



INTR 355 – Interpreting Skills & Theory III

Instructor Information:

E-mail:

Department Chair:

Email:

Office Hours:

Class Times and Locations (follow the Course Schedule):

Canvas: This class uses Canvas extensively. All course content, activities, and assignments are provided, accessed, and submitted in Canvas. You can access the course through <http://canvas.unco.edu>. Your login is the same as you use for BearMail. Be sure to check both at least 3 times per week.

Course Description: In this intermediate lecture/lab course, students will continue building on the process and practice of interpreting with a focus on interpreting from ASL to English. Students will prepare for and interpret a variety of texts which will be analyzed to identify factors influencing best choices to achieve linguistically and culturally accurate meaning transfer. Students will engage in the assessment of communication factors and features of consumers in order to enhance their ability to adapt their interpretations to the unique needs and preferences of consumers. They will also assess the ASL to English interpreting performance of experienced interpreters to identify the interpreting strategies they employ and to assess their effectiveness. Students will also continue their exploration of team interpreting during ASL to English assignments and be introduced to interpreting that is delivered via distance technologies. (3 credits)

Pre-Requisites: INTR 345. Majors only.

Required Materials: Students should have all materials from prior coursework – see below.

Materials from Prior Courses:

The required textbooks for this course were used during the summer INTR 245 and fall INTR 345 course. They will be needed as references for completing assignments in this course.

- Cokely, D. (1992). *Interpretation: A sociolinguistic model*. Linstok Press, Inc. ISBN: 0-932130-10-0

- Dean, R. and Robert Pollard (2013). *The Demand Control Schema: Interpreting as a practice profession*. CreateSpace Independent Publishing Platform. ISBN: 978-1489502193
- Llewellyn-Jones, P. & Lee, R. (2014). *Redefining the role of the community interpreter: The concept of role-space*. SLI Press. ISBN: 978-0-9929936-0-3
- Taylor, M. (2017). *Interpretation skills: English to ASL* (2nd ed.). Interpreting Consolidated. ISBN: 978-0-9697792-7-8
- Taylor, M. (2002). *Interpretation skills: ASL to English*. Interpreting Consolidated. ISBN: 0-9697792-4-0

Resource Texts:

- Hatch, E. (1992). *Discourse and language education*. Cambridge University Press. ISBN: 0-521-42605-7
- Russell, D. (2002). *Interpreting in legal contexts: Consecutive and simultaneous interpretation*. Linstok Press, Inc. ISBN: 0-932130-23-2

Media

- Lecture on Prosody: Spoken and Signed Language Prosody, Dr Brenda Nicodemus, 2012.
Retrieved from:

Part 1: https://media.gallaudet.edu/media/Brenda+Nicodemus+-+Learning+Online+Spoken+and+Signed+Language+Prosody%2C+Part+1+-+2+13+12/1_h9epmnub/67896761

Part 2: https://media.gallaudet.edu/media/Brenda+Nicodemus+-+Learning+Online+Spoken+and+Signed+Language+Prosody%2C+Part+2+-+2+13+12/1_oz7yy0ei/67896761

- Lecture on Depiction: Depiction, Blending, Constructed Action, Dr Miako Rankin, 2012.
Part 1: <https://noviceinterpreters.org/depiction-blending-and-constructed-action-oh-my-a-presentation-by-miako-rankin/>
Part 2: <https://noviceinterpreters.org/depiction-blending-and-constructed-action-oh-my-a-presentation-by-miako-rankin/>

GoReact

GoReact is an online video system used to record, upload and to obtain feedback on assignments utilizing ASL. The link to register and pay can be found in the relevant Canvas module. There is a \$31.99 fee for the service for the course, which will be paid online. (There is also a \$149.00 option for a 5-year license.) If you have used GoReact before, make sure that the current class is highlighted as the active one under your Profile settings.

