

THE EFFECTIVE INTERPRETING SERIES

SIMULTANEOUS INTERPRETING FROM ASL^{15H}

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SAMPLE SYLLABUS

SIMULTANEOUS INTERPRETING FROM ASL (3 CR)

Note to teachers:

This sample syllabus for Simultaneous Interpreting from ASL 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 in some other combination totaling 45 contact hours. Feel free to adapt to your needs including adding specific dates and additional assignments and evaluations of your choosing. Insert your own grading policy and other items as required by your department or university.

Suggested grading options include evaluating the longest exercise in each unit (usually the last one) including performance on the interpretation, answers to study questions and thoroughness of self-analysis. You can also evaluate simultaneous interpreting by choosing a selection from Consecutive Interpreting from ASL or Translating from ASL, and ask students to simultaneously interpret those selections. Students may be familiar with these selections but likely have not simultaneously interpreted them.

Week 14 is intentionally light in content to allow for flexibility in the entire schedule.

All page numbers refer to the student study set, rather than the Teacher's Guide.

Simultaneous Interpreting from ASL may also be used for Independent Study for RID CMP CEU's. Just contact an RID approved sponsor to get started.

COURSE DESCRIPTION

This three-credit course is designed to build and strengthen simultaneous interpreting skills from American Sign Language (ASL) to English. Topics include consecutive interpreting, bridging to simultaneous, sources of error, comprehension, message transfer, reformation, self-monitoring, and correction techniques. As with all volumes of *The Effective Interpreting Series*, there is a continuous emphasis on self-analysis by using the Five Step Follow up.

Required Text and materials

Text: Patrie, C. J. (2018). *The Effective Interpreting Series: Simultaneous Interpreting from ASL*. DawnSignPress. San Diego.

Each student must also have:

- Access to a video recording device and high-speed internet services
- A way to store video recordings.
- Access to a computer and printer for completing assignments.

Meeting times and location

Instructor contact information

Plagiarism Policy

Civility policy

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 bi-weekly to help the instructor gauge progress and understanding.

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.

COURSE OBJECTIVES

- 1) Define terminology related to Simultaneous Interpreting.
- 2) Identify sources of error in simultaneous interpreting
- 3) Demonstrate skills in bridging from consecutive to simultaneous interpreting.
- 4) Demonstrate simultaneous interpreting skills from ASL to English using strategies that achieve equivalence between source and target languages.
- 5) Demonstrate strategies for anxiety management, self-monitoring and self-correction.
- 6) Analyze interpretations
- 7) Utilize self-analysis skills as a basis for improving equivalence.

WEEKLY SCHEDULE

Introduction and Course Orientation

WEEK 1

- 1)** Review the syllabus, course schedule, expectations and communication policies.
- 2)** How to access the online video library for this course
- 3)** How to submit assignments
- 4)** Lecture and discussion of Preface and *How to Use This Book*
 - a.** The Effective Interpreting Series pyramid.
 - b.** Language Availability and Message Equivalence
 - c.** Think Aloud Protocols (TAP)
 - d.** Overview of the Five Step Five-Step Follow-Up
 - e.** How to use the tracking sheet
- 5)** Review today's topics - students provide summary and recap.
- 6)** Homework:
 - a.** Read pages 1 to 37.
 - b.** Decide how you will reflect on your work, either in ASL videos, or in written English. This will become your reflection journal where you can keep track of your thoughts on your ASL skills development as the course progresses. Your instructor may check the journal from time to time, but you are the main beneficiary as you begin developing a reflective practice.
 - c.** 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.
 - 1.** In ASL and stored on video
 - 2.** In written English using Word.

WEEKLY SCHEDULE

Unit 1: Consecutive Interpreting

WEEK 2

- 1)** Any questions regarding course requirements.
- 2)** Lecture and discussion led by students and or instructor: *Introduction to Simultaneous Interpreting* (pp. 1–37)
 - a.** Origins of Simultaneous Interpreting
 - b.** Models of Simultaneous Interpreting
 - Gile’s Effort model and how it relates to language availability, knowledge, and linguistic competencies
 - c.** Competencies in Interpreting
 - d.** Language Availability
 - e.** Interpreting Expertise
 - f.** Terminology
- 3)** In-class practice: How to record your work.
 - a.** Exercise 1.1 “Driving to Work” (p. 51) using individual recording devices.
See directions on p. 52 for recording instructions.
 - b.** Troubleshoot recording methods and discussion of results.
- 4)** Introduction to Consecutive Interpreting. Discussion of pp. 39–50.
 - a.** Consecutive Interpreting in Sign Language Interpreting
 - b.** Gile’s Effort Model for Consecutive Interpreting
 - c.** Frequently Asked Questions
 - d.** Time Constraints in Consecutive Interpreting

