University of Northern Colorado

American Sign Language – English Interpretation Program

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Course Overview

Purpose
This lab is a continuation of INTR 323: Simultaneous Interpreting Skills Lab 1 with continued focus on the application of simultaneous interpreting skills. The purpose is to further students’ competence in simultaneous interpreting by increasing difficulty of texts based on the complexity of factors to be managed by the student as part of the interpreting process.

Impact
Lab activities allow for the ongoing application of the skills and abilities associated with simultaneous interpreting in a range of settings. This will further the mastery of skills such as cognitive processing, discourse analysis, simultaneous interpreting and self-assessment. This course also further the exploration and appreciation of the various demands and controls associated with the interpreting process. Mastery of simultaneous interpreting prepares students for the NIC examination and the world of work for interpreters.

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

- Indicate when clarification is needed when viewing a source, interpreting taped material and during a simulated interpretation.
- Explain his/her own need for clarification.
- Describe techniques used for clarification in interactive settings.
- Describe and apply techniques used for clarification of signed information in platform settings.
- Describe and apply techniques used for clarification of spoken information in platform settings.
- Apply a model for determining the seriousness of an error and the implications of the error for the overall accuracy of the message.
- List and apply a range of methods for correction of errors.
- Explain reasons and ways that interpreters negotiate with consumers throughout interpretation.
- Apply strategies for negotiation of meaning before, during and after simulated interpretations.
- Describe methods for negotiating meaning with individuals who possess unique communication needs (i.e., children, deaf-blind individuals, limited mastery of ASL or English).
**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)

**Diversity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).

**Students with Disabilities**

**Accommodations Statement**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.
**Required Materials**

**Media**

- DVD #2: *ASL Stimulus A* (9 vignettes) [DVD]. Denver, CO, University of Northern Colorado-DO IT Center.
- DVD #3: *ASL Stimulus B* (8 vignettes) [DVD]. Denver, CO, University of Northern Colorado-DO IT Center.

**Textbooks**

You will need the following texts, received in prior courses.


**eReserves**


Course Preview

This is a lab course, and as such, involves your ongoing practice of various skills associated with simultaneous 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 six hours per week to these lab activities— including participation in online discussions (one – one and a half 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 course facilitator 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 applying internally the two-pronged analysis of texts as you create recorded samples of your interpretation of the texts. As you work through the texts, 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. As well, you will complete readings intended to enhance your understanding and appreciation of the interpreting process and strategies associated with interpreting.

The first prong of analysis is a demand-control schema analysis. This analysis should cover all four elements of demands that you are encountering and controls for addressing those demands. Previously, you did this analysis externally prior to interpreting the texts, but you are now doing this internally while interpreting the texts. You will be discussing your demand-control schema analysis during your reflection of your interpreting for each assignment.

The second prong of analysis is the 10-step discourse analysis process. Previously, you did this analysis externally prior to interpreting the texts, but you are now doing this internally while interpreting the texts. You will be discussing your use of discourse analysis during your reflection of your interpreting for each assignment.

Lesson 1: English to ASL interpretation

In this lesson you will be interpreting English monologues into ASL. See the assignment description and rubric for specifics.

Lesson 2: Interactive interpretation

In this lesson you will be interpreting an interaction in ASL and English. See the assignment description and rubric for specifics.

Lesson 3: ASL to English Interpretation

In this lesson you will be interpreting ASL monologues into English. See the assignment description and rubric for specifics.
Lesson 4: Interpretation

In this lesson you will work with a text as assigned by the instructor. See the assignment description and rubric for specifics.

Discussion forums and readings:

In addition to working with the texts in these four lessons, you will also read articles from the library website (eReserves). These articles will enhance your understanding of current research and theories about interpreting. You will participate in online discussions with your peers about these readings and how they apply to the lab activities.
Grading Scale
The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

A = 100 - 91 superior achievement of course objectives
B = 90 - 81 above average achievement of objectives
   (Reminder: you must maintain at least a “B” per class to meet graduation requirements)
C/D = 80 - 61 below acceptable achievement of objectives
   60 or below is considered not passing.

