

THE EFFECTIVE INTERPRETING SERIES

COGNITIVE PROCESSING SKILLS IN ASL

CAROL J. PATRIE



COURSE DESCRIPTION

Successful interpreters have built many skills that they rely upon in their interpreting work. Immediate access to cognitive processing skills underlies many of the complicated aspects of the interpretation process. This course is a knowledge/skills-based course designed to strengthen American Sign Language (ASL) language cognitive processing skills that will assist the student to prepare for consecutive and simultaneous interpretation. The purpose of the course is to present videotaped activities to advance ASL cognitive processing competence valuable in preparation for the interpretation process. Lessons include ASL source lexical and discourse comprehension, memory, immediate and delayed repetition, fingerspelled word recognition, and number comprehension in ASL, as well as pattern inference in ASL. This syllabus is for a three-credit, one-semester course with 45 contact hours presented weekly in a one three-hour session.

COURSE OBJECTIVES

At the end of this course students will be able to:

- 1) Demonstrate substantial utilization of cognitive processing skills in ASL.
- 2) Correctly define terms associated with cognition and cognitive processing.
- 3) Demonstrate ASL source language comprehension of varying difficulties.
- 4) State the role memory skill development has in regard to the interpretation process.
- 5) Demonstrate the ability to utilize immediate and delayed ASL repetition skills in preparation for the interpretation process.
- 6) Identify fingerspelled words and numbers as presented in ASL discourse.
- 7) Demonstrate the ability to utilize immediate, delayed, and specific lexical repetition skills as preparation for the interpretation process.
- 8) Identify the relevance as well as demonstrate the effective use of inference in ASL as it applies to the interpretation process.

WEEKLY SCHEDULE

Unit 1: Comprehension of ASL Lexicon

WEEK 1

- 1) Review the Syllabus and Course Schedule
- 2) Read the following and be prepared to discuss:
 - The Introduction
 - The Role of Comprehension of ASL Lexicon
 - Discussion Questions
- 3) In Class: Exercise 1.1 “My Role Model” (p. 17)
- 4) In Class: Review the Five-Step Follow-Up Process

WEEK 2

- 1) Review Week #1; Q & A
- 2) In Class: Exercise 1.2 “How to Make a Mirror” (p. 19)
- 3) Small Group Discussion: Source Text Comprehension Challenges
- 4) In Class: The Five-Step Process: “How to Make a Mirror”
- 5) Homework:
 - Exercise 1.3 “Trunk to Coffee Table” (p. 21)
 - The Five-Step Process: “Trunk to Coffee Table” (p. 21)

WEEKLY SCHEDULE

Unit 2: Comprehension of ASL Discourse

WEEK 3

- 1) Class “Check In” and Q & A
- 2) Review Unit 1
- 3) Read the following and be prepared to discuss:
 - Comprehension of ASL Discourse
- 4) In Class Discussion: Comprehension of ASL Discourse
- 5) In Class Large Group: Exercise 2.1 “Summer on the Farm” (p. 29)
 - Get to Know the Signer
 - Study Questions
- 6) Homework: Five-Step Follow-Up for 2.1

WEEK 4

- 1) Class Check In and Q & A
- 2) In Class: Select a partner and complete Exercise 2.2 “Family Vacation” (p. 34)
- 3) In Class: In Large Group Discussion: Study Questions for 2.2
- 4) In Class: Complete Five-Step Follow-Up for 2.2
- 5) Assign Student(s) to Lead Exercise 3.1 during Week 5
- 6) Homework: Exercise 2.3 “My Garden” (p. 39), including Study Questions and Five-Step Follow-Up

WEEKLY SCHEDULE

Unit 3: Memory

WEEK 5

- 1) Review Week #4; Q & A
- 2) Read the following and be prepared to discuss:
 - Introduction: Memory
 - The Role of Memory in the Interpretation Process
- 3) In Class: Discussion: The Role of Memory
- 4) In Class: Student(s) Leads Exercise 3.1 “Vegetarian Viewpoint” (p. 53)
- 5) In Class: Small Group Exercise 3.2 “The Last Yellow Rose” (p. 55), including Study Questions and Five-Step Follow-Up for 3.2
- 6) Homework: Exercise 3.3 “I Learned Something” (p. 58), including Study Questions and Five-Step Follow-Up for 3.3

