INTR 220 – Introduction to Consecutive Interpreting  
Summer Semester 2019

Instructor information: Kellie Stewart  
E-mail: kellie.stewart@unco.edu  
Department Contact: Barbara Garrett  
Email: Barbara.garrett@unco.edu

Office hours: Weekly office hours will be scheduled during the onsite portion of the course. In addition, appointments can be made during both the online and onsite portions of the course.

Class times and locations: McKee Hall, room 229 for onsite classes

Follow the Course Map for specific dates and times, as these vary:  
This class is conducted:  
2 weeks online Summer Session: June 5—June 19  
4 weeks onsite Summer Session: June 24—July 19

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.

Course Purpose: The purpose of this three-credit-hour lecture and lab course is to begin to develop your consecutive interpreting skills. The focus is on development of cognitive processing skills associated with interpreting, and techniques and strategies that support consecutive interpreting. These processing skills will provide the foundation upon which your interpreting skills will be built or enhanced. An additional purpose of this course is to learn to assess interpretations for effectiveness.

Pre-requisites: Placement by advisement only.

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

Discourse analysis and the interpreting process

1. Compare the cognitive process of narration with the interpreting process.
2. Identify strategies used in managing the narration process that may be used to manage the interpreting process.
3. Identify breakdowns in the narration and associate those breakdowns with discrete aspects of the process.
4. Apply discourse analysis techniques to the interpreting process through retelling.
5. Employ the most effective depth of process for retelling.
Assessment of interpretations
6. Identify demands across the domains in an observed, live interpretation spontaneously, with no ability to review.
7. Identify patterns in demands across settings.
8. Discuss how similar settings may generate different demands.
9. Articulate and apply the use of demand analysis in work preparation.
10. Identify controls used to address demands in all domains.
11. Identify patterns of the most commonly employed controls for specific demand domains.
12. Articulate and apply the use of controls in work preparation.
13. Recognize and explain the dynamic nature of demands.
14. Explain the implication of the demand, control, consequences cycle on the interpreting process.
15. Identify controls used to address demands in all domains.
16. Discuss the implications of various controls in a given situation on the interpersonal relationships and power dynamics of an interaction.
17. Evaluate the effectiveness of controls employed in own work and the work of others.
18. Identify the key factors in determining the priority and significance of various demands.
19. Identify interpreting decisions that are affected by the priority and significance of demands.
20. Discuss how contextual factors (demands) impact discourse analysis.
21. Evaluate the effectiveness of controls employed in own work and the work of others in maintaining the integrity of the discourse event.

Controls for consecutive interpreting
22. Identify strategies for improving memory.
23. Explain the importance of memory to the interpreting process.
24. Identify factors that impinge upon memory both generally and in the interpreting process.
25. Describe the role of notetaking in interpreting.
26. Employ techniques for notetaking that result in adequate information for assisting recall and retelling.
27. Employ techniques for notetaking that result in adequate information for assisting with coherence in a retelling.
28. Effectively apply memory techniques and discourse analysis to the consecutive interpretation of a text in both ASL and English.

Portfolio Considerations - 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.

Required materials:

Textbooks
All of the books below are available from the UNC bookstore at www.uncbooks.com.


The following book was used in INTR 113; you might already have it:


The following textbooks were used in INTR 210; you might already have them:


Online readings
These required readings are available for download through the UNC Library eReserve system.

Instructions for accessing eReserve are posted in the class.

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

**Course requirements:** Below is a brief overview; full information is posted in your online class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td><strong>Course engagement:</strong> Being an engaged learner is an important part of success, both as a student and as an interpreter. Course engagement will be measured through the <em>quality and quantity</em> of participation in online and onsite discussions and activities, including supporting and contributing to each other’s learning process.</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Assignment 2</td>
<td><strong>Initial reflection:</strong> The initial reflection requires consideration of your experience, current knowledge, and level of comfort as you begin the course in relation to the knowledge and skills to be explored during the semester. The knowledge and skills are outlined in the Course Preview section of the online class.</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Assignment 3</td>
<td><strong>Three labs:</strong> Each of the three labs consists of <em>three parts:</em> 1) complete a 10-step discourse analysis and submit all steps, both written and recorded ones; 2) engage in feedback and discussions with teacher and peers; and 3) complete an assessment of the interpretation (two written and one teacher meeting).</td>
<td>15 pts. each = 45 pts.</td>
</tr>
<tr>
<td>Assignment 4</td>
<td><strong>Revised interpretation:</strong> This assignment asks you to create a revised interpretation of one lab of your choosing and to complete a full analysis of that revision. The revision should demonstrate the ability to consider and then act on peer and teacher feedback. The complete analysis should include discussion of both <em>product</em> (Taylor’s major language features and sociolinguistic concepts from Hatch) and <em>process</em> (the ten-step process; models from Cokely, Russell, etc.).</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Assignment 5</td>
<td><strong>Final reflection:</strong> The final reflection will again ask you to review the Course Preview section and also the Course Summary section online, then evaluate your growth in relation to those objectives over the semester. You will also consider targeted areas for continued growth as you move on to next semester, including prioritization of particular opportunities for growth that have emerged during this course.</td>
<td>10 pts.</td>
</tr>
</tbody>
</table>

**Total:** 100 points

**Grading scale:** The points for all the assignments in a course add up to 100. Letter grades are assigned as follows for undergraduate classes:
- A = 91 - 100 superior achievement of course objectives
- B = 81 - 90 above average achievement of course objectives

**Reminder:** You must maintain at least a “B” per class to meet graduation requirements.
- C/D = 61 - 80 below acceptable achievement of course objectives
- 60 or below 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 the university’s 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/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/sexual-misconduct.

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 of each other’s individual and intersecting identities.

The Office of Student Rights and Responsibilities, located in Decker Hall, 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: https://www.unco.edu/dean-of-students/share-concern-complaint/.