INTR 321-900 Consecutive Interpreting Skills
Fall Semester 2018

Instructor information: Kelli Stein, M.Ed., CI, CT; kelli.stein@unco.edu; 202-378-6993

Office hours: Office hours are listed in each week's plan. Send an email to arrange a time for a video call or phone call during office hours. Phone meetings outside office hours can also be arranged.

Class times and locations: This class is conducted online August 20-December 7. Follow the schedule in the Course Map.

Canvas: We will be using Canvas for this class. You can access it at this address http://canvas.unco.edu. Your log in is the same as you use for BearMail. Be sure to check both regularly.

Course description: This lab focuses on the mental processing skills of consecutive interpretation, including visualization, listening/watching and comprehending, shadowing, paraphrasing, abstracting, dual tasking, and cloze skills.

Course purpose: This lab course is a continuation of INTR 220: Introduction to Consecutive Interpreting. In addition to further developing your cognitive processing skills for consecutive interpreting, as part of your ongoing learning and application of the demand-control schema you will be refining targeted strategies, such as note taking and paraphrasing, for interpreting a variety of one-on-one interactions in a consecutive format. This course will also deepen the development of skills for assessing your work and that of peers.

Pre-requisites: INTR 220: Introduction to Consecutive Interpreting, and INTR 211: Critical Thinking and Analysis Skills for Interpreters. Placement is by advising only.

Course objectives: Upon completion of this course, students will be able to do the following:

1. apply a ten-step discourse analysis process to examine the meaning and structure of ASL and English texts in various contexts
2. apply the analysis of ASL and English texts in various contexts to retell the texts in both the source and target languages
3. demonstrate accuracy and equivalency of meaning in retelling texts in ASL and English
4. conduct an assessment of own language performance based on the retelling of texts in ASL and English using a systematic approach
5. conduct a peer review of language performance based on the retelling and consecutive interpretation of texts in ASL and English using a systematic approach.

6. apply strategies associated with the interpreting process—such as summarizing, paraphrasing, shadowing, visualization, notetaking and cloze—to generate accurate consecutive interpretations of ASL and English texts.

**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.

4.6 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.

**Required materials**

**Media**

The following *Practice to Mastery* DVDs, created in 2008 in partnership between the UNC-DO IT Center and Communication Services for the Deaf, need to be purchased from the UNC bookstore at www.uncbooks.com:

- Seminary Meeting
- Food Stamps
- Blood Work Follow-up

A fourth required DVD, created in 2013 by the NCIEC (National Consortium of Interpreter Education Centers), is posted in Canvas for your use. It is titled “VR Support in the Job Search—To Become a Baker.”

**Textbooks**

The required textbooks for this course were used during the summer INTR 220 course. They will be needed as references for completing assignments in this course.


**Equipment**

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

**Online readings (eReserve)**

These required readings, which were used in INTR 220, are available for download through the UNC Library eReserve system. Instructions for accessing eReserve are posted in Canvas.


**Course requirements:** Below is a brief assignment overview; full information is posted in Canvas.

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td><strong>Participation:</strong> Participate thoughtfully and regularly in online discussions and course activities. Sharing your thoughts, seeking to understand others’ perspectives, and practicing using the terminology and concepts you are learning all help you internalize the material and expand your professional competencies.</td>
<td>14 points (1 point per week)</td>
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<td>Assignment 2</td>
<td><strong>Labs:</strong> Develop a 10-step discourse analysis, an assessment, and demand-control analysis for an interactive text in each of four labs. You’ll have opportunities to engage in ongoing lab discussions and feedback with instructor and peers.</td>
<td>40 points total (10 points each)</td>
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<td>Assignment 3</td>
<td><strong>Sample analyses:</strong> For labs 1 and 4 create an analysis in written English or ASL of a provided sample interpretation, emphasizing those effective aspects you might incorporate into your own interpreting work. For labs 2 and 3 you’ll do the same work with a peer’s sample interpretation and have a peer analysis video meeting.</td>
<td>20 points total (5 points each)</td>
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<td>Assignment 4</td>
<td><strong>Revised interpretations:</strong> Revise your original interpretations of two labs of your choice, incorporating peer and instructor feedback as well as new learning from your analyses of the sample interpretations. Write an analysis paper for one of the two revisions, and have an analysis video meeting with the instructor for the second revision.</td>
<td>26 points total (13 points each)</td>
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**Total:** 100 points

**Evaluation method:** 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 course objectives

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

- **C/D** = 80 - 61 below acceptable achievement of course objectives
- 60 or below is considered not passing
University Policies

Student Code of Conduct: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar with the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct, including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence. If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in person, via email, phone, text message, or through in-class or out-of-class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights and Responsibilities serves as a resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado. If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit www.unco.edu/dean-of-students/shareaconcern/.