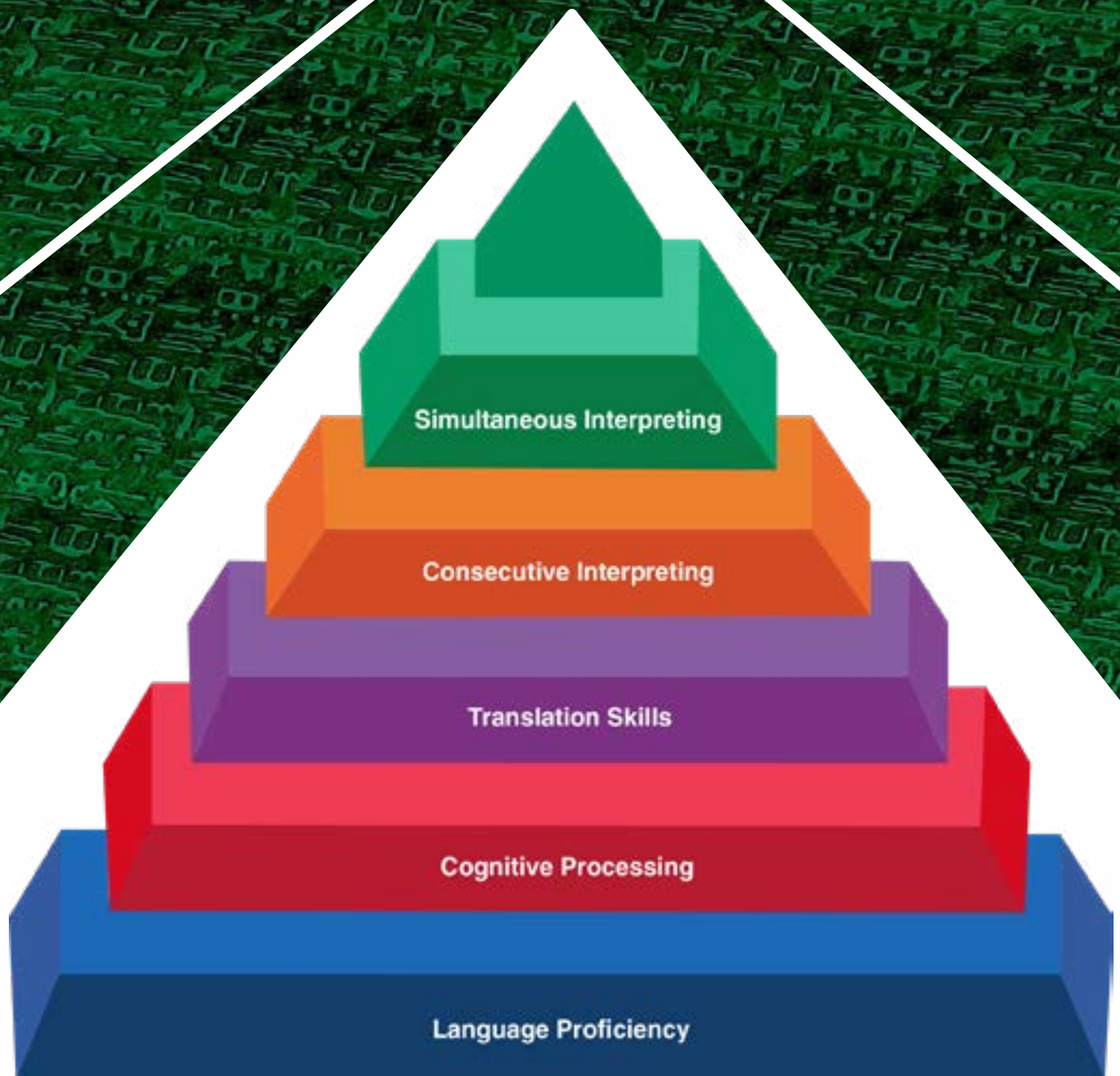


# THE EFFECTIVE INTERPRETING SERIES

## SIMULTANEOUS INTERPRETING FROM ENGLISH

CAROL J. PATRIE



## COURSE DESCRIPTION

Simultaneous interpreting is a complex, cognitively demanding, and intricate set of skills. This course is a knowledge/skills-based course designed to build and strengthen simultaneous interpreting (SI) skills from English to American Sign Language (ASL). The purpose of the course is to develop the interpreting skills critical to successfully render a simultaneous interpreted interaction. Lessons include review of consecutive interpreting (CI) and constructing the bridge to simultaneous interpreting, sources of error, comprehension, message transfer, reformation, self-monitoring, and correction techniques.

## COURSE OBJECTIVES

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

- 1) Demonstrate simultaneous interpreting skills from English to ASL while preserving meaning across respective language boundaries.
- 2) Define terminology related to simultaneous interpreting.
- 3) Identify sources of error in simultaneous interpreting.
- 4) Increase English source text listening and comprehension skills to include preservation of the source text fidelity.
- 5) Demonstrate equivalent message transfer techniques.
- 6) Increase skill in storing and retrieving information in short-term memory.
- 7) Demonstrate strategies for self-monitoring and correction.

