

THE EFFECTIVE INTERPRETING SERIES

TRANSLATING FROM ENGLISH

CAROL J. PATRIE



COURSE DESCRIPTION

Successful interpreters have built many skills that they rely upon in their interpreting work. The ability to effectively utilize message transfer skills will ultimately improve the interpretation product. This course is a knowledge/skills-based course designed to strengthen message transfer skills from English to American Sign Language (ASL) that will assist the student in preparing for consecutive and simultaneous interpretation. The purpose of the course is to learn to translate from one language to another while preserving the meaning across language boundaries. Lessons include translating preparation, analyzing the meaning of the English source text, message transfer, reformulating the message, and priorities in and testing of the translation. 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 message transfer skills from English to ASL while preserving meaning across respective language boundaries.
- 2) Define terminology related to translation.
- 3) Identify the role of preparation associated with the act of translating a text.
- 4) Analyze a source ASL text for its meaning.
- 5) Demonstrate reformulating the message in ASL.
- 6) Demonstrate strategies to prioritize and subsequently test the accuracy of an ASL translation.

WEEKLY SCHEDULE

Unit 1: Preparing to Translate

WEEK 1

- 1) Review the Syllabus and Course Schedule
- 2) Read the following and be prepared to discuss:
 - Factors in Translation
 - Steps in the Translation Process
 - Analyze the Source Text
 - Preparing for Translation versus Interpretation
 - The Role of Intuition in Translation
- 3) In Class Discussion: The Relevance of Translation for Interpreters
- 4) In Class Large Group: Exercise 1.1 Preparation: "Introduction" (p. 39)
- 5) In Class Discussion: Study Questions for 1.1
- 6) In Class Small Groups: Exercise 1.2 "Bike with a Flat Tire" (p. 45).
- 7) Homework: Complete Recording of Exercise 1.1 and 1.2, including the Five-Step Follow-Up Process

WEEK 2

- 1) Review Week #1; Q & A
- 2) In Class: Review Recordings of Exercise 1.1 "Introduction"
- 3) In Class Activity: In small groups of two to three students outline strategies to enhance ASL target language translation
- 4) In Class Small Group Activity: Review Recordings of Exercise 1.2 "Bike with a Flat Tire"
- 5) Homework:
 - Exercise 1.3 "Directions to My Office" (p. 48)
 - The Five-Step Process for 1.3 "Directions to My Office"

WEEKLY SCHEDULE

Unit 2: Analyzing the Meaning of the Text

WEEK 3

- 1) Class Check In and Q & A
- 2) Review Unit 1
- 3) Read the following and be prepared to discuss:
 - Analyzing the Meaning of the Text
 - Analysis of the Text as a Whole
- 4) In Class Discussion: Translation Theorists—Gile, Nada, and Taber
- 5) In Class Discussion Questions
- 6) In Class Large Group: Exercise 2.1 “The Phone Call” (p. 62)
- 7) Homework:
 - Five-Step Follow-Up for 2.1
 - Preview Exercises 2.2 and 2.3

WEEK 4

- 1) Review Week #3; Q & A
- 2) In Class Individual Work: Exercise 2.2 “Watching TV” (p. 65)
- 3) In Class Large Group Discussion: Strategies for Completing Exercise 2.2
- 4) In Class Individual Work: Exercise 2.3 “Directions to Deep Creek” (p. 68)
- 5) In Class Large Group Discussion: Strategies for Completing Exercise 2.3
- 6) Homework:
 - Record Exercise 2.2 and Complete Five-Step Follow-Up
 - Record Exercise 2.3 and Complete Five-Step Follow-Up

WEEKLY SCHEDULE

Unit 3: Message Transfer

WEEK 5

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss:
 - How the Translator Affects the Translation
- 3) In Class Discussion: The Translator and the Meaning Transfer Process
- 4) In Class Large Group Activity: Exercise 3.1 “The Refreshment Stand” (p. 86)
- 5) In Class Self-Efficacy Discussion/Activity: Positive Self-Talk
- 6) In Class Working in Pairs Activity: Exercise 3.2 “Bathing the Dog” (p. 84)
- 7) Homework:
 - Record Exercise 3.1 and Complete Five-Step Follow-Up
 - Record Exercise 3.2 and Complete Five-Step Follow-Up

WEEK 6

- 1) Review Week #5; Q & A
- 2) In Class Large Group Activity: Review Recording from Exercise 3.1
- 3) In Class Discussion: Strategies for Completing Exercise 3.1
- 4) In Class Working in Pairs Activity: Exercise 3.3 “The Payroll Process” (p. 95)
- 5) Review Midterm Assessment Units 1–3
- 6) Homework:
 - Record Exercise 3.3 and Complete Five-Step Process Follow-Up
 - Prepare for In Class Midterm Assessment

