00 AM	3.2 Lab: Practice interpreting tasks with peer review and discussion.	<input checked="" type="checkbox"/>
	PM-Lec 1:30 PM	3.3 Lecture/Discussion: Notetaking as part of consecutive interpreting.	<input checked="" type="checkbox"/>
	PM-Lab 3:00 PM	3.4 Lab: Practice interpreting tasks with peer review and discussion.	<input checked="" type="checkbox"/>
	Evening	Homework: ✓ Read: Russell, pp. 121-158 ✓ View assigned text and simultaneously/spontaneously create notes to guide your interpretation. Prepare a written 250 word response to the following reflection question: What did you learn about the text and how you process information from the notes you created?	<input checked="" type="checkbox"/>
Day 4 Thursday, July 13 th	AM-Lec 8:30 AM	4.1 Lecture/Discussion: Factors impacting decision-making during interpreting.	<input checked="" type="checkbox"/>

Done!	WEEK 1	Activity	Description	Done!
X		AM-Lab 10:00 AM	4.2 Lab: Practice interpreting tasks using notetaking, with peer review and discussion.	☑
		PM-Lec 1:30 PM	4.3 Lecture: Strategies for managing decision making.	☑
		PM-Lab 3:00 PM	4.4 Lab: View assigned text and simultaneously/ spontaneously create notes to guide your interpretation.	☑
	Day 4 Thursday, July 13 th continued	Evening	Homework: ✓ Read: Russell, pp. 159-199. ✓ View assigned text and simultaneously/ spontaneously create notes to guide your interpretation. Rehearse a consecutive interpretation of the text.	☑
	Day 5 Friday, July 14 th	AM-Lec 8:30 AM	5.1 Lecture/Discussion: Transcription principles for ASL and English.	☑
		AM-Lab 10:00 AM	5.2 Lab: Demonstrations of prepared/rehearsed interpretation from homework with group discussion and feedback.	☑
		PM-Lec 1:30 PM	5.3 Lecture: Discussion of Assignment #1 and associated grading criteria.	☑
			Taping of Assignment 1: Each student will sign-up for a time to tape themselves generating an interpretation of the Assignment 1 text. It will take approximately 10 minutes to tape.	
		PM-Lab 3:00 PM	5.4 Lab: Continuation of taping for Assignment 1 if needed or evening Lab done at this time.	☑
		Evening Time TBA	Lab: Continuation of demonstrations of prepared/rehearsed interpretation from homework with group discussion and feedback.	X
	Day 6 Saturday, July 15 th	AM-Lecture 8:30 AM	6.1 Assignment 1: Approaching the task of data collection and writing of self-analysis.	X

6:15 am
Pick up Factor

8:00 am
Drop off Factor
Hwy 34
Ⓞ on 83rd Ave
stop sign
Veteran Ⓞ

- Transcript everything
- Add the details that you need

WEEK 1					
Done!	Activity	Description	Done!		
<input checked="" type="checkbox"/>	AM-Lab 10:00 Am	6.2	Assignment 1: Students engage in viewing their tapes and gathering data required for writing of self-analysis with instructor support.	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	PM-Lab 1:30-??	6.3	Assignment 1: Students engage in self-directed activities to complete all elements of assignment 1.		
<input checked="" type="checkbox"/>	Homework:		Read Taylor, pp. 3-55 (purple book) Read Cokely, pp. 35-52 and 53-71 (dark blue book)		
Week 2					
WEEK 2					
Done!	Activity	Description	Done!		
<input checked="" type="checkbox"/>	Day 7 Monday, July 17th		Assignment 1 due this morning	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	AM-Lec 8:30 AM	7.1	Lecture: Overview of Major Features, ASL to English (purple book).	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	AM-Lab 10:00 AM	7.2	Lab: Practice interpreting tasks rehearsing by engaging in an analysis of factors followed by notetaking and interpretation, with peer review and discussion.	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	PM-Lec 1:30 PM	7.3	Lecture: Factors impacting interpreting and strategies for managing these factors.	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	PM-Lab 3:00 PM	7.4	Lab: Practice interpreting tasks rehearsing by engaging in an analysis of factors followed by notetaking and interpretation, with peer review and discussion.	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	Evening		Homework:	<input type="checkbox"/>	
<input checked="" type="checkbox"/>			Read Taylor, pp. 56-100 (purple book) Read Cokely, pp. 73-122 and 123-156		
<input checked="" type="checkbox"/>			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 8 Tuesday, July 18th	AM-Lec 8:30 AM	8.1	Lecture/Discussion: Strategies for enhancing memory functions as part of managing the interpreting process.	<input checked="" type="checkbox"/>

