Study Guide

INTR 426
Simultaneous Interpreting Skills Lab III

Spring 2015
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# Table of Contents

- Course Overview ........................................................................................................... 1
- Purpose ............................................................................................................................ 1
- Impact ............................................................................................................................... 1
- Course Level Objectives ............................................................................................... 1
- Grading Scale .................................................................................................................... 2
- Late Assignment Policy ................................................................................................. 2
- Plagiarism Policy ............................................................................................................... 3
- Inclusivity Statement ...................................................................................................... 3
- Students with Disabilities ............................................................................................... 3
- Required Materials .......................................................................................................... 4
- Course Preview ................................................................................................................ 5
- Course Roadmap ............................................................................................................ 7
- Assignments .................................................................................................................... 12
- Course Summary ............................................................................................................ 13
- Conclusion ....................................................................................................................... 13
- Key Points ....................................................................................................................... 13
- Next Steps ....................................................................................................................... 13
Course Overview

Purpose
This lab is a continuation of INTR 425: Interpreting Skills Lab 4 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. The majority of the texts to be interpreted in this class will be of the student’s choosing and although each assignment will be prepped, the interpretation is to be spontaneous or unrehearsed.

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 furthers 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.

An additional impact of this course is that students, with the exception of the first assignment, will engage in capturing samples of their performance in live situations—either actual or staged. The transition from rehearsed to prepared, but spontaneous/live interpreting is essential as students prepare for INTR 492: Interpreting Internship, when students will engage in the interpretation of actual interactions under the supervision of an agency or certified interpreter.

Interpreting prepped but unrehearsed interactions also allows for students to observe what new and additional demands arise and how they are managed ‘in the moment’. This process will help students further synthesize their knowledge of D-C S as a theoretical construct and work analysis tool, to the cornerstone of their decision-making process while on the job.

Course Level Objectives
By the end of this course, you will be able to do the following as part of prepped but unrehearsed interpretations:

- Predict accurately the demands on the interpreter related to simultaneous interpretation.
- Predict accurately the impact of simultaneous interpretation on the participants.
- Identify and apply techniques for the management of turns in simultaneous interpretation.
- Apply strategies for managing message content that requires adjustment in processing time.
• Collaborate with the speaker as a factor in developing an effective 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.

• Produce a culturally appropriate interpretation.

• Assess effectiveness of language match in self-generated interpretations.

• Apply target language decision-making model to work with realistic time constraints.

• Identify patterns in the work that indicate a need for ongoing professional development

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.
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

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.
Required Materials

eReserves


Textbooks

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


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).

Please note that this lab class differs from those you have previously completed—with the exception of the first skills assignment, the other three skills assignments are of your own choosing and involve you capturing actual/live interpreted events—either those you are allowed to tape while you are working or those you stage. In either case, the interpretations can be prepped, but not rehearsed.

Prepping involves speaking with the speakers and determining the salient points they will address prior to beginning the interpretation. It may also involve your researching of the topic, and consulting colleagues or language informants for information about how to convey certain concepts during the interpretation. An unrehearsed interpretation is one that you have not practiced in advance—it is one you do spontaneously, as the interaction occurs. So, although you can prep the assignment, you cannot rehearse the assignment. You are to submit three samples of unrehearsed and live interpreting. As well, you will complete a self-assessment of your performance, with particular attention to how the interaction differs from your previous work, what new demands emerged, what controls you employed, and what improvements you plan to make.

You will also complete readings intended to enhance your understanding and appreciation of the interpreting process and strategies associated with simultaneous interpreting.

Lesson 1: Baseline Assessment

In this lesson you will work with the only mediated material associated with this lab. The purpose of this lesson is to provide you with a baseline of your unrehearsed interpreting performance. Now, working with the mediated texts, provides you with time to begin arranging for your three live interactions—which are to be events you interpret as part of your job or events that you stage for the purpose of capturing your work live.

There are two texts you will interpret in this lesson.

Lesson 2, 3 and 4: Self-Selected Scenarios

For each of the next three lessons you are to arrange for and capture samples of actual/live interpreting performances—either from your daily work as an interpreter or staged. These events should follow criteria identified below:

- Each event should be between 15-20 minutes in length.

- When recording, the speaker and your interpretation should both be captured. In the case of English speakers this means that the camera must include both you and the speaker. In
the case of ASL speakers, this means that the camera must capture the ASL speaker and a clear overlay of your voiced interpretation. Interactive texts can be used but will be hard to capture due to the need to see your performance as well as the speaker. So if you can use a program that allows you to capture both your image and the Deaf person’s image as well as your voice and the hearing person’s voice then you may use an interactive scenario.