Late Assignment Policy
Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- No late work will be accepted in the last three days of this course.

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
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 indicate specific dates for that item.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>8/25</td>
<td>Post an introduction in ASL in Blackboard. Include information on your education, experience, work situation and what you did after the summer session was over. Answer the question: What do you expect to learn from this course and what are your goals?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/27 -9/23</td>
<td><strong>Online Discussion Part A:</strong> Post responses to thought questions during this lesson Original postings to questions by 9/12 Response to other posting by 9/23</td>
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<td></td>
<td>8/27-8/29</td>
<td>Prepare for interpreting texts for Lesson 1 individually and with classmates online.</td>
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<td></td>
<td>8/31 - 9/1</td>
<td><strong>Enjoy Labor Day break!</strong></td>
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</table>
### Points

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<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td>9/2 - 9/6</td>
<td>1.3 Record interpretations for Lesson 1.</td>
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<td></td>
<td>9/7 - 9/12</td>
<td>1.4 Review interpretations and do equivalence assessment of one.</td>
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<td></td>
<td>9/13-9/20</td>
<td>1.5 Complete a Peer Dialogue about the work.</td>
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<td></td>
<td>9/21-9/23</td>
<td>1.6 Prepare Lesson 1 Reflection</td>
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<td></td>
<td>9/23</td>
<td>1.7 <strong>Assignment 2:</strong> Submit all work for Lesson 1 to Blackboard.</td>
<td></td>
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<tr>
<td></td>
<td>9/24-25</td>
<td>1.8 <strong>Online Discussion B:</strong> Post responses to thought questions about working English to ASL in this lesson.</td>
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### Lesson 2 – Interactive Interpretation

#### Objectives:

- Predict accurately the demands on the interpreter related to 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.
- Apply target language decision making model to work with realistic time constraints.
- Apply strategies for managing message content that requires adjustment in processing time.
- Assess effectiveness of language match in self-generated interpretations.

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<th>Points</th>
<th>Dates</th>
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<td>Points</td>
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<td></td>
<td>9/27-10/15</td>
<td><strong>Online Discussion</strong>: Post responses to thought questions after group meeting and individual examples</td>
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<td></td>
<td></td>
<td>Group summary postings by10/4</td>
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<td></td>
<td></td>
<td>Examples from questions posted by 10/15</td>
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<td></td>
<td>9/27-30</td>
<td>2.3 Prepare for interpreting texts for Lesson 2 individually and with classmates online</td>
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<td></td>
<td>10/1 - 10/4</td>
<td>2.4 Record interpretations for Lesson 2.</td>
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<td></td>
<td>10/5 - 10/9</td>
<td>2.5 Review interpretations and do equivalence assessment of one.</td>
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<td></td>
<td>10/10-10/14</td>
<td>2.6 Complete a Peer Dialogue about the work.</td>
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<td></td>
<td>10/15-10/18</td>
<td>2.7 Prepare Lesson 2 Reflection</td>
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<tr>
<td></td>
<td>10/19</td>
<td>2.8 <strong>Assignment 3</strong>: Submit all your work for Lesson 2.</td>
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<td></td>
<td>10/19-10/20</td>
<td>2.9 <strong>Feedback on Lesson 2 experience</strong>: Post comments in discussion section on what worked well or not for you in this lesson for your learning and growth.</td>
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<td>Points</td>
<td>Dates</td>
<td>Activities</td>
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<tr>
<td>Lesson 3 – ASL to English Interpretation</td>
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**Objectives:**
- Predict accurately the demands on the interpreter related to 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.
- Assess effectiveness of language match in self-generated interpretations.
- Apply target language decision making model to work with realistic time constraints.
- Produce a culturally appropriate interpretation.
- Identify patterns in the work that indicate need for ongoing professional development.