WEEKLY SCHEDULE

Unit 1: Consecutive Interpreting

- 5) In-class practice**
 - a.** Exercise 1.2 “Remodeling the Living Room” (p. 54)
 - b.** Group discussion of message equivalence in Ex. 1.1, Ex. 2.1
 - c.** Discuss stress level ratings.
 - d.** Discuss where student work falls on the message equivalence continuum
- 6) Homework:**
 - a.** Read pp. 39–50
 - b.** Exercise 1.3 “Baby Jessica and the Well” (p. 57). Complete all aspects and submit as directed.
 - c.** Study questions for Ex. 1.2, Ex. 1.2, and Ex. 1.3 Complete all aspects and submit as directed.
 - d.** Read pages 73 to 80 in Unit 2 *Bridging to Simultaneous Interpreting*.

WEEKLY SCHEDULE

Unit 1: Consecutive Interpreting

WEEK 3

- 1)** Welcome and warm-up. Review Week #2 - Review conducted by students or instructor addressing topics of equivalence, reacting to the message, stress, and aspects of difficulty
- 2)** Specific questions about equivalence for any consecutive interpreting exercise from Week 2.
- 3)** In-class exercises using individual recording devices
Exercise 1.4 “Flag Football.”
Exercise 1.5 “Surfing Experience”
Exercise 1.6 “All for Deaf Children.”
- 4)** Homework:
 - a.** Answer study questions for 1.4, 1.5 and 1.6 and submit as directed.
 - b.** Compare your answers to Study Question 7 for all six exercises in this unit. What patterns do you detect regarding areas of difficulty? Note that area as an option for additional practice.
 - c.** Complete the tracking sheet for this unit.

WEEKLY SCHEDULE

Unit 2: Bridging to Simultaneous Interpreting

WEEK 4

Topics include stress levels, aspects of stress, managing simultaneity, self-monitoring, and self-correction.

- 1)** Welcome and warm-up. Review Week #3. Students conduct review discussion on exercises, problems and successes so far.
- 2)** Teacher led discussion on “Bridging,” managing simultaneity, self- monitoring and self-correction.
- 3)** In-class exercises using individual recording devices.
 - a.** Exercise 2.1 “Driving to Work” (p. 81) In-class warm-up and orientation to the exercises.
 - b.** Exercise 2.2 “Remodeling the Living Room” (p. 84)
 - c.** Exercise 2.3 “Baby Jessica and the Well” (p. 86)
- 4)** Homework:
 - a.** Read Unit 2.
 - b.** Complete Study Questions being sure to rate yourself on each question for Ex. 2.1, 2.2, 2.3.

WEEKLY SCHEDULE

Unit 2: Bridging to Simultaneous Interpreting

WEEK 5

- 1)** Welcome and warm-up.
- 2)** Discussion of managing simultaneity, stress, reacting to the message and handling increased rate.
- 3)** Discussion of any questions related to Exercises 2.1, 2.2 or 2.3
- 4)** In-class exercises using individual recording devices.
 - a.** 2.4 “Flag Football” (p. 89)
 - b.** 2.5 “Surfing Experience” (p. 92)
- 5)** Homework:
 - a.** Study questions for Exercise 2.4 and Exercise 2.5. Submit as directed.
 - b.** Complete Exercise 2.6 “All for Deaf Children” (p. 95) including Study Questions. Be sure to answer Study Question #8. Submit as directed.
 - c.** Complete the tracking sheet for this unit.
 - d.** Read Unit 3.

WEEKLY SCHEDULE

Unit 3: Sources of Error

WEEK 6

This unit focuses on finding underlying reasons for errors in interpretations while continuing to stress the importance of improving message equivalence.

