

THE EFFECTIVE INTERPRETING SERIES

COGNITIVE PROCESSING IN ENGLISH

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SAMPLE SYLLABUS

COGNITIVE PROCESSING IN ENGLISH (3 CR)

Note to teachers:

This sample syllabus is for a 14-week, 3 credit semester and assumes class meetings of 3 hours per week either in one session, or two sessions of 90 minutes each or some other combination resulting in 45 contact hours. Feel free to adapt this to your needs including adding specific dates, additional assignments and evaluations. Insert your own contact information, office hours, grading policy, rubric, and other items as required by your department or university. All page numbers refer to the student study set, rather than the Teacher's Guide. The information in italics in the Teacher's Guide does not appear in the student study set. Discussion questions are for the instructor to use to generate and guide discussions in class or as homework. The instructor should introduce the first exercise in each unit and check that students understand how to complete the exercise. Weeks 13 and 14 are intentionally light in content to allow flexibility in scheduling or for the instructor to add other material and exercises related to the topic. Students should be encouraged to reflect on their work in journals and discussions. Approaches to grading and assessment are not prescribed here because various programs and departments have grading systems that they must follow. It is suggested that skill-based assessments and knowledge-based assessments be considered separately instead of combined into a single assessment, which may obscure weaknesses or strengths in one area or another

Cognitive Processing in English may also be used for Independent Study for RID CMP CEU's. Just contact Carol Patrie at effectiveinterpretingseries@gmail.com or another RID approved sponsor to get started.

COURSE DESCRIPTION

Cognitive processing skills underlie some of the more complex aspects of simultaneous interpreting. This 3-credit course focuses on developing specific cognitive processes through a combination of lecture, discussion and skill-building. Topics include English comprehension, memory, immediate and delayed repetition, and pattern inference in English. This course can be taken at the same time as Cognitive Processing in ASL and before or after English Skills Development and ASL Skills Development. These four courses serve as pre-requisites for Translation.

Text and materials

Required:

C. J. Patrie (2000). *The Effective Interpreting Series: Cognitive Processing in English*. DawnSignPress. San Diego.

Each student must also have:

- Access to a video recording device and high-speed internet

- A way to store video recordings.

- Access to a computer and printer for completing assignments.

- Headset and microphone that will allow you to listen to the English source material and respond in spoken English without disturbing other students in classroom settings.

Meeting times and location

Instructor contact information

Plagiarism Policy

Civility policy

COURSE OBJECTIVES

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

- 1) Correctly use terms associated with cognition and cognitive processing.
- 2) Develop comprehension of English features
- 3) Explain why these features of English are important
- 4) Develop awareness of the importance of memory in the interpretation process and be able to explain the ways in which memory is important.
- 5) Demonstrate the ability to utilize immediate, delayed and specific lexical repetition skills.
- 6) Explain why immediate, delayed and specific lexical repetition skills are important to the interpreting process.
- 7) Demonstrate effective use of phrase level pattern inference in English and explain why this is important to the interpreting process.
- 8) Demonstrate effective use of word level pattern inference in English explain why this is important to the interpreting process.

Grading:

Teachers can devise grading systems to include:

Completion of assignments

Completion of work by due date

Assessments can be administered every two weeks or less frequently, as desired.

Assessments should ideally fall into two categories.

Skill

Knowledge

Instructors can request that students keep a journal reflecting on their progress in the course and submit the journal weekly or biweekly to help the instructor gauge progress and understanding of student progress.

Instructors can have students review the longest exercise in each unit and assign grades to themselves along with a rationale for the decision. This approach allows instructors to see how students are thinking about the work and offer guidance accordingly.

Creating a rubric will be helpful for you and your students

WEEKLY SCHEDULE

Introduction and Course Orientation

WEEK 1

- 1) Introductions
- 2) Review the Syllabus and Course Schedule
- 3) Lecture and discussion *Introduction to Cognitive Processing in English*
 - a. What are cognitive processing skills?
 - b. Models of the interpreting process.
 - c. When to develop cognitive processing skills?
 - d. Terminology for this course
 - e. How to use the study set, introduction to the Five-Step Follow-Up, how to submit homework and use the tracking sheet.
 - f. Instructor-led in-class activity to demonstrate how to do the work: Ex. 1.1 “Introduction” (p. 17).
- 4) Homework:
 - a. Read *Unit 1*
 - b. Check that you know how to access the video library and also how to submit your work.
 - c. Complete Ex. 1.2 “Growing Up in New York City” (p. 24)
 - i. Be sure to answer all study questions and the Five-Step Follow-Up and submit your work as directed.
 - d. Determine how you will record your reflections during this course. The language used for reflections is determined in agreement with your instructor. Plan to make an entry into your journal at least once per week. Your instructor may provide prompts and may also indicate the length of reflections.
 - i. In ASL and stored on video or
 - ii. In written English using Word.