Equipment:

INTR 355 Course Schedule

- Digital video camera/webcam for Go React recording of homework
- Computer – Access to UNC ASLEI Canvas class

Readings (eReserves-library access directions posted in class)

Alley, E. (2012). Exploring remote interpreting. *International Journal of Interpreter Education*, 4: (1), Article 10. <https://tigerprints.clemson.edu/ijie/vol4/iss1/10>

CALI Language Assessment Team II (LAT II) Report. <https://www.northeastern.edu/cali/wp-content/uploads/2021/12/CALI-LAT2-Report.pdf>

Corpas-Pastor, G. & Gaber, M. (2020). Remote interpreting in public service settings: technology, perceptions and practice. *SKASE Journal of Translation and Interpretation*, 13. https://www.researchgate.net/publication/346108692_Remote_interpreting_in_public_service_settings_technology_perceptions_and_practice

Fitzmaurice, S. & Purdy, K. A. (2015). Disfluent pausing effects on listener judgments of an ASL-English Interpretation, *Journal of Interpretation*, 24(1), Article 3. <https://digitalcommons.unf.edu/joi/vol24/iss1/3>

Friedner, M. (2018). Negotiating legitimacy in American Sign Language interpreter education: Uneasy belonging in a community of practice. *Disability Studies Quarterly*, 38(1), <https://dsq-sds.org/index.php/dsq/article/view/5836/4885>

Quinto-Pozos, D. Muroski, K.; & Saunders, E. (2019). Pronouns in ASL-English simultaneous interpretation, *Journal of Interpretation*, 27(1), Article 3. <https://digitalcommons.unf.edu/joi/vol27/iss1/3>

Mathews, E., Cadwell, P., O'Boyle, S & Dunne, S. (2022). Crisis interpreting and Deaf community access in the COVID-19 pandemic, *Perspectives*. <https://doi.org/10.1080/0907676X.2022.2028873>

Wessling, D. M. and Shaw, S. (2014). Persistent emotional extremes and video relay service interpreters, *Journal of Interpretation*, 23(1), Article 6. <https://digitalcommons.unf.edu/joi/vol23/iss1/6>

Course Objectives: Upon the completion of this course, students will be able to:

Language and Culture:

1. Demonstrate advanced, effective language fluency in English through self-generated reflections in both spoken and written products.
2. Demonstrate advanced, effective language fluency in ASL through self-generated reflections in both pre-recorded and spontaneous products.
3. Demonstrate intermediate knowledge regarding power, privilege, and oppression with diverse

- populations and its relationship with the work of interpreters.
4. Describe multiple techniques that demonstrate respect for the consumers.

Knowledge Foundation:

5. Explain an in-depth understanding of the role and responsibilities of an interpreter.
6. Discuss how the role and responsibilities may be impacted by consumers' needs and the setting.
7. Identify and articulate the importance of ethical decision-making to the work of interpreters as it relates to the vignettes.
8. Explain the importance of professional and ethical boundaries through the use of standards of practice, like NAD-RID Code of Professional Conduct.
9. Identify strategies or techniques to support the interpretation, including the consecutive to simultaneous continuum, and explain the importance of these techniques to the effectiveness and accuracy of the interpreted product.

Interpretation:

10. Use a Discourse Analysis process (such as the 10-Step, Cokely system, DC-S or Role-Space theory) and additional preparation techniques to analyze the text.
11. Create an intermediate-level interpreting work sample that:
 - a. Employs techniques that result in an interpretation that is consumer-driven, based off a knowledge of consumers' language preference, register, and culture.
 - b. Applies an advanced and effective meaning transfer in an interpretation that is linguistically fluent.
 - c. Applies techniques to support meaning transfer, including notetaking, working along the consecutive to simultaneous continuum, summarization, visualization, and closure.
 - d. Implements cultural mediation based on the knowledge of intercultural communications.
 - e. Applies elements of Role-Space and DC-S as appropriate for achieving effective language and cultural mediation and ethical decision-making.
12. Assess the interpreting work based on an intermediate knowledge of professional and ethical standards of practice.
13. Conducts regular self and peer assessments of language and interpreting performance based on theories and texts, in a manner that demonstrates an intermediate level of self-awareness, understanding of interpreter impact, and human interaction.

Reflection:

14. Identify how self-assessment leads to an action plan.
15. Articulate patterns across one's work and a plan of action for further development of knowledge, skills, and attitudes.