- 1)** Lecture and discussion
 - a.** Sources of Error
 - b.** Causes of Interpretation Errors
 - c.** Location of Error
 - d.** Types of Errors
- 2)** In-class Group Activity: Discussion and practice using the continuum and the chart in Step 2 of the Five-Step Follow-up for determining underlying reasons for errors (p. 116) and discuss how errors can impact communication.
- 3)** In-class interpreting exercises using individual recording devices.
 - a.** Exercise 3.1 “Making Latkes” (p. 112). ELK building strategies. (e.g. what are latkes and how to make them),
 - b.** How to complete the exercise including study questions and self-analysis.
- 4)** In-class Discussion: Student led or instructor led review of Units 1–3
- 5)** Homework
 - a.** Re-read Unit 3.
 - b.** Complete the study questions and Five-step Follow-up for Exercise 3.1. Submit as directed.
 - c.** Complete Exercise 3.2 “Deaf Mosaic” (p. 117) including study questions and self-analysis through Five-Step Follow-Up and submit as directed. Be sure to use the chart in Step 2.
 - d.** Exercise 3.3 “Cultural Issues and AIDS Education” (p. 123). This exercise will be graded for mid-term assessment purposes. This is like an ‘open book’ test. You may go through the entire selection once including study questions and self-analysis. Based on what you learn from the self-analysis you will record your second attempt at simultaneously interpreting this passage. This second attempt is the one that will be used for assessment purposes. Submit as directed.

WEEKLY SCHEDULE

Unit 4: Comprehension

WEEK 7

The emphasis in this unit is on comprehension of the source message with the goal of improving equivalence in transferring the message from ASL to English. Topics include ASL grammatical features, utterance boundaries, finding main and supporting ideas and considerations related to the target audience and an additional emphasis on fingerspelled word recognition.

- 1)** Warm-up and welcome.
- 2)** Lecture and discussion:
 - a.** The three components of comprehension. (meaning, speaker's intent, ELK)
 - b.** Fingerspelled word recognition (see Patrie, C. J. & Johnson, R. E. (2011) *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* for specific practice on improving fingerspelled word recognition)
- 3)** Exercise 4.1 "Making Sangria" (p. 141 - 3 minutes long) - warm-up and guided orientation to finding resources to help with comprehension of unfamiliar topics, (e.g. research how to make Sangria) how to do the exercise including identifying sources of error, study questions and self-analysis.
- 4)** Homework:
 - a.** Read Unit 4
 - b.** Complete all portions of Exercise 4.1 and submit as directed.
 - c.** Reflect on your work so far this semester. In your reflection journal describe how your thoughts about ASL skills as they relate to interpreting have changed over the semester so far. Some questions you can use are:
 - i.** What are your thoughts on developing a shared terminology about the work?
 - ii.** How do you think your ASL comprehension and expression have improved?
 - iii.** What are your thoughts on working with a classmate to discuss assignments?
 - iv.** Submit reflections journal as directed.

WEEKLY SCHEDULE

Unit 4: Comprehension

WEEK 8

- 1)** Warm-up and welcome.
- 2)** Work in pairs to discuss homework on Exercise 4.1, especially the underlying reasons for errors then share in group discussion. Are there similarities within the group regarding type of error?
- 3)** In-class activity:
 - a.** Record your interpretation of Exercise 4.2 “Making Stained Glass” (p. 145). Use class time to check on how to make stained glass before beginning the interpretation. Work in pairs to discuss answers to the Study Questions for Exercise 4.2.
 - b.** Watch Exercise 4.3 (p. 150) as a group and discuss gist.
- 4)** Homework:
 - a.** Complete all aspects of Exercise 4.3 (allow extra time)
 - b.** Your answers to Study Question 6 will be graded.
 - c.** Read Unit 5.

WEEKLY SCHEDULE

Unit 5: Transfer

WEEK 9

- 1)** Welcome and warm-up.
- 2)** Discussion of Exercise 4.3 and the importance of fingerspelled word recognition.
- 3)** Student led discussion on temporal, spatial, and logical relationships within messages and how these may differ in expression in ASL and English. What is bias and how can it affect your work?
- 4)** Why is information lost during transfer?
- 5)** In-class Activity: Exercise 5.1 “Van Gogh’s Starry Night.” (p. 164). Work with a peer after your first attempt at interpreting. Discuss any questions related to comprehension and transfer. Be sure to fill out the chart showing where errors are located. Share any additional questions with the class.
- 6)** Homework:
 - a.** Exercise 5.2 “Sailing” (p. 168) - do not submit yet.
 - b.** Reflection journal