WEEKLY SCHEDULE

Unit 1: Comprehension of Source Material

WEEK 2

- 1)** Welcome and warm-up
- 2)** Discussion
 - a.** The Role of Comprehension in the Interpretation Process
 - b.** Student-led review of terminology for this course.
- 3)** Class activity
 - a.** Discussion and practice using The Five-Step Follow-Up Process
 - b.** In Class: Ex. 1.3 “The Gift” (p. 30)
 - i.** Work in pairs or a small group to listen to the passage and answer the study questions. Write these answers for later analysis.
 - ii.** Group discussion of the passage and answers to the study questions – based on the small group work.
 - c.** Class time to get started on reflections journal. What are your reactions to the information so far?
 - i.** Challenges
 - ii.** Successes
 - iii.** Take-aways
- 4)** Homework
 - a.** Complete the Five-Step Follow-Up for “The Gift” (p. 30) and submit as directed.
 - b.** Read *Unit 2*.
 - c.** Find one article online that refers to memory in the interpreting process and bring to class.
 - d.** Reflections journal – complete your entry.
 - e.** Tracking sheet.

WEEKLY SCHEDULE

Unit 2: Memory

WEEK 3

- 1)** Welcome and warm-up
- 2)** Discussion: Why is memory important in the interpreting process?
- 3)** Students summarize articles found online about memory in interpreting.
 - a.** Do these ideas apply to sign language interpreting?
 - b.** Online memory exercises (YouTube examples of visual and auditory memory.)
- 4)** Class activity: Ex. 2.1 “Introduction” (p. 39).
 - a.** Work in pairs on this short exercise and answer the study questions.
 - b.** Group discussion of this activity
- 5)** Individual work on Ex. 2.2 “Introduction” (p. 43).
 - a.** Group discussion of answers to study questions.
- 6)** Instructor-created assessment for in class or for homework.
- 7)** Homework: Ex. 2.3 “Kidnapped” (p. 47) including Study Questions and Five-Step Follow-Up. Submit as directed.
 - a.** Additional memory exercises may be assigned by the instructor
 - b.** Reflections journal (Instructor prompts)
 - c.** Tracking sheet
 - d.** Read *Unit 3*.

WEEKLY SCHEDULE

Unit 3: Acuity & Discrimination

WEEK 4

- 1)** Welcome and warm-up
- 2)** Group discussion of Ex. 2.3 “Kidnapped” (p. 47)
- 3)** Student-led review of Weeks 1-4.
- 4)** Unit 3 discussion
 - a.** The Role of Acuity and Discrimination in the Interpretation Process
 - b.** Real world uses of acuity and discrimination for spoken English.
- 5)** Class Activity: Ex. 3.1 “Introduction Version A & B” (p. 54)
 - a.** Group activity
 - b.** Discussion of this exercise
 - c.** Reflections on work so far in this course on your path to becoming an interpreter.
- 6)** Assessment: Instructor-designed: (knowledge and skill). Discussion questions appearing in the Teacher’s Guide for all chapters to date could be used for knowledge assessment. Videos from other volumes of EIS could be used to test skills.
- 7)** Homework
 - a.** Complete all portions of Ex. 3.2 “Trip to the Hospital Versions A & B” (p. 58) and submit as directed.
 - b.** Check to see that all assignments are complete.
 - c.** Review and re-read *Unit 3*.
 - d.** Reflections journal
 - e.** Tracking sheet

WEEKLY SCHEDULE

Unit 3: Acuity & Discrimination (continued)

