

THE EFFECTIVE INTERPRETING SERIES

COGNITIVE PROCESSING IN ENGLISH

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 deepen English language cognitive processing skills as well as strengthen the comprehension of English source language texts necessary for effective consecutive and simultaneous interpretation. The purpose of the course is to present activities that advance English cognitive processing competence valuable in preparation for the interpretation process. Lessons include English source text comprehension, memory, discrimination, and pattern inference on the lexical and phrasal level, as well as an exploration of multitasking skills. 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 an enhanced utilization of cognitive English processing skills.
- 2) Correctly define terms associated with cognition and cognitive processing.
- 3) Demonstrate English source language comprehension of varying difficulties.
- 4) State the role memory skill development has in regard to the interpretation process.
- 5) Identify distinguishing features in spoken English that heighten acuity and discrimination skills necessary for effective interpretations.
- 6) Demonstrate the ability to utilize immediate, delayed, and specific lexical repetition skills as preparation for the interpretation process.
- 7) Identify the relevance and demonstrate the effective use of inference at the lexical and phrasal level as it applies to the interpretation process.
- 8) Practice dual tasking to help manage competing input.

WEEKLY SCHEDULE

Unit 1: Comprehension of Source Material

WEEK 1

- 1) Review the Syllabus and Course Schedule
- 2) Read the following and be prepared to discuss:
 - The Introduction
 - The Role of Comprehension in the Interpretation Process
 - Discussion Questions
- 3) In Class: Exercise 1.1 “Introduction” (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 “Growing Up in New York City” (p. 24)
- 3) Small Group Discussion: Source Text Comprehension Challenges
- 4) In Class: The Five-Step Process: “Growing Up in New York City” (p. 24)
- 5) Homework:
 - Exercise 1.3 “The Gift” (p. 30)
 - The Five-Step Process: “The Gift” (p. 30)

WEEKLY SCHEDULE

Unit 2: Memory

WEEK 3

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
 - Introduction and Vocabulary
 - The Role of Memory in the Interpretation Process
- 3) In Class Discussion: Memory Skills
- 4) In Class Large Group: Exercise 2.1 “Introduction: M. Lewnes” (p. 39)
- 5) In Class: Select a partner and complete Exercise 2.2 “Introduction—P. Leary (p. 43)
- 6) Homework: Exercise 2.3, including Study Questions and Five-Step Follow-Up

WEEKLY SCHEDULE

Unit 3: Acuity & Discrimination

WEEK 4

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
 - Introduction
 - The Role of Acuity and Discrimination in the Interpretation Process
- 3) In Class Discussion: Acuity and Discrimination
- 4) In Class Group Activity: Exercise 3.1 “Introduction Versions A & B” (p. 54)
- 5) In Class Small Group Activity: Exercise 3.2 “Trip to the Hospital Versions A & B” (p. 58)
- 6) Homework: Exercise 3.2 Five-Step Follow-Up for “Trip to Hospital” (Both Versions)

WEEK 5

- 1) Review Week #4; Q & A
- 2) In Class Work Stations: Exercise 3.3 “Three Introductions: Versions A, B, & C” (p. 62), including Five-Step Follow-Up
- 3) In Class Work Stations: “Units 1, 2, 3 Additional Practice to Strengthen Skills” (a) Autobiography (p. 66), (b) Eyewitness Account (p. 71), (c) Numbers (p. 75)
- 4) Homework: Five-Step Follow-Up for “Units 1, 2, 3 Additional Practice to Strengthen Skills”
- 5) Midterm Assessment Units 1–3

WEEKLY SCHEDULE

Unit 4: Immediate Repetition

WEEK 6

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
 - Introduction
 - The Role of Immediate Repetition in the Interpretation Process
- 3) In Class Discussion: Immediate Repetition
- 4) In Class Small Group Work: Exercises 4.1 “Introduction D. Burnight (p. 82) and 4.2 “The Scare” (p. 85)
- 5) In Class: Group Discussion and Study Questions
- 6) Homework:
 - Five-Step Follow-Up for Exercises 4.1 and 4.2
 - Individually Complete Exercise 4.3 “The Cake” (p. 90), including the Five-Step Follow-Up Process

