ASL-English Interpretation B.A. Program

Study Guide

INTR 322
Consecutive Interpreting
Lab II

Spring 2015
University of Northern Colorado

American Sign Language-English Interpretation Program

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DO IT Center
UNC @ Lowry Campus
1059 Alton Way, Box 7
Denver, CO 80230
1-866-885-6087
http://www.unco.edu/doit
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Course Overview

Purpose

This lab course is a continuation of INTR 321: Consecutive Interpreting Skills Lab 1 and continues the focus on the cognitive processing skills of consecutive interpreting while progressing from one-to-one interactive settings to settings with two deaf and one hearing participants, and from recorded source material to live material. Targeted cognitive skills include discourse analysis, visualization, dual tasking, and clozure. You will continue applying strategies such as note taking, paraphrasing, and CI-SI blends to interpret a variety of texts consecutively with an emphasis on managing interpreted conversations. The course will also further your observational and assessment skills.

Impact

Lab activities provide ongoing application of the skills 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 strategies, and assessment. Through discussion you will further the exploration and appreciation of the various demands and controls associated with the interpreting process, particularly controls for mediating interpreted conversations.

Objectives

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

- choose preparation strategies (e.g., selected discourse analysis steps, a prediction demand-control analysis, consulting others, etc.)—specifically for interpreting basic interactive situations—in a manner which best fits your individual needs and the demands of the particular interaction;

- apply strategies associated with the consecutive interpreting process—such as note taking, paraphrasing, clozure, and managing conversations—that result in dynamic equivalence between the source and target messages;

- independently conduct assessment of consecutive interpretations produced by self, peers, and others using a systematic approach to identify obvious breakdowns (e.g., additions, omissions) and less obvious breakdowns (linguistic and sociolinguistic), associating those breakdowns with discrete aspects of the process;
• independently apply assessment tools in the evaluation of interpretations produced by self, peers and others, consistently recognizing knowledge-lean and knowledge-rich aspects of the work;

• independently apply the demand-control schema as dialogic work analysis, particularly evaluating the effectiveness of controls used to maintain the integrity of the discourse event by considering demand constellations, resulting demands, and alternative controls as part of a comprehensive assessment of the interpretations produced by self, peers and others;

• independently conduct a review of interpreting performance produced by peers or others, consistently identifying appropriate aspects of product, process, and decision making that may be applied to one’s own work.
Plagiarism Policy

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. 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 may 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 UNC website: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Inclusivity 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).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to 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 as soon as possible to ensure that accommodations are implemented in a timely fashion.
Grading Scale

The points for all the assignments in the course total 100. Letter grades are earned as follows for undergraduate classes:

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above-average achievement of objectives
- **C/D** = 80 - 61 below-acceptable achievement of course objectives
- 60 or below is considered not passing

Reminder: You must maintain at least a “B” per class to meet graduation requirements.

Late Assignment Policy

Assignments submitted online are deemed late if they are submitted after the due date and time (11:59pm Mountain Time for all assignments unless otherwise noted) unless otherwise negotiated in advance 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 a 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.

Late assignments will be accepted and graded for up to 72 hours after the due date and time, but the assignment grade will be lowered one letter. Assignments submitted more than 72 hours late that have not been negotiated in advance with the instructor will not be graded, and students will receive a zero as the assignment grade.
Required Materials

Media
The following DVDs need to be purchased from the UNC Bookstore at www.uncbooks.com:


Textbooks
All texts below were used during INTR 220 and INTR 321, so you should already have them. These materials will be used as references when working on your assignments.


Readings (eReserve)
These required readings, which were also used in INTR 220 and INTR 321, are available for download through the UNC Library eReserve system.


**Equipment**
- Webcam or digital camera capable of recording and uploading videos to YouTube
- Device that plays DVDs
- Regular access to internet
Course Preview

Lessons

There are two lessons, or units, in this lab course, each involving discourse and situational analysis in preparation for consecutively interpreting in a specific context, then creating the interpretation, and finally assessing the work of self and others. The first lesson also includes revising the two interpretations based on applying new learning. The texts are all interactive, requiring you to use both ASL and English as target languages. Throughout each lesson you will have the opportunity to engage your instructor and peers in discussion about various concepts, techniques, and strategies to support you in creating the most effective consecutive interpretations and in demonstrating the ability to analyze and discuss the work.