## WEEKLY SCHEDULE

### Introduction to Simultaneous Interpreting

## WEEK 1

- 1) Review the Syllabus and Course Schedule
- 2) Read the following and be prepared to discuss:
  - Introduction to Simultaneous Interpreting
  - The History of Simultaneous Interpreting
  - Interpreting Research
  - Interpreting Expertise
  - Terminology
  - Models of Interpretation
  - Competencies in Interpreting
  - Linguistic Competencies
- 3) In Class Discussion: Simultaneous Interpretation Unpacked!
- 4) In Class Small Group Activity: Create an Infographic Display for Each of the Following: History of Interpreting, SI Terminology, Linguistic Competencies, and Models of Interpretation
- 5) Homework: Complete Discussion Questions

# WEEKLY SCHEDULE

## Unit 1: Consecutive Interpreting

### WEEK 2

- 1) Review Week #1; Q & A
- 2) Read the following and be prepared to discuss:
  - Introduction to Consecutive Interpreting
  - Consecutive Interpreting in Sign Language Interpreting
  - Frequently Asked Questions
  - Time Constraints in Consecutive Interpreting
  - A Model of Consecutive Interpretation
- 3) In Class Discussion: A Consecutive Interpreting Model as a Foundation for Simultaneous Interpreting
- 4) In Class Work Stations (Working in Pairs):
  - Exercise 1.1 “My Big Move” (p. 34)
  - Exercise 1.2 “Preparing Chicken Fajitas” (p. 36)
  - Exercise 1.3 “Big Grandma” (p. 38)
    - 1) In Class Discussion: Reflection—Effective Strategies for CI
    - 2) Homework:
  - Review Recordings from 1.1, 1.2, and 1.3
  - Select one to Complete Error Analysis and Re-record

### WEEK 3

- 1) Review Week #2; Q & A
- 2) In Class Large Group Activity: Review Selected Recordings from each Exercise 1.1, 1.2, and 1.3
- 3) In Class Individual Activity: 1.4 “Fusion Cooking” (p. 41)
- 4) In Class Working in Pairs Activity: Exercise 1.6 “Sailing” (p. 47)
- 5) Homework:
  - Review Recordings for 1.4 and 1.6
  - Complete Error Analysis; Re-record Exercise 1.4 or 1.6

# WEEKLY SCHEDULE

## Unit 2: Bridging to Simultaneous Interpreting

### WEEK 4

- 1) Class Check In and Q & A
- 2) In Class Large Group Process: Review Selected Recording for Exercises 1.4 and 1.6
- 3) In Class Working in Pairs: Exercise 2.1 “My Big Move” (p. 58)
- 4) In Class Large Group Discussion: Strategies for Completing 2.1
- 5) In Class Individual Activity: Exercise 2.2 “Preparing Chicken Fajitas” (p. 60)
- 6) Homework:
  - Review and Complete Study Questions; Re-record Exercise 2.1 Reevaluate Study Questions
  - Review and Complete Study Questions; Re-record Exercise 2.2 Reevaluate Study Questions

### WEEK 5

- 1) Review Week #4; Q & A
- 2) In Class Group Process: Review Selected Recording for Exercises 2.1 and 2.2
- 3) In Class Working in Pairs: Exercise 2.3 “Big Grandma” (p. 63)
- 4) Brain Break Activity: Chocolate Time!
- 5) In Class Individual Work: Exercise 2.4 “Fusion Cooking” (p. 66) Complete Study Questions
- 6) Homework:
  - Record Exercise 2.5 “My Hobby” (p. 70), including Study Questions
  - Review and Repeat Exercise and compare Study Questions answers

# WEEKLY SCHEDULE

## Unit 3: Sources of Error

### WEEK 6

- 1) Class Check In and Q & A
- 2) In Class Large Group Process: Review Selected Recordings for Exercise 2.5
- 3) Read the following and be prepared to discuss:
  - Sources of Error
  - Causes of Interpretation Errors
  - Location of Error
  - Types of Errors
- 4) In Class Discussion: Errors in The Interpretation Process
- 5) In Class Group Activity: Types of Errors
- 6) In Class Large Group Simultaneous Interpretation Activity: Exercise 3.1 (p. 89)
  - Work individually though all at the same time.
  - Complete Study Questions
  - Complete Five-Step Follow-Up
- 7) In Class Review of Exercise 3.1
- 8) In Class Discussion: Review Midterm Assessment Units 1-3
- 9) Homework:
  - Complete Exercise 3.2 “Childhood Mischief” (p. 92)
  - Complete Exercise 3.3 “Creating Good Assignments” (p. 97)
  - 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 Exercises 3.2 and 3.3
- 3) In Class: Midterm Assessment Units 1-3
- 4) Read the following and be prepared to discuss:
  - Main Idea Identification
  - Analysis of the Target Audience
- 5) In Class Discussion: Mapping Main and Supporting Ideas
- 6) In Class Small Group Activity: Exercise 4.1 “Trip to Hong Kong” (p. 112)
- 7) Homework:
  - Exercise 4.1 “Trip to Hong Kong” Review and Re-record
  - Complete Five-Step Follow-Up for 4.1