WEEK 5

- 1) Welcome and warm-up
- 2) Questions, challenges and successes.
- 3) Student-led discussion on what acuity and discrimination means and why it is important to interpreters.
- 4) Class activity
 - a. Discussion of Ex. 3.2 “Trip to the Hospital Versions A & B” (p. 58) including study questions and follow-up.
 - b. Pairs report back to larger group about their experiences with Ex. 3.3.
- 5) Group activity in class
 - a. “Additional Practice to Strengthen Skills”
 - i. (a) Autobiography (p. 66) – activity followed by individually responding to study questions and, checklist for performance
 - ii. (b) Eyewitness Account (p. 71) – activity followed by group discussion
 - iii. (c) Numbers (p. 75) activity followed by group discussion
- 6) Instructor created assessment for in class or for homework.
- 7) Homework:
 - a. Five-Step Follow-Up self-analysis for your responses to “Additional Practice” exercises conducted in class.
- 8) Complete all portions of Ex. 3.3 “Three Introductions: Versions A, B, & C” (p. 62) including Five-Step Follow-Up and submit as directed.
- 9) Assign yourself a grade for your work on *Unit 3*. Grade yourself on your ability to demonstrate the skills in this unit and your responses to the study questions and your response to the self-analysis portion for each exercise. Explain your reasoning for each and submit as directed.
- 10) Read *Unit 4*.

WEEKLY SCHEDULE

Unit 4: Immediate Repetition

WEEK 6

- 1)** Welcome and warm-up
- 2)** Questions, challenges and successes
- 3)** Discussion (instructor or student-led)
 - a.** Introduction to immediate repetition
 - b.** The Role of Immediate Repetition in the Interpretation Process
- 4)** Class Activity
 - a.** Individual work using headsets and microphones: Ex. 4.1 “Introduction D. Burnight (p. 82);
 - b.** Answer the study questions and Follow-Up self-analysis
 - c.** Group discussion of experiences with Ex. 4.1
 - d.** Repeat Ex. 4.1 without headsets to notice the effect of interference.
 - e.** Ex. 4.2 “The Scare” (p. 85) Repeat steps a. to d.
- 5)** Class wrap-up and discussion of today’s work.
- 6)** Homework:
 - a.** Complete any portions of Ex. 4.1 and 4.2 that were not completed during class time.
 - b.** Complete all portions of Ex. 4.3 “The Cake” (p. 90) and submit as directed
 - c.** Find one spoken English passage of more than four minute’s duration from another volume of EIS to bring to class for immediate repetition practice. Or find a passage from YouTube such as a Ted Talk.
 - d.** Reflections Journal
 - e.** Tracking sheet
 - f.** Read *Unit 5*.

WEEKLY SCHEDULE

Unit 5: Delayed Repetition and Review of Repetition

WEEK 7

- 1) Welcome and warm-up
- 2) Questions, challenges and successes
- 3) Review (instructor or student-led) regarding last week's work
- 4) Students take turns presenting the English passage they found for homework for the class to practice immediate repetition on. (*Instructor determines how much time to spend on this.*) Does the length of the passage affect your ability to continue repeating? What about the speed of delivery? Does your ability to immediately repeat improve with practice?
- 5) Discussion of Unit 5
 - a. Introduction to Delayed Repetition
 - b. The Role of Delayed Repetition in the Interpretation Process
 - c. Differences between Immediate and Delayed Repetition
- 6) Class activity
 - a. Individual work using headsets and microphones to record delayed repetition for Ex. 5.1 "My Trip to Costa Rica" (p. 99)
 - b. Work with a partner to respond to study questions. Be sure your answers are complete and do the Five-step Follow-up for homework.
 - c. Class discussion of Ex. 5.1

WEEKLY SCHEDULE

Unit 5: Delayed Repetition and Review of Repetition (continued)

WEEK 7

7) Homework:

- a.** Complete all portions of Ex. 5.2 “How to Tie a Bow” (p. 104).
- b.** Re-read *Unit 5*
- c.** Reflections journal
- d.** Tracking sheet
- e.** Assign yourself a grade for immediate repetition following the criteria provided by your instructor.
- f.** Read *Unit 6*.
- g.** Look up some internet resources on memory, processing numbers, (not memorizing numbers) recalling information or other closely related topics and bring the resource to class. Be prepared to share the resource and explain a bit about it. Here is an example: http://www.human-memory.net/processes_recall.html