The first lesson involves two labs, each of which involves two deaf and one hearing participants. For the second lesson (the third and fourth labs) you will be arranging live, mock situations to interpret, focusing on conversational management strategies while providing a dynamically equivalent interpretation. Each lab requires you to consider the tools and concepts learned in INTR 220 and practiced further in INTR 321; these include the ten-step discourse analysis process, identification of major language features, application of process models, and demand-control analysis. The grading focus will shift slightly from your ability to use all the tools accurately to your ability to carefully choose which tools to apply to your preparation and analysis work and explain their application. Objectives for both lessons are listed later in this section.

Labs

Unlike in previous courses, the ten-step discourse analysis process is no longer required in whole as preparation for each lab. In this course you may apply the steps—along with any other preparation activities of your choosing (e.g., creating a prediction demand-control analysis, consulting native language users, etc.)—as best fits your individual needs and the demands particular to each situation.

Once preparation is complete, a recording of the interpretation will be created and become the basis for self-assessment that includes examining product, process, and decision making (DC-S), with emphasis on the latter two; effectiveness of preparation; application of process models; and identification of areas for improvement. As with your preparation process, you choose the manner in which you will conduct your self-assessment; the Taylor-based template that was used in INTR 220 and INTR 321 are no longer required. You may choose any tool or approach to analyzing your work that you think will best help you create a written or signed narrative summary of the analysis that best suits your needs while including all the required content. Aspects of self-assessment that were previously discrete—i.e., a separate demand-control analysis—will now be fully integrated into a single
paper that assesses your work. Again, at this stage in your learning, greater attention should be given to the process and decision making in your assessment.

**Sample analyses**

For each of the texts you will have the opportunity to review another’s work sample. For labs 1 and 2 the analysis of the DVD sample work will result in a paper in written English or ASL; for labs 3 and 4 the analysis of a peer’s work will result in a recorded peer feedback session. Each of the four analyses should address effectiveness of product, process, and decision making as well as identification of aspects to incorporate into your own work.

**Revised interpretations**

You will create a revised interpretation and final assessment of the texts in the first two labs based on what you have learned in the lab and from your analysis of the sample work. In preparation for each revision, you should review the self-assessment of your original interpretation as well as the analyses of others’ work samples. Also review and consider the feedback provided by your instructor and peers. For each of the two revised interpretations, complete a comprehensive assessment, in ASL or written English, with particular attention to those aspects you identify for your own improvement.

**Lesson objectives**

**Lesson 1: Multiple participants**

In this lesson you will work with the Personal Trainer and Home Improvement Consultation DVDs. As noted in the course preview above, you will choose preparatory activities, engage in discussion with the instructor and peers, produce an interpretation, assess it, analyze another interpreter’s version, and create a revised version.

Upon completion of this lesson you will be able to do the following:

- apply discourse and situational analysis to prepare to produce an interpretation (preparation)
- apply discourse and situational analysis to produce a rehearsed interpretation equivalent in meaning to the original message in small group settings (interpretation)
- independently apply theories of cognitive processing to an assessment of both product and process in an interpretation (self-assessment)
- independently apply DC-S to discuss the effectiveness of decisions made in the interpretation and alternatives where less effective decisions were made (self-assessment)
- compare and contrast the effectiveness of your process and product in an interpretation with that of another (sample analysis)
• identify key components in the process and product of another’s interpretation that could be used to improve your work (sample analysis)
• consider and incorporate feedback from others into your interpreting (revision)
• apply learning from observation of another’s work to the revision of an interpretation (revision)
• identify and discuss improvements made in your revised version to both product and process (revision)

Lesson 2: Live interactions

The goal of this lesson is to provide the opportunity to apply consecutive interpreting strategies you have been learning to more realistic situations. There will be the extra layer of managing a live conversation through handling turn-taking and using cues to ask for speaker pauses for consecutive interpretation. You will be responsible to arrange and then interpret two brief, mock interactions according to guidelines that will be provided. The same general components of all lab assignments are included: preparation, recorded interpretation, self-assessment, and analysis of another’s work sample. There is no revision component for the live labs.