Interpreting with Technology

16. Describe technology interpreters are likely to encounter in large group presentations.
17. Utilize techniques to address challenges that arise related to the use of technology.
18. Use presentation technology appropriately.
19. Describe the physical challenges of providing interpretation at a distance and some techniques

and methods to handle this.

20. Explain linguistic, legal, and ethical issues that arise related to distance interpretation.

21. Propose techniques and methods to address linguistic, legal, and ethical issues that arise related to distance interpretation.

INTR 355 – Interpreting Skills & Theory III Syllabus Guide:			
Course Objective(s)	Activities for the Assignment	Assessment/Artifacts	CCIE ¹
CO 1-21	Course Engagement – Participation (quality and quantity) Instructor will introduce and lead the class through discussion of knowledge-based content and reflections on interpreting work. Learners will assess progress through End of Lesson Quizzes.	Artifacts for Course Engagement– - Discussion Board - Zoom/Class Discussion - End of Lesson Quiz Scores	7.1.1, 7.1.2, 7.3.2, 7.3.2.1, 7.3.2.2, 7.3.2.3, 6.1.2, 6.1.3, 6.1.4, 6.2.2, 6.2.4, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.2
CO 1-3, 10, 12, 15, 16-21	Discourse Analysis- - Observe the scenario - Analyze the environment and discourse - Document observations - Reflect on the assignment	Artifacts – Completed discourse analysis template	7.2.1, 7.2.2, 7.2.1, 7.3.2, 7.3.2.1, 7.3.2.2, 7.3.2.3, 7.4.1, 7.4.2, 7.4.3, 6.2.2, 6.2.4, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.1
CO 1-3, 10-14, 17-19	Interpreting Assignment and Revised Interpretations – - Prepare for the assignment - Interpret the assignment - Reflect on the assignment Based on the course content learned and practice assignments conducted with the instructor, the students will complete the assignment individually.	Artifacts – - Documentation of the preparation - Video of the interpretation - Self and/or peer assessment	7.2.1, 7.2.2, 7.2.1, 7.3.2, 7.3.2.1, 7.3.2.2, 7.3.2.3, 7.4.1, 7.4.2, 7.4.3, 6.2.2, 6.2.4, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.1

¹ Commission on Collegiate Interpreter Education Curriculum Standards (ccie-accreditaion.org)

CO 1, 5, 14-18	Observation of Interpreting – • Locate and arrange two observations • Complete the observation • Interview the interpreter regarding their experience interpreting and their decision-making • Reflect on the observation/complete the observation template Based on the course content learned and discussions/practices used in interpreting, the student will complete the assignment	Artifacts – • Completed observation template • Documented reflection	6.1.2, 6.1.3, 6.1.4, 6.1.5.4, 6.1.5.5, 6.1.5.6, 6.2.1, 6.2.2, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.1, 7.1.1, 7.1.2, 7.4.2, 7.4.3, 7.4.4
CO 12-15	Deliberate Practice Action Plan – • Review plan developed in INTR 345 • Consider previous plan in relationship to feedback from the term • Reflect on patterns of strengths and areas of needed improvement • Identify target areas for continued growth • Modify plan accordingly The instructor will provide students with regular feedback to support their knowledge of self, regarding their skills and knowledge illustrated in their work. The students will use this information to create an action plan for moving forward into their next interpreting course.	Artifacts – • Documented reflection • Documented action plan	6.2.1, 6.2.4, 7.1.1, 7.1.2, 7.3.1, 7.3.2, 7.3.2.1, 7.3.2.2, 7.3.2.3,

Summary of Course Requirements²:

Assignment(s) marked with an asterisk (*) should be uploaded to ePortfolio as evidence of knowledge/skills learned.