WEEKLY SCHEDULE

Unit 4: Reformulating the Message

WEEK 7

- 1) Check In and Q & A
- 2) Midterm Assessment
- 3) Read the following and be prepared to discuss:
 - Introduction
 - Reformulate the Text
- 4) In Class Discussion: Visualization and Reformulation
- 5) Homework: Exercise 4.1 “Buying Lunch” (p. 111)
 - Bring visualization to next class
 - Complete Five-Step Follow-Up

WEEK 8

- 1) Review Week #7; Q & A
- 2) In Class Activity: 4.1 Visualization
- 3) In Class Work Stations: Visualization Exercises 3.2 “Bathing the Dog” (p. 84); 3.3 “The Payroll Process” (p. 95); and 4.2 “Ripped Pants” (p. 115)
- 4) Homework:
 - Record Exercise 4.3 “A Childhood Incident” (p. 119) and Complete Five-Step Follow-Up
 - Write Reflection Paper: Reformulation (Rubric Provided)

WEEKLY SCHEDULE

Unit 5: Priorities in Translation

WEEK 9

- 1) Class Check In and Q & A
- 2) Read the following and be prepared to discuss: Priorities in Translation
- 3) In Class Discussion: The Search for Equivalence—Nida and Taber
- 4) In Class Large Group Activity: Exercise 5.1 “The Car Wash” (p. 136)
- 5) Post Exercise Discussion: Toward Equivalence—Strategies
- 6) Homework:
 - Record Exercise 5.2 “Sharpening a Pencil” (p. 140)
 - Five-Step Follow-Up for 5.2
 - Locate an Open Source English Text Recording to bring to next class (2 minutes in length)

WEEK 10

- 1) Review Week #9; Q & A
- 2) In Class Activity: Review Recordings from 5.2
 - In Class Working In Pairs: Translate Open Source English Text
 - Co-create a Translation
 - Answer Study Questions
 - Five-Step Follow-Up
- 3) In Class Individual Work: Exercise 5.3 Record “The Gift” (p. 145)
- 4) Homework:
 - Complete Recording and Study Questions for Exercise 5.3
 - Review Units 4 and 5
 - Bring completed work to next class

WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 11

- 1) Class Check-In; Q & A
- 2) Read and be prepared to discuss:
 - Why Test a Translation?
 - Who Tests the Translation and When?
 - How Do You Test the Translation?
 - How Do You Use the Results of Testing?
- 3) In Class Discussion: Elements of an Effective Translation
- 4) In Class Activity: Testing Exercises 5.1, 5.2, and 5.3
- 5) Homework:
 - Record Exercise 6.1 “Autobiography” (p. 160)
 - Record Exercise 6.2 “Kickboxing” (p. 166)
 - Study Questions and Five-Step Follow-Up for Exercises 6.1 and 6.2

WEEK 12

- 1) Review Week #11; Q & A
- 2) In Class Discussion: Translation Testing Strategies and Coping Skills
- 3) In Class: Back Translation Testing Practice for Exercises 6.1 and 6.2
- 4) In Class: Comprehension Translation Testing Practice for Exercise 6.3
- 5) In Class Discussion: Putting It All Together!
- 6) Homework:
 - Translate and Test Your Translation for Exercise 1.3 “Directions to My Office” (p. 48)

WEEKLY SCHEDULE

Course Wrap Up / Final Assessment

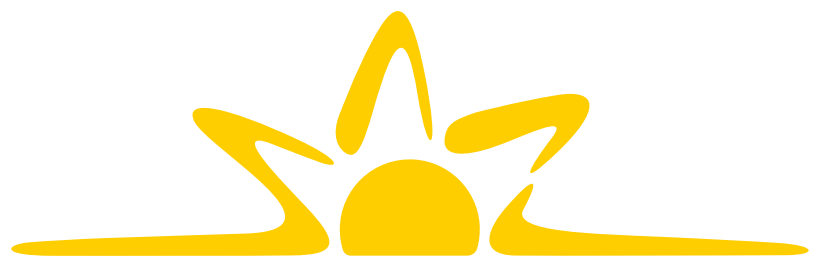
WEEK 13

- 1) Q & A
- 2) In Class: Putting it All Together—Exercise 2.4 “Directions to Deep Creek” (p. 68) Translate and Test Translation
- 3) Review Units 1–6
- 4) Homework:
 - Prepare for Final Assessment
 - Personal Reflection Paper (Rubric Included)

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**



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