Upon completion of this lesson you will be able to do the following:
• apply discourse and situational analysis to prepare to produce an interpretation (preparation)
• apply discourse and situational analysis to produce an unrehearsed interpretation equivalent in meaning to the original message to a live one-on-one interaction (interpretation)
• independently apply theories of cognitive processing to an assessment of both product and process in an interpretation (self-assessment)
• independently apply DC-S to discuss the effectiveness of decisions made in the interpretation and alternatives where less effective decisions were made (self-assessment)
• compare and contrast the effectiveness of your process and product in an interpretation with that of another (sample analysis)
• identify key components in the process and product of another ‘s interpretation that could be used to improve your work (sample analysis)
Course Roadmap

Use this schedule 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 and assignments worth points for grading.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td>1/12-1/13</td>
<td><strong>Introduction:</strong> Record your introduction to YouTube and post it in Discussion Board</td>
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<td><strong>Lesson 1—Multiple Participants</strong></td>
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<td></td>
<td>1/12-1/18</td>
<td>1.1 Week 1 discussion</td>
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<td></td>
<td>1/12-1/24</td>
<td>1.2 Work on lab 1: personal trainer—continues 2 weeks</td>
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<td></td>
<td>1/19</td>
<td>HOLIDAY—MLK DAY</td>
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<td>1/20-1/25</td>
<td>1.3 Week 2 discussion</td>
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<td></td>
<td>1/25</td>
<td>1.4 <strong>Lab 1 DUE:</strong> Submit prep materials, interpretation, and self-assessment to Assignments by midnight</td>
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<tr>
<td></td>
<td>1/26-2/1</td>
<td>1.5 Week 3 discussion</td>
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<td></td>
<td>1/26-1/31</td>
<td>1.6 Work on analysis of DVD sample interpretation of personal trainer</td>
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<td></td>
<td>2/1</td>
<td>1.7 <strong>Sample analysis 1 DUE:</strong> Submit paper to Assignments by midnight</td>
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<td>Points</td>
<td>Dates</td>
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<td>2/2-2/8</td>
<td>1.8  Week 4 discussion</td>
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<td>2/2-2/7</td>
<td>1.9  Work on revision of personal trainer</td>
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<td>2/8</td>
<td>1.10 Revision 1 DUE: Submit interpretation and analysis to Assignments by midnight</td>
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<td>2/9-2/15</td>
<td>1.11 Week 5 discussion</td>
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<td>2/9-2/21</td>
<td>1.12 Work on lab 2: kitchen remodel—continues 2 weeks</td>
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<td>2/16-2/22</td>
<td>1.13 Week 6 discussion</td>
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<td>2/22</td>
<td>1.14 Lab 2 DUE: Submit prep materials, interpretation, and self-assessment to Assignments by midnight</td>
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<td>2/23-3/1</td>
<td>1.15 Week 7 discussion</td>
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<td>2/23-2/28</td>
<td>1.16 Work on analysis of provided sample interpretation of kitchen remodel</td>
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<td>3/1</td>
<td>1.17 Sample analysis 2 due: Submit paper to Assignments by midnight</td>
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<td>3/2-3/8</td>
<td>1.18 Week 8 discussion</td>
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<td>Points</td>
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<td>3/2-3/7 1.19</td>
<td>Work on revision of kitchen remodel</td>
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<td></td>
<td>3/8 1.20</td>
<td><strong>Revision 2 DUE:</strong> Submit interpretation and analysis to Assignments by midnight</td>
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<td></td>
<td>3/9-3/13 2.1</td>
<td>Week 9 discussion</td>
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<td>3/14-3/22</td>
<td><strong>SPRING BREAK</strong></td>
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<td>3/23-3/29 2.3</td>
<td>Week 10 discussion</td>
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<td>3/29 2.4</td>
<td><strong>Lab 3 DUE:</strong> Submit prep materials, interpretation, and self-assessment to Assignments by midnight</td>
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<td>3/30-4/5 2.5</td>
<td>Week 11 discussion</td>
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<td>3/30-4/4 2.6</td>
<td>Work on analysis of peer live interpretation and conduct peer feedback session</td>
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<td></td>
<td>4/5 2.7</td>
<td><strong>Sample analysis 3 DUE:</strong> Submit recorded peer feedback session to Assignments by midnight</td>
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<td>Points</td>
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<td>Activities</td>
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<td>4/6-4/12</td>
<td>Week 12 discussion</td>
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<td>4/6-4/25</td>
<td>Work on lab 4: live, mock interaction—continues 3 weeks</td>
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<td>4/13-4/19</td>
<td>Week 13 discussion</td>
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<td>4/20-4/26</td>
<td>Week 14 discussion</td>
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<td>4/26</td>
<td><strong>Lab 4 DUE:</strong> Submit prep materials, interpretation, and self-assessment to Assignments by midnight</td>
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<td>4/27-5/3</td>
<td>Week 15 discussion</td>
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<td></td>
<td>4/27-5/2</td>
<td>Work on analysis of peer sample interpretation of live, mock interaction</td>
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<td>5/3</td>
<td><strong>Sample analysis 4 DUE:</strong> Submit recorded peer feedback session to Assignments by midnight</td>
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<td>5/4-5/8</td>
<td>Week 16 discussion</td>
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<td>Please complete the course evaluation. Check your BearMail for the dates it is available.</td>
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<td>Final grades will be posted within 3 days of the end of the semester.</td>
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<td>Congratulations on completing the course!</td>
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# Assignments

