INTR 320: Introduction to Simultaneous Interpreting  
Summer Semester 2019

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Office Hours: Mondays 7-8 pm MT by email. TBA for on campus.

Class Times and Locations (follow the daily schedule and/or course map for specific dates/times):

This class is conducted:  
2 weeks online Summer Session: June 5-19  
4 weeks onsite Summer Session: June 24 – July 19

Course Description: This lecture/lab course engages students in the development of simultaneous interpreting skills, focusing on further development of the dual tasking skills associated with interpreting.

Course Purpose: This 3 credit-hour course furthers your development of interpreting management skills that assist in creating an effective interpretation. You will learn about the decision making process of moving along a continuum between consecutive and simultaneous interpreting as you study the theory as well as practice with work samples and practicums. You will also learn about co-interpreting or team interpreting with both Deaf and hearing co-interpreters. During lab activities, work samples and practicums, you will learn about working in diverse settings with a variety of demands such as use technology for the delivery of the interpreting services.

Pre-Requisites: Placement by advising only with successful completion of INTR 321: Consecutive Interpreting Skills Lab I and INTR 322 Consecutive Interpreting Skills Lab II.

Course Objectives for INTR 320: Upon the completion of this course, students will be able to do the following:

1. Explain ways that simultaneous interpretation differs from consecutive interpretation.
2. Describe accurately features of an acceptable simultaneous interpretation based on discourse analysis of the source and the interpretation.
3. Discuss the challenges of working in simultaneous mode in relation to their professional development needs.
4. Describe factors impacting the use of simultaneous interpretation.
5. Predict accurately the demands on the interpreter related to simultaneous interpretation.
6. Predict accurately the impact of simultaneous interpretation on the participants.
7. Identify and apply techniques for the management of turns in simultaneous interpretation.
8. Compare turn management in consecutive and simultaneous interpreting.
9. Apply strategies for managing message content that requires adjustment in processing time.
10. Collaborate with the speaker as a factor in developing an effective simultaneous interpretation.
11. Employ controls appropriate to the demands of the interaction that produce an interpretation that maintains the integrity of the message and the discourse event.
12. Produce a culturally appropriate interpretation.
13. Identify the additional demands teamed interpreting creates and the additional controls needed to be effective.
14. Assess the effectiveness of controls used in modeled team interpretations.
15. Discuss potential consumer/audience perceptions of teamed interpreting and the controls employed.
16. Articulate and apply a plan for preparation in teamed interpreting situations.
17. Describe technology interpreters are likely to encounter in large group presentations.
18. Utilize controls to meet demands that arise related to the use of technology in large groups.
19. Use presentation technology appropriately.
20. Describe the physical challenges of providing interpretation at a distance and list potential controls.
21. Explain linguistic, legal and ethical issues that arise related to distance interpretation.
22. Suggest controls related to linguistic, legal and ethical issues that arise related to distance interpretation.

Entry-to-Practice competencies:

4.2 Integrate academic and world knowledge during simultaneous 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.
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.
4.5 Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.
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.
4.7 Demonstrate the ability to use technology and equipment specific to ASL-English interpreting.

Electronic Class Materials: (nothing to purchase for this class)
Media


Readings (eReserves-library access directions posted in class)


Materials from prior courses:
In addition, you will need to bring the following items received in prior courses:


Course Requirements: This is a brief overview; full instructions are posted in your online class.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Comparison Paper: Write a 4-5 page comparing features of simultaneous interpretation (SI) and consecutive interpretation (CI) and the continuum between SI and CI. In this paper, discuss the readings, what you have observed within your own and other people’s work, and when and how you plan to expand your use of the SI/CI continuum.</td>
<td>10 pts</td>
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<tr>
<td>Assignment 2</td>
<td>Participation in on-line Discussion Forums during first two weeks while on line.</td>
<td>20 pts</td>
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| Assignment 3 | Work Sample 1  
You will be creating an interpretation of the assigned text, doing an equivalence assessment of your work, and reflect upon your work. Work Sample 1 will be a baseline interpretation. | 5 pts  |
| Assignment 4 | Work Sample 2  
You will be creating an interpretation of the assigned text, doing an equivalence assessment of your work, and reflect upon your work. Work Sample 2 will focus on culturally rich texts. | 10 pts |
| Assignment 5 | Work Sample 3  
You will be creating an interpretation of the assigned text, doing an equivalence assessment of your work, and reflect upon your work. | 15 pts |
| Assignment 6 | Work Sample 4  
You will be creating an interpretation of the assigned text, doing an equivalence assessment of your work, and reflect upon your work. Work Sample 4 will be a redo of baseline interpretation. Your reflection will include plans for continuing to improve your work during the next semesters. | 20 pts |
| Assignment 7 | Create professional development plan with specifics related to deliberate practice.                                                            | 5 pts  |
| Assignment 8 | Participation in class discussion and activities while on campus.                                                                             | 15 pts |

**Total score:** 100 points

**Evaluation Method:** The points for all the assignments in a course will add up to 100 points 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 average 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 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](https://www.unco.edu/sexual-misconduct).

**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](https://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, size and/or 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 & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). 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/](https://www.unco.edu/dean-of-students/share-concern-complaint/).