### WEEK 8

- 1) Review Week #7; Q & A; Midterm Assessment Results and Review
- 2) In Class Large Group Share Shop: Five-Step Follow-Up for Exercise 4.1
- 3) In Class Pairs Activity: Exercise 4.2 “Installing a New Roof” (p. 117)
- 4) In Class Large Group Activity: Review Selected Recordings for Exercise 4.2
- 5) Homework:
  - Complete Exercise 4.3 “Encouraging Young Girls” (p. 120)
  - ASL Reflection Paper: Record 3-minute Reflection on Errors and Comprehension (Rubric Provided)

# WEEKLY SCHEDULE

## Unit 5: Transfer

### WEEK 9

- 1) Class Check In and Q & A
- 2) In Class Discussion: Reflection Paper... your thoughts?
- 3) In Class Large Group Process: Review Selected Recordings for 4.3 (p. 120)
- 4) Read the following and be prepared to discuss:
  - Transfer in Simultaneous Interpreting
- 5) In Class Discussion: Message Relationships—Temporal, Spatial, and Logical
- 6) In Class Individual Activity: Exercise 5.1 “The Payroll Process” (p. 133)
- 7) Homework: Exercise 5.2 “Driving from San Diego to Tucson” (p. 138)

### WEEK 10

- 1) Review Week #9; Q & A
- 2) In Class Large Group Process: Review Selected Recordings for Exercise 5.2
- 3) In Class Activity: Exchange Exercise 5.2 Recording with a Partner, Complete Error Analysis for Partner’s Rendition.
- 4) In Class Individual Work: Exercise 5.3 (Long) “Courage” (p. 142)
- 5) Homework:
  - Review Recording for Exercise 5.3—Complete Error Analysis and Re-record
  - Review Units 4 and 5

# WEEKLY SCHEDULE

## Unit 6: Reformulation

### WEEK 11

- 1) Class Check In and Q & A
- 2) In Class Large Group Process: Review Selected Recordings for Exercise 5.3
- 3) In Class Discussion: Strategies for Completing Exercise 5.3
- 4) Read and be prepared to discuss:
  - Finding the Gist
  - Reformulating the Location of Actors and Objects
  - Reformulating Specific Concepts and Relationships
  - Reformulating Illocutionary Force
  - Reformulating at the Word Level
- 5) In Class Discussion: Reformulation Strategies
- 6) In Class Pairs Activity: Individually Complete Exercise 6.1 “The Criminal Process” (p. 152) Share Recordings with Your Partner; Together Complete Five-Step Follow-Up (Take turns on leading Follow-Up)
- 7) Homework:
  - Review Recording for Exercise 6.1—Complete Error Analysis and Re-record
  - Complete Exercise 6.2 “How to Put in a Zipper” (p. 156)

### 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-Reformulation Donkey
- 5) In Class Individual Activity: Exercise 6.3 (Long) “Bulbs in Your Garden” (p. 162)
- 6) Homework: Complete all Work; Re-record exercises identified as beneficial

# WEEKLY SCHEDULE

## Unit 7: Self-Monitoring and Correction

### WEEK 13

- 1) Q & A
- 2) In Class Work Stations: Exercises 1.5 “My Hobby” (p. 44) and 2.6 “Sailing” (p. 74)  
Study Questions and Complete Five-Step Follow-Up
- 3) In Class Final Assessment Discussion: Preview Units 1–6
- 4) Homework:
  - Prepare for Final Assessment
  - Personal Reflection Paper (Rubric Included)

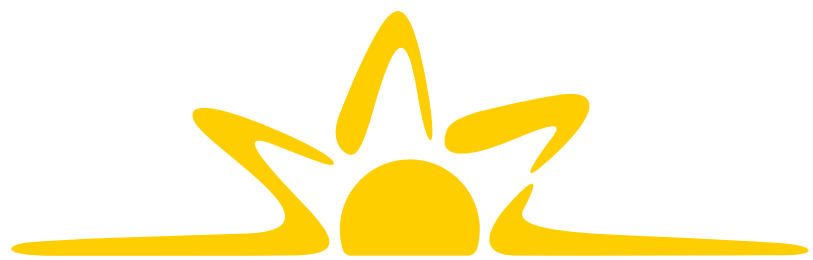
# WEEKLY SCHEDULE

## 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](mailto:effectiveinterpretingseries@gmail.com)**



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