WEEKLY SCHEDULE

Unit 6: Number Repetition

WEEK 8

- 1) Welcome and warm-up
- 2) Questions, challenges and successes
- 3) Review (instructor or student-led) regarding last week's work
- 4) Discussion and demonstration
 - a. Introduction to Number Repetition
 - b. The Role of Number Repetition in the Interpretation Process
 - c. How is number repetition different than repeating words?
- 5) Class activity – use your headset and microphone so you don't distract others.
 - a. Record your repetition of Ex. 6.1 "How to Play the California Lottery" (p. 119)
 - b. Answer the study questions.
 - c. Exchange your recording and study questions with a partner and discuss your results in repetition and answering the questions.
 - d. Complete all portions of exercise 6.2 "How to Play Blackjack" (p. 123) in class if time permits or for homework and submit as directed.
- 6) Instructor-created assessment for in class or for homework.
- 7) Homework:
 - a. From Unit 5 – Complete Ex. 5.3 "How to put in a Zipper" – all portions and submit as directed.
 - b. Complete Ex. 6.1 and 6.2 if you have not already done so.
 - c. Complete all portions of Ex. 6.3 (p. 131) and submit as directed.
 - d. Reflections journal
 - e. Assign yourself a grade for this unit following your instructor's criteria and explain your reasoning.
 - f. Tracking sheet
 - g. Review all material covered to date, including reviewing all of your work on the exercises.
 - h. Read *Unit 7*.

WEEKLY SCHEDULE

Unit 6: Number Repetition and Review

WEEK 9

- 1)** Welcome and warm-up
- 2)** Questions, challenges and successes
- 3)** Review of Units 1-6 presented by students. Reviews include information about the topics, reactions to the exercise, relationship of the exercise to interpreting and take-aways.
- 4)** Discussion of Ex. 6.3 “How to Make a DNA Plasmid” (p. 131).
- 5)** Class time provided for catching up on reflections journals, teambuilding, questions.
 - a.** Small group discussions on how cognitive processing relates to interpreting
 - b.** How your views of cognitive processing have changed during the course.
 - c.** Other topics relevant for this group.
- 6)** Homework
 - a.** Complete all portions of Ex. 6.3 and submit as directed if you have not already done so.
 - b.** Reflections journal
 - c.** Assign yourself a grade for this unit and submit as directed.
 - d.** Tracking sheet
 - e.** Read *Unit 7*.

WEEKLY SCHEDULE

Unit 7: Word - Level Pattern Inference

WEEK 10

- 1) Welcome and warm-up
- 2) Questions, challenges and successes
- 3) Review (instructor or student-led) regarding last week's work
- 4) Discussion and demonstration
 - a. Introduction to Word-Level Pattern Inference
 - b. The Role of Word-Level Pattern Inference in the Interpretation Process
- 5) Class activity: Group activity Exercises 1-8 with Written Material (p. 143).
 - a. Individually complete each exercise
 - b. Group discussion of responses. Which are allowable and which are not? Why?
 - c. Review the importance of word-level pattern inference.
- 6) Instructor-created assessment for in-class or for homework.
- 7) Class Activity: Individual work on Ex. 7.1 "A Childhood Memory" (p. 148)
 - a. Read the directions carefully.
 - b. Record your response and respond as soon as you hear the 'beep.
 - c. Work with a partner to respond to the study questions and discuss your answers.
 - d. Work with the same partner on the Five-Step Follow-Up. Keep your recording, answers to the study questions and Follow-up for your records.
- 8) Homework:
 - a. Re-read Unit 7
 - b. Complete all portions of Ex. 7.2 "A Frightening Experience" (p. 153) and submit as directed.
 - c. Assign yourself a grade for Ex. 7.2 based on your performance on the exercise, answers to study questions and Follow-Up. Explain your reasoning and submit as directed.
 - d. Reflections journal
 - e. Tracking sheet.
 - f. Re-read *Unit 7* and read *Unit 8*

WEEKLY SCHEDULE

Unit 7: Word - Level Pattern Inference (continued) Unit 8: Phrase - Level Pattern Inference

WEEK 11

- 1)** Welcome and warm-up
- 2)** Questions, challenges and successes
- 3)** Student-led review of Unit 7.
- 4)** Discussion and demonstration Unit 8
 - a.** Introduction to phrase-level pattern inference
 - b.** The role of phrase-level pattern inference in the interpretation process.
 - c.** Tolerating ambiguity
- 5)** Class Activity
 - a.** Complete your recording for Ex. 7.3 “How to Make a Greek Appetizer” (p. 159) and answer the study questions.
 - i.** Exchange your work with a partner and check each other’s work.
 - ii.** Do the Follow-Up for homework.
 - iii.** Class discussion of work on Ex. 7.3
 - b.** In pairs, complete written exercises 1-9 (p. 201)
 - c.** Group discussion of written responses.
- 6)** Instructor created assessment for in class or for homework.
- 7)** Homework
 - a.** Complete all portions of Ex. 8.1 “My Favorite Teacher” (p. 176) and submit as directed.
 - b.** Complete all portions of Ex. 8.2 “Volunteering” (p. 182) and submit as directed
 - c.** Reflections Journal and tracking sheet.
 - d.** Read *Unit 9*.

