

THE EFFECTIVE INTERPRETING SERIES

CONSECUTIVE INTERPRETING FROM ASL

CAROL J. PATRIE



COURSE DESCRIPTION

Successful interpreters have built many skills that they rely upon in their interpreting work. This course is a knowledge/skills-based course designed to build and improve consecutive interpreting (CI) skills from American Sign Language (ASL) to spoken English. The purpose of the course is to develop the interpreting tools critical to successfully render a consecutive interpreted interaction. Lessons include intralingual ASL exercises, translation review and bridging to consecutive interpreting, consecutive interpreting, fidelity of interpretation, comprehensions, memory reformation, and self-monitoring and repair techniques.

COURSE OBJECTIVES

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

- 1) Demonstrate consecutive interpreting skills from ASL to English while preserving meaning across respective language boundaries.
- 2) Define terminology related to consecutive interpreting.
- 3) Demonstrate intralingual ASL reformulating skills.
- 4) Increase ASL source text comprehension to include preservation of the source text fidelity.
- 5) Increase skill in storing and retrieving information in short-term memory.
- 6) Demonstrate strategies for self-monitoring and correction.

WEEKLY SCHEDULE

Unit 1: Introduction to Consecutive Interpreting

WEEK 1

- 1) Review the Syllabus and Course Schedule
- 2) Read the following and be prepared to discuss:
 - Introduction to Consecutive Interpreting
 - Consecutive Interpreting in Sign Language Interpreting
 - Frequently Asked Questions in CI
 - Terminology
 - Competencies in CI
 - Models of Interpretation
- 3) In Class Discussion: Consecutive Interpretation Competencies
- 4) In Class Read: Unit 1 Intralingual Exercises
- 5) In Class Activity Working in Groups of Three: Exercise 1.1 “Short Consecutive with Monologic Material,” including recording (p. 39)
- 6) Homework: Preview 1.2 (p. 42) and 1.3 (p. 44) prepare concepts to practice with during the next class session.

WEEK 2

- 1) Review Week #1; Q & A
- 2) In Class: Review Recordings from Exercise 1.1 “Short Consecutive with Monologic Material” (p. 39)
- 3) In Class Activity Working in Groups of Three: Exercise 1.2 “Short Contextualized Monologic Information,” including recording (p. 42)
- 4) In Class Activity Working in New Groups of Three: Exercise 1.3 “Dialogic Practice,” including recording (p. 44)
- 5) Homework: Complete Exercise 1.2 and/or 1.3

WEEKLY SCHEDULE

Unit 2: Translation Review and Bridging to Consecutive Interpreting

WEEK 3

- 1) Class “Check In” and Q & A
- 2) Review Unit 1 One Recording from each Exercise 1.2 and 1.3
- 3) Read the following and be prepared to discuss:
 - How Interpreters Benefit from Translation Skills Development
 - Bridging from Translating to Consecutive Interpreting
 - Steps in the Translation Process
- 4) In Class Discussion: Steps in the Translation Process
- 5) In Class Large Group Activity: Exercise 1.1 “How to Make Pizza Soup” (p. 62)
- 6) Homework:
 - Exercise 2.2 “Super Heroes” (p. 64)
 - Five-Step Follow-Up for 2.2

WEEK 4

- 1) Review Week #3; Q & A
- 2) In Class Large Group Discussion: Strategies for Completing 2.2
- 3) In Class Work Stations: Individual Work: Exercise 2.3 “Managing Chronic Illness” (p. 67); Exercise 2.4 “Gardening at the School for the Deaf” (p. 70); and Exercise 2.5 “Creamy Potato Soup” (p. 73)
- 4) In Class Large Group Discussion: Strategies for Completing 2.3, 2.4, and 2.5
- 5) Homework:
 - Complete Five-Step Follow-Up for 2.3, 2.4, and 2.5
 - Select One Exercise from Unit 2 for Future Consecutive Interpreting Project

WEEKLY SCHEDULE

Unit 3: Fidelity in Interpretation

WEEK 5

- 1) Review Week #4; Q & A
- 2) Read the following and be prepared to discuss:
 - Positive Aspects of the Interpretation
 - Error Categories
 - Determining the Seriousness of the Error
 - Describing an Audience
- 3) In Class Discussion: Ten Error Categories
- 4) In Class Small Group Activity: Ten Error Categories—Create a Poster Representing an Error Category
- 5) In Class Discussion: In Search of Equivalence
- 6) Homework: Exercise 3.1 “Baby Jessica and the Well” (p. 92)