WEEKLY SCHEDULE

Unit 5: Delayed Repetition

WEEK 7

- 1) Review Week #6; Q and A
- 2) Read the following and be prepared to discuss:
 - Introduction
 - The Role of Delayed Repetition in the Interpretation Process
- 3) In Class Discussion: Differences between Immediate and Delayed Repetition
- 4) In Teams of Two Work through Exercises 5.1 “My Trip to Costa Rica” (p. 99) and 5.2 “How to Tie a Bow” (p. 104).
- 5) Homework: Complete Exercise 5.3 “How to Put in a Zipper” and Complete Five-Step Follow-Up for Exercise 5.3

WEEKLY SCHEDULE

Unit 6: Number Repetition

WEEK 8

- 1)** Read the following and be prepared to discuss:
 - Introduction
 - The Role of Number Repetition in the Interpretation Process
- 2)** In Class Discussion: Cognitive Strategies for Numbering Systems
- 3)** In Class Activity: Working in Small Groups: Exercise 6.1 “How to Play the California Lottery” (p. 119) or Exercise 6.2 “How to Play Blackjack” (p. 123)
- 4)** Homework: (a)
 - Five-Step Follow-Up for Exercise 6.1 or 6.2
 - Create a Number Narrative Transcript to bring to next class
 - Exercise 6.3 “How to Make a DNA Plasmid” (p. 131)
 - Complete Five-Step Follow-Up for Exercise 6.3

WEEK 9

- 1)** Review Material from Units 4 to 6; Q & A
- 2)** In Class Project: Number Narrative Activity Utilizing Immediate and Delayed Repetition
- 3)** In Class Work Stations: Exercise #2 from Units 1 to 6

WEEKLY SCHEDULE

Unit 7: Word-Level Pattern Interference

WEEK 10

- 1)** Preview of What’s to Come!
- 2)** Read the following and be prepared to discuss:
 - Introduction
 - The Role of Word-Level Pattern Inference in the Interpretation Process
- 3)** In Class Work Stations: Word-Level Pattern Inference Exercises 1–8 with Written Material (p. 143)
- 4)** In Class Large Group Activity: Spoken Material Exercises 7.1 “A Childhood Memory” (p. 148) and 7.2 “A Frightening Experience” (p. 153)
- 5)** Homework:
 - Exercise 7.3 “How to Make a Greek Appetizer” (p. 159)
 - Five-Step Follow-Up for Exercise 7.3

WEEKLY SCHEDULE

Unit 8: Phrase-Level Pattern Interference

WEEK 11

- 1) Review Week #10; Q & A
- 2) Read the following and be prepared to discuss:
 - Introduction
 - The Role of Phrase-Level Pattern Interference in the Interpretation Process
- 3) In Class Discussion: Tolerating Ambiguity
- 4) In Class Group Activity: Spoken Material Exercises 8.1 “My Favorite Teacher” (p. 176) and 8.2 “Volunteering” (p. 182)
- 5) Homework:
 - Exercise 8.3 “How to Trace Your Family Tree” (p. 187)
 - Five-Step Follow-Up for Exercise 8.3

WEEKLY SCHEDULE

Unit 9: Multitasking

WEEK 12

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
 - Introduction
 - The Role of Multitasking in the Interpretation Process
- 3) In Class Discussion: Putting It All Together!
- 4) In Class Activity Working in Pairs: Exercise 9.1 “Introduction” (p. 201)
- 5) Large Group Activity: Exercise 9.2 “The Scare” (p. 205)
- 6) Homework: Reflection Paper (Rubric Included)

WEEK 13

- 1) Q & A
- 2) In Class Culminating Assessment: Putting it All Together—Exercise 9.3 “The Cake” (p. 209)
- 3) Review Units 1–9
- 4) Homework: Prepare for Final Assessment

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