WEEKLY SCHEDULE

Unit 8: Phrase - Level Pattern Inference (continued)
Unit 9: Multitasking - Managing Competing Stimuli

WEEK 12

- 1)** Welcome and warm-up
- 2)** Questions, challenges and successes
- 3)** Student-led review of Unit 8.
 - a.** Introduction to phrase-level pattern inference
 - b.** The role of phrase-level pattern inference in the interpretation process.
 - c.** Tolerating ambiguity
- 4)** Discussion and demonstration Unit 8
 - a.** Note that although the term ‘multi-tasking’ was in use when this textbook was published; more current research indicates that we cannot really do several things at one time. Instead, we learn to manage tasks by rapidly shifting attention among competing stimuli, a very important skill in simultaneous interpreting.
 - b.** Introduction to multitasking
 - c.** The role of multitasking in the interpretation process.
- 5)** Class activity
 - a.** Record your responses to Ex. 9.1 “Introduction” (p. 201) and work on the study questions with a partner. Do the Follow-Up for homework.
 - i.** Be sure to use your microphone and headset to avoid distracting others.
 - ii.** Group discussion of the experience of managing competing stimuli
 - b.** Record your responses to Ex. 9.2 “The Scare” (p. 205) and work on the study questions with a partner. Do the Follow-Up for homework.
 - i.** Be sure to use your microphone and headset to avoid distracting others.
 - ii.** Group discussion of the experience of managing competing stimuli
 - c.** Class wrap-up – review and discuss Units 8 and 9.

WEEKLY SCHEDULE

Unit 8: Phrase - Level Pattern Inference (continued)
Unit 9: Multitasking - Managing Competing Stimuli

WEEK 12

6) Homework:

- a.** Complete all portions of Ex. 8.3 “How to Trace Your Family Tree” (p. 187) and submit as directed
- b.** Assign yourself a grade for your work on Ex. 8.3 following your instructor’s directions and submit as directed.
- c.** Prepare for student-led review of Units 1-9. Students may use PowerPoint presentations and or other media in their presentations. Instructor will assign specific topics to specific students. The presentations will be graded. Instructor provides rubric. (Accuracy of information, clarity of presentation etc.)
- d.** Reflections journal
- e.** Tracking sheet.

WEEKLY SCHEDULE

Unit 9: Multitasking - Managing Competing Stimuli and Review

WEEK 13

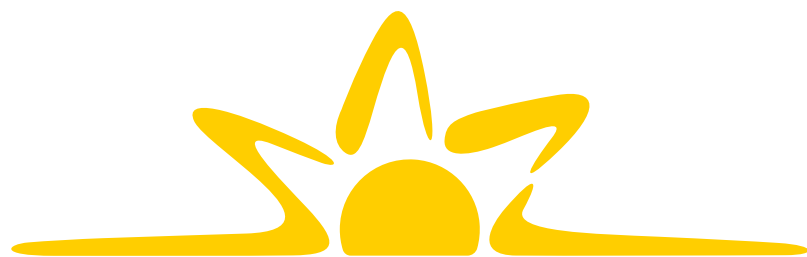
- 1)** Welcome and warm-up
- 2)** Questions, challenges and successes
- 3)** Student-led review of Units 1-9. Students may use PowerPoint presentations and or other media in their presentations.
- 4)** Homework
 - a.** Complete all portions of Ex. 9.3 “The Cake” (p. 209) and submit as directed.
 - b.** Assign yourself a grade for the entire course.
 - i.** Skill mastery
 - ii.** Knowledge mastery
 - iii.** Submitting work on time
 - iv.** Working with and supporting others in class.
 - v.** Increased accountability for your own work.
 - vi.** Instructor may provide more criteria

WEEKLY SCHEDULE

WEEK 14

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



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