WEEKLY SCHEDULE

Unit 4: Immediate Repetition

WEEK 6

- 1) Class Check In and Q & A
- 2) Review Units 1-3
- 3) Midterm Assessment Units 1-3
- 4) Read the following and be prepared to discuss:
 - Introduction
 - The Role of Immediate Repetition in the Interpretation Process
- 5) In Class Discussion: Immediate Repetition
- 6) Homework: Exercise 4.1 "Autobiography" (p. 69), including Study Questions and Five-Step Follow-Up for 4.1

WEEK 7

- 1) Review Week # 6; Q & A
- 2) Review Midterm Assessment Results
- 3) In Class: Work Stations: Exercises 4.2 "My Involvement in Black Deaf Student Union" (p. 70) and 4.3 "Honey-Glazed Carrots" (p. 72)
- 4) Homework: Finish up 4.2 and 4.3 if not completed in class to include Study Questions and Five-Step Follow-Up sheets

WEEKLY SCHEDULE

Unit 5: Delayed Repetition

WEEK 8

- 1) Read the following and be prepared to discuss:
 - Introduction
 - The Role of Delayed Repetition in the Interpretation Process
- 2) In Class Discussion: The Effort Model of Interpreting (Gile, 1995)
 - Discussion Questions
- 3) In Class: Working in Small Groups: Exercise 5.1 "Easy Lasagna" (p. 80), including Study Questions
- 4) Homework: Five-Step Follow-Up for 6.1
 - Create a Number Narrative Transcript to bring to next class

WEEK 9

- 1) Review Week #8; Q & A
- 2) In Class Work Stations: Exercises 6.2 "Alaska Adventure" (p.84) and 6.3 "More Hot Peppers" (p. 90)
- 3) Homework: Create/locate a Number Narrative Video to bring to next class

WEEKLY SCHEDULE

Unit 6: Fingerspelled Word Recognition and Number Recognition in ASL

WEEK 10

- 1) Class Check In; Q & A
- 2) Read the following and be prepared to discuss:
 - Fingerspelled Word Recognition and Number Recognition in ASL
 - How Anxiety Affects Fingerspelled Word Recognition
 - Templates in Fingerspelled Word Recognition
 - Template Building
- 3) In Class Discussion: Templates in Fingerspelled Word Recognition
- 4) In Class Working In Pairs: Exercise 6.1 “The Football Pool” (p. 102)
 - Complete comprehension questions
 - List the fingerspelled lexical items
 - Five-Step Follow-Up for 6.1
- 5) Number Narrative Video Activity
- 6) Homework:
 - Read: Numbers in the Interpretation Process
 - Review 6.1 “The Football Pool” List the numbers mentioned in source text

WEEK 11

- 1) Review Week #10; Q & A
- 2) Numbers Game from 6.1
- 3) In Class—Two Teams Activity: Exercise 6.2 “Numbers in ASL” (p. 105). Which team can identify all of the fingerspelled and number lexical items?
- 4) Homework:
 - Exercise 6.3 “My Drive to Work” (p. 107)
 - Study Questions and Five-Step Follow-Up for 6.3

WEEKLY SCHEDULE

Unit 7: Pattern Interference in ASL

WEEK 12

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
 - Pattern Inference in ASL
 - Word-Level Pattern Inference
 - Phrase-Level Pattern Inference
 - Role of Phrase-Level Pattern Inference Skills in the Interpreting Process
 - Ability to tolerate Ambiguity
- 3) In Class Discussion: Putting It All Together!
- 4) In Class Activity—Working in Pairs: Exercise 7.1 “How to Make a Sandwich” (p. 115)
- 5) Large Group Activity:
- 6) Homework: Exercise 7.2 “I’m Deaf Not Blind” (p. 118)

WEEK 13

- 1) Q & A
- 2) In Class Culminating Assessment: Putting It All Together—Exercise 7.3 “Room Key” (p. 121)
- 3) Review Units 1–7
- 4) Homework:
 - Prepare for Final Assessment
 - Personal Reflection Paper (Rubric Included)

WEEKLY SCHEDULE

Course Wrap Up

WEEK 14

- 1) Q & A
- 2) In Class: Final Assessment
- 3) In Class: Group Reflection and Wrap Up

If you have questions or would just like to talk about using EIS, contact Carol Patrie at effectiveinterpretingseries@gmail.com