## Assignment Overview

For more details a complete description of each assignment and associated rubrics are available under Assignments in Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Assignment 1</strong></td>
<td><strong>Class engagement:</strong> Expand your professional competencies by participating thoughtfully and regularly in online discussions and course activities. Minimum engagement is one quality, on-time post per week; full engagement is at least two quality and timely posts per week.</td>
<td>1 point per week = 16 points total</td>
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<tr>
<td><strong>Assignment 2</strong></td>
<td><strong>4 labs:</strong> Submit your preparation work, recorded interpretation, and self-assessment (in ASL or written English) for each of the labs. You’ll have opportunities to engage in ongoing lab discussions and feedback with instructor and peers.</td>
<td>10 points each = 40 points total</td>
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<td><strong>Assignment 3</strong></td>
<td><strong>4 sample analyses:</strong> Submit an analysis of a sample interpretation for each of the four lab texts. For texts 1 and 2 review the sample provided and submit a paper (in ASL or written English); for texts 3 and 4 discuss a classmate’s interpretation and submit your recorded feedback session.</td>
<td>5 points each = 20 points total</td>
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<td><strong>Assignment 4</strong></td>
<td><strong>2 revised interpretations:</strong> Submit revised interpretations of the texts from labs 1 and 2, incorporating peer and instructor feedback as well as new learning from your analyses of the sample interpretations. Submit an analysis paper (in written English or ASL) for each of the two revisions.</td>
<td>12 points each = 24 points total</td>
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</table>

**Assignment note:** Your work is to be your own. Using the words, ideas, or 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 or program.
Course Summary

Conclusion

This lab was a continuation of INTR 321: Interpreting Skills Lab 1 and focused on the mental processing skills associated with interpreting, including discourse analysis, visualization, listening/watching and comprehending, abstracting, dual task training, cloze skills, and conversation management. You continued to apply strategies—such as note taking and paraphrasing—to interpret interactive texts in a consecutive format. As well, you identified skill priorities as a result of self-assessment and feedback.

Key Points

What we hope you will remember from this class:

- 

Next Steps

INTR 320: Introduction to Simultaneous Interpreting and INTR 323: Simultaneous Interpreting Skills Lab I shift the focus from consecutive to simultaneous interpreting. Both will be conducted together as a summer onsite course. You will continue mastering the cognitive skills associated with the interpreting process, expanding your use of strategies and controls and continuing to engage in assessment of interpreting.

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 experience. 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?)

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