- At least one of the three scenarios must be an ASL speaker.
- Secure signed statements from the speakers that your work samples can be used for this class and shared with the course instructor.
- The topic should be one you have discussed with the speaker, have researched and prepped, but is not one you have previously interpreted or practiced in advance.

The first part of your analysis is a synthesis of what you did to prepare for each of the three assignments. Determine the questions you will ask your speakers about their topics; ask for or prepare an outline or mind-map of what will be addressed; do any research of the topic you need to; and dress appropriately for the assignment. Discuss what transpired as part of the discussion with speakers. Define your audience based on the subject matter and the setting in which the speaker is presenting.

After generating the interpretation, engage in a self-assessment—identify the demands that emerged, and the controls you used pre, during, and post assignment. Discuss the patterns that emerged and relate them to the theories you have been exposed to in the class. As well, your course instructor may identify other criteria he or she wants you to address as part of the self-assessment.

Additionally you will participate in online discussions with your peers about the course readings and your progress on the various lab activities.
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>
</thead>
<tbody>
<tr>
<td></td>
<td>1/12</td>
<td><strong>Online Discussion:</strong> Post your introduction.</td>
<td></td>
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</tbody>
</table>

- **Lesson One Objectives:**
  - Predict accurately the demands on the interpreter related to interpretation.
  - Apply strategies for managing message content that requires adjustment in processing time.
  - Employ controls appropriate to the demands of the interaction that produce an interpretation that maintains the integrity of the message and the discourse event.
  - Produce a culturally appropriate interpretation.
  - Assess effectiveness of language match in self-generated interpretations.
  - Apply target language decision-making model to work with realistic time constraints.

**Lesson 1 – Baseline Assessment**

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/12</td>
<td><strong>Prep for ASL-English baseline interpretation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/15</td>
<td><strong>Generate a live interpretation of the ASL text and complete a self-assessment.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/23</td>
<td><strong>Assignment 2 part 1:</strong> Submit link to your ASL to English interpretation, discussion of your preparation, the D-C S analysis and the self-assessment to Blackboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/24</td>
<td><strong>Prep for English-ASL baseline interpretation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/28</td>
<td><strong>Generate a live interpretation of the English text and complete a self-assessment.</strong></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
</tr>
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</tr>
<tr>
<td>![YouTube](100x615 to 138x652)</td>
<td>2/6</td>
<td><strong>Assignment 2 part 2:</strong> Submit link to your English to ASL interpretation, discussion of your preparation, the D-C S analysis, and the self-assessment to Blackboard.</td>
<td>☐</td>
</tr>
<tr>
<td>![Wiki](99x567 to 137x605)</td>
<td>2/7-2/13</td>
<td><strong>Online Discussion:</strong> Post responses to thought questions.</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Lesson 2 Objectives:**

- Predict accurately the demands on the interpreter related to interpretation.
- Apply strategies for managing message content that requires adjustment in processing time.
- Collaborate with the speaker as a factor in developing an effective 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.
- Produce a culturally appropriate interpretation.
- Assess effectiveness of language match in self-generated interpretations.
- Apply target language decision-making model to work with realistic time constraints.
- Identify patterns in the work that indicate a need for ongoing professional development

**Lesson 2 – Self-selected scenario**

<table>
<thead>
<tr>
<th>Dates</th>
<th>2/13-20</th>
<th>2.1</th>
<th><strong>Read:</strong> Ressler article and post responses to thought questions.</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/9-2/13</td>
<td>2.2</td>
<td>Arrange for live interpretation and prep the assignment.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>2/14-2/20</td>
<td>2.3</td>
<td>Generate a live interpretation of the assignment and complete a self-assessment.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
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</tr>
<tr>
<td><img src="image" alt="YouTube" /></td>
<td>2/27</td>
<td>Assignment 3: Submit link to your interpretation, discussion of your preparation, D-C S analysis and the self-assessment to Blackboard.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Documents" /></td>
<td>2/28-3/4</td>
<td>2.4 Online Discussion: Complete responses to classmate’s postings.</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 3 Objectives:**

- Predict accurately the demands on the interpreter related to interpretation.
- Apply strategies for managing message content that requires adjustment in processing time.
- Collaborate with the speaker as a factor in developing an effective 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.
- Produce a culturally appropriate interpretation.
- Assess effectiveness of language match in self-generated interpretations.
- Apply target language decision-making model to work with realistic time constraints.
- Identify patterns in the work that indicate a need for ongoing professional development.