	Description	CO#	Pts
Assignment 1	Course Engagement: Being an engaged learner is an important part of success, both as a student and as an interpreter. Course engagement will be measured through completion of End of Lesson Quizzes with an average of 85% accuracy AND the quality and quantity of participation on online (Discussion Board, Zoom discussion) and onsite discussions and activities, including supporting and contributing to each other's learning process. <i>Ongoing assignment that will be evaluated halfway through the semester and at the end of the semester. Assignment description and rubric are located in Canvas.</i>	CO 1-21	20
Assignment 2	Discourse Analysis of ASL Texts. Throughout the semester there will be six (6) text analysis assignments that involve the analysis of scenarios involving Deaf consumers engaged in a variety of assignments. Some of analysis activities will involve a communication assessment (CA) of the environment in which the scenario takes place, coupled with an analysis of language use by the Deaf consumer, and consideration of the implications of both for the interpreting process. Some of the analysis activities will involve an assessment of the ASL to English interpreting performance (IP) of experienced interpreters during a scenario. Observations and data related to the application of role-space and strategies associated with linguistic and cultural mediation and/or team interpreting, the identification of demands and controls, and other related factors will be documented in a template. <i>Assignment description, texts of interpreted scenarios, and rubrics are located in Canvas.</i>		30 [5 pts. Each]
Assignment 3	Interpreting Assignments and Self-Assessments: Throughout the semester, there will be five (5) interpreting assignments with a focus on ASL to English interpretation. Three (3) assignments will involve pre-recorded assignments and two (2)	CO 1-3, 10-14, 17-19	25 [5 pts. Each]

² Detailed instructions and due dates for each assignment are located in Canvas.

	Description	CO#	Pts
	will be live team interpreting assignments. Some of the assignments will involve the use of technology (such as is used during telephone/VRS interpreting). The three (3) pre-recorded assignments involve six <i>parts</i>: 1) assess the several job offers based on knowledge of self and accept the job of interest, 2) request information about the assignment [available in print form], 3) based on the information complete preparation, document both written and recorded prep; 4) interpret the assignment in Go React, 5) complete a self-assessment in Go-React; and 6) Reflect with peers and/or instructor about your performance and the assignment in general. The live mock scenarios will be scheduled during weeks 10-15 of the term. You will team interpret two of the mock scenarios. The two (2) live assignments involve six <i>parts</i>: 1) select a mock scenario topic to team interpret that involves a Deaf presenter or Deaf-hearing presenters, 2) request information from the presenter(s) (e.g. outline, PowerPoint, notes) and use information to prepare with team interpreter, 3) meet with the presenter with your team interpreter, 4) interpret the assignment with team interpreter unrehearsed, 5) engage in feedback and discussion with teacher and peers; and 6) complete a reflection in ASL about the team interpreting process, your performance and the assignment in general and post to the discussion board (or share during in-person class as available). NOTE: During these live interpreting scenarios, other learners will be engaged in observation of the team interpreters and completing observation templates. <i>Assignment description, source language text and/or prep materials, and rubric are located in Canvas.</i>		
Assignment 4	Revised Interpretation: This assignment requires a revised interpretation of one (1) of the assignments and to complete a full analysis of that revision. The revision should demonstrate the ability to consider and then act on peer and teacher	CO 1-3, 10-14, 17-19	10

	Description	CO#	Pts
	feedback. The complete analysis should include discussion of both <i>product</i> (Taylor's major language features, sociolinguistic concepts from Hatch) and <i>process</i> (discourse analysis process, application of DC-S, application of Role-Space, quality of decision-making, etc.). <i>Assignment description and rubric are located in Canvas.</i>		
Assignment 5	Observations: Conduct two observations of an interpreting assignment. If possible, one such observation should involve the use of technology. After your observations, interview the interpreter regarding their experience and decision-making during the process. Using the observation template, describe your observation and the various controls used to address any challenges that occurred by the interpreters. <i>Assignment outline, sample interview questions, description, and rubric are located in Canvas.</i>	CO 1-9, 16-21	10 [5 pts. each]
Assignment 6	Deliberate Practice Action Plan: Look back on your Deliberate Practice Action Plan from INTR 325. Reflect on how you have grown during this semester and modify the plan for moving forward with specifics related to deliberate practice. <i>Assignment outline, description, and rubric are located in Canvas.</i>	CO 12-15	5

Total score: 100 points

Evaluation Method: The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:

A = 91 - 100 superior achievement of course objectives

B = 81 - 90 average achievement of objectives

(Reminder: you must maintain at least a "B" per class to meet graduation requirements)

C/D = 61 - 80 below average achievement of course objectives