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<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td>10/21</td>
<td>3.1 Online Discussion A: Post responses to thought questions.</td>
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<td></td>
<td>10/21-11/8</td>
<td>Original postings by 11/3 Responses posted by 11/8</td>
<td></td>
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<td></td>
<td>10/21-10/24</td>
<td>3.3 Prepare for interpreting texts for Lesson 3 individually and with classmates online</td>
<td></td>
</tr>
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<td></td>
<td>10/25-10/28</td>
<td>3.4 Record interpretations for Lesson 3.</td>
<td></td>
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<td></td>
<td>10/29-11/3</td>
<td>3.5 Review the interpretations and do an equivalence assessment of one.</td>
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<td>11/4-11/6</td>
<td>3.6 Complete a Peer Dialogue about the work.</td>
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<td></td>
<td>11/6-11/8</td>
<td>3.7 Prepare Lesson 3 Reflection</td>
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<tr>
<td></td>
<td>11/9</td>
<td>3.8 Assignment 4: Submit all your work for Lesson 3.</td>
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<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
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<td></td>
<td>11/9-11/11</td>
<td>Feedback on Lesson 3: post your thoughts on working with an ASL to English text in this lesson.</td>
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<tr>
<td></td>
<td>11/12-15</td>
<td>Prepare for interpreting texts for Lesson 4 individually and with classmates online.</td>
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<td></td>
<td>11/16-11/19</td>
<td>Record interpretations for Lesson 4.</td>
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<td></td>
<td>11/20-26</td>
<td>Review interpretations and do an equivalence assessment of one.</td>
<td></td>
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<td></td>
<td>11/26-11/30</td>
<td>Enjoy Thanksgiving Break!</td>
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<td></td>
<td>12/1-12/6</td>
<td>Prepare Lesson 4 reflection.</td>
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<td>12/7</td>
<td>Assignment 5: Submit all your work for Lesson 4.</td>
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<td></td>
<td>12/7-10</td>
<td>Small group discussions: strategies to improving our work</td>
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<td></td>
<td>12/11-12/12</td>
<td>Course evaluation and wrap up. Please complete course evaluation. Check your Bearmail for the dates the evaluation is open.</td>
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<td>End of Semester: Congratulations! Final grades will be posted within 3 business days of the end of semester.</td>
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**Lesson 4 – Interpretation**

**Objectives:**

- Predict accurately the demands on the interpreter related to 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.
- Assess effectiveness of language match in self-generated interpretations.
- Apply target language decision making model to work with realistic time constraints.
- Produce a culturally appropriate interpretation.
- Identify patterns in the work that indicate need for ongoing professional development.
Assignments

Assignment Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Assignment 1</strong>&lt;br&gt;On-going</td>
<td><strong>Online Discussions</strong>: Participant regularly and consistently in online discussions about course readings and posting as required by each Lesson. (5 pts per lesson postings)</td>
<td>20 points total</td>
</tr>
<tr>
<td><strong>Assignment 2, 3, 4 and 5</strong>&lt;br&gt;Due: 9/24, 10/16, 11/8 and 12/6</td>
<td><strong>Lab Work and Self-Assessment</strong>: These assignments involve the submission of a package that includes the following items:&lt;br&gt;• A recording of <strong>two</strong> texts interpreted from each Lesson.&lt;br&gt;• A self-assessment of the one of the texts you interpreted.&lt;br&gt;• A reflection on the work and your process including a discussion of how you have used the 10 steps of Discourse Analysis and the DCS analysis.&lt;br&gt;• Submit all your work including both interpretations and the reflection.</td>
<td>20 points each</td>
</tr>
</tbody>
</table>

Total Points: 100

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
Course Summary

Conclusion

This lab was a continuation of INTR 320 and 323, which were an introduction to simultaneous interpretation. During this lab course, you generated interpretations from English into ASL and from ASL into English. You applied a two-prong analysis approach to the investigation of all the texts in an effort to help you to make effective decisions during the interpreting process. As well, you engaged in self-assessment, which helped you identify priorities for continued skill development. These priorities will become your focus in the next lab.

You also added to your knowledge base through a series of readings relating to current research and theories about the interpreting process. This information will help you to gain a deeper appreciation for the complexities of the interpreting process.

Key Points

What we hope you will remember from this class:

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;

2) Identify possible evidence items;

3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;

4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it's possible to work on all or part of a Coversheet at this time, why not draft it now?!) and finally,

5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction

Preparing

Qualified Interpreters