WEEKLY SCHEDULE

Transfer

WEEK 10

- 1)** Welcome and warm-up.
- 2)** Discussion of Exercise 5.2 - interpreting ASL information containing classifiers, Identify specific classifiers and discuss possible ways to interpret those ideas into English.
- 3)** Discuss hypothesis testing as it relates to interpreting.
- 4)** Re-record Exercise 5.2
- 5)** In-class time for reflections journal work.
- 6)** Homework
 - a.** Complete all aspects of Exercise 5.3 *Allow extra time*. This passage is over 16 minutes long. You can research the topic of organic gardening in advance of rendering the interpretation but do not preview the selection.
 - b.** Submit as directed and indicate to your instructor which three-minute portion of the interpretation you would like to have graded for message equivalence and management of simultaneity (processing time).
 - c.** Read Unit 6.

WEEKLY SCHEDULE

Unit 6: Reformulation

WEEK 11

- 1)** Welcome and warm-up.
- 2)** Discussion of Exercise 5.3 - extra time may be devoted to this discussion due to the length of the passage.
- 3)** Discussion of types of information according to Gile (2009).
- 4)** Discussion of methods of reformulation.
- 5)** In-class activity: Exercise 6.1 (p. 186). Based on the title alone what do you hypothesize that the passage is about?
 - a.** Record your interpretation without reviewing the passage in advance.
 - b.** Discuss the Study Questions with a peer. Share with larger group.
 - c.** Record your interpretation a second time. Does your second interpretation fall more toward the center of the message equivalence continuum than the first?
 - d.** Reflections journal.
- 6)** Homework:
 - a.** Complete Exercises 6.2 (p. 191) including study questions and Follow-up. Submit as directed.
 - b.** Complete 6.3 (p. 196) *allow extra time*. Complete study questions and Follow-up. Do not submit yet.

WEEKLY SCHEDULE

Reformulation

WEEK 12

- 1)** Welcome and warm-up.
- 2)** Group discussion of reformulation in Exercise 6.3 as it relates to the following topics:
 - a.** Hypothesis testing
 - b.** Recognition of all fingerspelled words in this passage.
 - c.** Visualization in ASL to English interpretations
 - d.** The continuum of message equivalence
- 3)** In-class activity: re record Exercise 6.3. Review your work, select the best three continuous minutes of your work and submit for grading.
- 4)** Group discussion of progress to date.
- 5)** Homework:
 - a.** Reflections journal.
 - b.** Read Unit 7

WEEKLY SCHEDULE

Unit 7: Self-Monitoring and Correction

WEEK 13

- 1)** Welcome and warm-up.
- 2)** Comments or discussion of Exercise 6.3.
- 3)** Discuss:
 - a.** The four things that can happen after the interpreter notices an error.
 - b.** The role of memory in self-monitoring and repair.
 - c.** Factors in self-monitoring
- 4)** Class Activity:
 - a.** Observe interpreters by viewing *Interpreting in Legal Settings*, *Interpreting in Medical Settings* or *Interpreting in Insurance Settings*. (All by C. Patrie 2002). Work in pairs or small groups to observe how interpreters make corrections if they notice errors in their work. Rotate until each group has had a chance to watch at least a portion of each type of setting. (Teachers can add additional features for students to look for.)
 - b.** Group discussion of the observations. Did interpreters notice their own errors? If so, how did they correct the errors? How did the correction effect the flow of the interaction?
 - c.** Practice self-monitoring and correction using Exercise 7.1 In-class. Be sure to use the two-part rating system
- 5)** Homework:
 - a.** Complete Exercise 7.2 and 7.3 and submit as directed.
 - b.** Reflection journal.
 - c.** Complete the tracking sheet
 - d.** Review previous tracking sheets for comments and questions on previous assignments or activities.

WEEKLY SCHEDULE

Course Wrap Up

WEEK 14

- 1)** Welcome and warm-up.
- 2)** Discussions of Exercises 7.2 and 7.3
- 3)** In-class time for completing any assignments
- 4)** Discussion
 - a.** Challenges
 - b.** Successes
 - c.** Take aways from this course
 - d.** What specific skills do you want to continue working on? What plan will you use to practice.
- 5)** Reflection: Reflect on your skill development during this course. Write down the ways in which your interpreting, process management and self analysis skills have improved.
- 6)** Remainder of Week 14 can be used for assessment or other activities at the instructor's discretion.

If you have questions or would just like to talk about using EIS, contact
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