**Lesson 3 – Self-Selected Scenario**

<table>
<thead>
<tr>
<th>Dates</th>
<th>3.1</th>
<th>Read: Tipton article and post original postings by 3/16</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/5-3/16</td>
<td></td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>3/5-3/9</td>
<td>3.2</td>
<td>Arrange for live interpretation and prep the assignment</td>
<td>☐</td>
</tr>
<tr>
<td>3/14-3/22</td>
<td></td>
<td>Spring Break at UNC!</td>
<td>☐</td>
</tr>
<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>3/27</td>
<td><strong>Assignment 4</strong>: Submit link to your interpretation, discussion of your preparation, your D-C S analysis and the self-assessment to Blackboard.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>3/27-4/3</td>
<td><strong>Online Discussion</strong>: Complete responses to classmate’s postings.</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Lesson 4 Objectives:**

- Predict accurately the demands on the interpreter related to simultaneous interpretation.
- Apply strategies for managing message content that requires adjustment in processing time.
- Collaborate with the speaker as a factor in developing an effective 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.
- Produce a culturally appropriate interpretation.
- Assess effectiveness of language match in self-generated interpretations.
- Apply target language decision-making model to work with realistic time constraints.
- Identify patterns in the work that indicate a need for ongoing professional development.

**Lesson 4 – Self-Selected Scenario**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3- 4/10</td>
<td>4.1 <strong>Arrange for live interpretation and prep the assignment</strong></td>
<td>☐</td>
</tr>
<tr>
<td>4/10-4/17</td>
<td>4.2 <strong>Generate a live interpretation of the assignment and complete a self-assessment.</strong></td>
<td>☐</td>
</tr>
<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
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<td>-----------------------------------------------------------------------------</td>
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<td></td>
<td>5/1</td>
<td><strong>Assignment 5:</strong> Submit link to your interpretation, discussion of your preparation, your D-C S analysis and the self-assessment to Blackboard.</td>
</tr>
<tr>
<td></td>
<td>5/1-5/7</td>
<td><strong>Online Discussion:</strong> Post responses to thought questions.</td>
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<tr>
<td></td>
<td>By 5/8</td>
<td>Please complete course evaluation.</td>
</tr>
<tr>
<td></td>
<td><strong>End of Semester</strong></td>
<td>Congratulations, you’ve finished another course!</td>
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<tr>
<td></td>
<td></td>
<td>Final grades will be posted within 3 business days of the end of the semester.</td>
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</tbody>
</table>
## Assignments

### Assignment Overview

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td><strong>Online Discussions:</strong> Participate regularly and consistently in online discussions about course readings and activities offering original posting for all discussion questions in each Lesson and a minimum of 2 response posts for each Lesson. (Each Lesson discussion section is worth 5 points)</td>
<td>20 points total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 2: Parts 1 and 2</th>
<th><strong>Lab Work and Self-Assessment:</strong> This assignment involves the submission of a package that includes the following items:</th>
<th>20 points (10 points for each of Part 1 and Part 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A recording of the two texts interpreted from ASL into English and English into ASL.</td>
<td></td>
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<tr>
<td></td>
<td>• A synthesis of your prep for interpreting these texts unrehearsed.</td>
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<tr>
<td></td>
<td>• A D-C S analysis</td>
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<tr>
<td></td>
<td>• A self-assessment of the texts. The specific criteria, to be included in your self-assessment, are defined in the assignment.</td>
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<tr>
<td></td>
<td>Submit the documents with the link to your interpretation to Blackboard.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 3, 4 and 5</th>
<th>These three assignments involve the submission of a package that includes the following items:</th>
<th>20 points each</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A recording of a live interpretation from ASL into English or English into ASL or interactive (with proper recording).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A synthesis of your prep for interpreting these texts unrehearsed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A D-C S analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A self-assessment of the texts. The specific criteria to be included in your self-assessment is included in the assignment, but of particular importance is your assessment of how your work differs when done unrehearsed versus when rehearsed, and the implications of your performance for the upcoming practicum placement and continued skill development needs. Focus on patterns of performance that emerge and how you can address improving these patterns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit the documents with the link to your interpretation to Blackboard.</td>
<td></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 425, which was an introduction to simultaneous interpretation. During this lab course, you interpreted five texts without rehearsal—at least two of which were from ASL into spoken English. You applied advance preparation to prep the assignments, and began to make the transition from rehearsed to unrehearsed work. As well, you engaged in self-assessment, which helped you identify priorities for continued skill development.

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