WEEK 2	Activity	Description	Done!	
<input type="checkbox"/>	AM-Lab 10:00 AM	8.2 Lab: Generate interpretations of analyzed text with peer review and discussion.	<input checked="" type="checkbox"/>	
	PM-Lec 1:30 PM	8.3 Lecture: More regarding memory functions as part of consecutive interpreting.	<input checked="" type="checkbox"/>	
	PM-Lab 3:00 PM	8.4 Lab: Continuation of AM Lab-generate interpretations of analyzed text with peer review and discussion.	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Day 8 Tuesday, July 18 th continued	Evening Homework: Complete the reading of Taylor ✓ View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input type="checkbox"/>	
<input type="checkbox"/>	Day 9 Wednesday, July 19 th	AM-Lec 8:30 AM	9.1 Lecture/Discussion: Review of text analysis activities from homework.	<input type="checkbox"/>
		AM-Lab 10:00 AM	9.2 Lab: Generate interpretations of analyzed text with peer review and discussion.	<input type="checkbox"/>
		PM-Lec 1:30 PM	9.3 Lecture/Discussion: Review of strategies employed to manage factors impacting the interpretations.	<input type="checkbox"/>
		PM-Lab 3:00 PM	9.4 Lab: Continuation of AM Lab-generate interpretations of analyzed text with peer review and discussion.	<input type="checkbox"/>
		Evening	View assigned text and create a written 500-750 word assessment of the factors impacting the interpretation of the text.	<input type="checkbox"/>
Taping	Day 10 Thursday, July 20 th	AM-Lec 8:30 AM- 12 Noon	10.1 Lecture/Discussion: Introduction to Blackboard and Program Policies and Procedures-Leilani Johnson and Sherri Lancton.	<input type="checkbox"/>
		PM-Lec 1:30-2:45 PM	10.3 Lecture/Discussion: Assignment 2 overview and rubric criteria.	<input type="checkbox"/>
		PM-Lab 3:00 PM	10.4 Lab: Generate interpretations of analyzed text from last night with peer review and discussion.	<input type="checkbox"/>

E. METHOD OF EVALUATION

Assignments

Assignment Overview

	Description	Points	Due Dates
Homework Assignments <i>6 total</i>	Homework: During this course you will use the workbook for Labs and Homework assignments. Thorough completion of this workbook is required to complete the course.	25 30	On-going per roadmap
Attendance/ Participation	Attendance and Participation It is essential for you to attend all sessions and to actively engage in all discussion and lab activities.	25 20	On-going
Assignment 1	Videotaping, Transcription and Skills Analysis Assignment: Create a self-assessment of your interpreting performance that includes evidence to support your observations and use of a theoretical foundation to guide the analysis of your work (e.g., Taylor and/or Cokely). See rubric for further detail.	25 pts.	Monday, July 17 th at 8:25 AM
Assignment 2	Videotaping, Transcription and Skills Analysis Assignment: Create a self-assessment of your interpreting performance that includes evidence to support your observations and use of a theoretical foundation to guide the analysis of your work (e.g., Taylor and/or Cokely). Include a written analysis of the text that identifies the factors impacting the text, along with a discussion of the strategies that you intend to use as you interpret the text, followed by a reflection on how effectively you employed the intended strategies when you generated the interpretation. See rubric for further detail.	25 pts.	Friday, July 21 st at 5 PM

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.

E. METHOD OF EVALUATION

Graded according to a Rubric on a 100 point scale. Letter grades are earned in accordance with University policy.

	<p>F. REQUIRED TEXT/READINGS</p>
	<p>Textbooks</p> <ol style="list-style-type: none"> 1. Cokely, D. (1994). <i>Sociolinguistic Process of Interpreting</i>. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
	<ol style="list-style-type: none"> 2. Russell, D. (2002). <i>Interpreting in the Legal Contexts: Consecutive and Simultaneous Interpretation</i>. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
	<ol style="list-style-type: none"> 3. Taylor, M. (1993) <i>Interpretation Skills: English to ASL</i>. Edmonton, Alberta: Interpreting Consolidated. 4. Taylor, M. (2002). <i>Interpretation Skills: ASL to English</i>. Edmonton, Alberta: Interpreting Consolidated.
	<p>Pre-Readings</p> <ol style="list-style-type: none"> 1. Cokely, D. (1984). The Effects of Time Lag on the Interpreting Process. In <i>Sign Language Studies</i>. 15:53, pp. 341-376.
	<ol style="list-style-type: none"> 2. 10 Step Discourse Analysis by Witter-Merithew, A. DO IT Center Website 3. Feedback: A discussion about the work between peers by Witter-Merithew, A. DO IT Center Website.
	<p>G. DISABILITY SUPPORT SERVICES</p> <p>Students who believe that they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.</p>

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.

Rubric for Written Assignments

CATEGORY	Excellent (A) 5-4.5 points	Good (B) 4.4-4 points	Satisfactory (C) 3.9-3.5 points	Needs Improvement (D) 3.4-3 points
Timeliness	Late assignments will lose one grade level			
Cover Sheet	Has name, date, course, section and assignment at top.			Missing information
Amount of Information .5 point	All topics required in Approaching the Task are addressed thoroughly.	All required topics are addressed, one topic may not be covered in sufficient detail.	All required topics are addressed, but more than one topic is lacking in detail.	One or more topics were not addressed.
Quality of Information 3 points	Information clearly relates to the required topic and demonstrates a strong understanding of the concepts in one or more ways, such as: 1) relates concepts to real-life situations; 2) offers examples of, contrasts to, or questions that extend the concept; 3) relates concepts to other aspects of the course; 4) demonstrates use of skills built on concepts.	Information clearly relates to the required topic. It demonstrates basic understanding of underlying concepts, but does not apply concepts and needs more practice applying concepts..	Information relates to the required topic, but does not demonstrate a thorough understanding or application of the concepts..	Information has little or nothing to do with the required topic.
Organization 1 point	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Paragraph Construction and Mechanics .5 point	All paragraphs include introductory sentence, explanations or details, and concluding sentence. No grammatical, spelling, punctuation or citation errors.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence. Almost no grammatical, spelling, punctuation or citation errors	Paragraphs included related information but were typically not constructed well. A few grammatical spelling, punctuation or citation errors.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs. Many grammatical, spelling, punctuation or citation errors.