WEEK 6

- 1) Class Check In and Q & A
- 2) In Class Large Group Process: Review Recorded Exercise 3.1
- 3) In Class Discussion: Rendered Interpretation Reflection for 3.1 (Steps 1–5)
- 4) In Class Individual Activity: Exercise 3.2 “Flag Football” (p. 99)
- 5) In Class Discussion: Review Midterm Assessment Units 1–3
- 6) Homework:
 - Complete Exercise 3.3 “Remodeling the Living Room” (p. 103)
 - Prepare for In Class Midterm Assessment

WEEKLY SCHEDULE

Unit 4: Comprehension

WEEK 7

- 1) Check In and Q & A
- 2) In Class Large Group Process: Review Selected Recording for Exercise 3.3
- 3) In Class: Midterm Assessment
- 4) Read the following and be prepared to discuss:
 - Comprehension
 - Main Idea Identification
- 5) In Class Discussion: Gile's The Effort Method
- 6) Homework:
 - Exercise 4.1 "Driving to Work" (p. 122)
 - Complete Five-Step Follow-Up for 4.1 and bring to next class session

WEEK 8

- 1) Review Week #7; Q & A; Midterm Review
- 2) In Class Large Group Process: Review Selected Recording for Exercise 4.1
- 3) In Class Work Stations: Exercises 4.2 "Comic-Con" (p. 126) and 4.3 "Michael Jordan's Secret" (p. 130) (Work in pairs or individually)
- 4) Homework:
 - Complete Exercise 4.4 "ALL for Deaf Children" (p. 134).
 - Write Reflection Paper: Error Mitigation Strategies (Rubric Provided)

WEEKLY SCHEDULE

Unit 5: Memory

WEEK 9

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
 - Memory
 - Storing Information
 - Retrieving Information
- 3) In Class Discussion: The Role of Memory Retrieval in the Interpretation Process
- 4) In Class Small Group Activity: Exercise 5.1 "Stuck in the Mud" (p. 144)
- 5) Homework: Exercise 5.2 "How to Make White Enchiladas" (p. 148)

WEEK 10

- 1) Review Week #9; Q & A
- 2) In Class Large Group Process: Review Selected Recordings Exercise 5.2
- 3) In Class Individual Work: Exercise 5.3 "Memories of South Africa" (p. 152)
- 4) Homework:
 - Review Recording for Exercise 5.3—Complete Error Analysis and Re-record
 - Review Units 4 and 5—Bring completed work to next class session

WEEKLY SCHEDULE

Unit 6: Reformulation

WEEK 11

- 1) Class Check In and Q & A
- 2) In Class Large Group Process: Review Selected Recordings Exercise 5.3
- 3) Read and be prepared to discuss:
 - Reformulation
 - Finding the Gist
 - Reformulating the Location of Actors and Objects and Their Relationships to Each Other
 - Reformulating Illocutionary Force
 - Reformulating at the Word Level
- 4) In Class Discussion: Consecutive Interpretation and Accuracy
- 5) In Class Pairs Activity: Exercises 6.1 “Wi-Fi and Hotspots” (p. 165) and 6.2 “Matthew and the Alarm” (p. 169) (Take turns on leading exercise)
- 6) Homework:
 - Review Recording for Exercise 6.1—Complete Error Analysis and Re-record
 - Review Recording for Exercise 6.2—Complete Error Analysis and Re-record

WEEK 12

- 1) Review Week #11; Q & A
- 2) In Class Large Group Process: Review Selected Recordings Exercise 6.1
- 3) In Class Large Group Process: Review Selected Recordings Exercise 6.2
- 4) Brain Brake Activity! Pin-the-Tail-on-the-Error Category
- 5) In Class Individual Activity: Exercise 6.3 “Audism” (p. 174)
- 6) Homework: Complete All Work; Re-record Exercises as Identified

WEEKLY SCHEDULE

Unit 7: Self-Monitoring and Correction

WEEK 13

- 1) Q & A
- 2) In Class: Putting It All Together—Exercise 3.4 “Surfing Experience” (p. 108)
- 3) Review Units 1–6
- 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

