

## Syllabus

CCBC Fall 2015  
INTR 220  
CRN: 22234

School of Liberal Arts  
**Consecutive Interpreting**  
M 5:45-8:40

Interpreter Preparation  
Section C1A  
ARTS 214

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### Course Description:

**INTR 220 Consecutive Interpreting (3 Credits)** focuses on the development of consecutive skills with rehearsed and spontaneous texts. Students interpret between American Sign Language and spoken English with time allotted between delivery of the source language message and the interpretation. Students continue to develop skills in source and target language text analysis. **Prerequisite: INTR 211 and completion of or concurrent enrollment in INTR216**

### I. Basic Course Information:

- A. Instructor's name: Christina Healy, CI/CT, MA
- B. Office room number: Q303E
- C. Instructor's contact information: 503-998-3101, [c.healy03@gmail.com](mailto:c.healy03@gmail.com)
- D. Instructor's office hours: Before and after class, and by appointment
- E. Department phone numbers: 443-840-4274, 4429
- F. Class meeting information: M 5:45-8:40, ARTS 311, Catonsville
- G. This is a three credit course. You are expected to complete **at least six hours** of work **per week outside** of the class including reading, class preparation, homework, studying, etc.
- H. Materials
  - 1. Required: *Say It Like They Mean It: ASL to English Interpreting*, by Jean Kelly
  - 2. Suggested: *Grammar, Gesture, and Meaning* by Scott Liddell; *That's Not What I Meant*, by Deborah Tannen

### II. Course Goals

- A. Upon successful completion of this course students will be able to:
  - 1. utilize strategies for consecutive interpreting from ASL to spoken English and from spoken English to ASL including:
    - a. knowledge of the interpreting process
    - b. use of appropriate register
    - c. use of cultural adjustments
    - d. use of notes and scripts;
  - 2. describe the advantages and disadvantages of consecutive interpreting;
  - 3. give and receive useful feedback using appropriate methods;
  - 4. expand ASL and English language skills;
  - 5. express themselves articulately in spoken/written English and ASL;
  - 6. interpret the main points and most supporting details of discourse from ASL to English and English to ASL;

7. describe various models/theories of the interpreting process; and
8. identify effective pre-conferencing strategies.

### III. Major Topics

- A. The interpreting process, including several models
  1. Colonomos
  2. Cokely
  3. Gish
  4. Gile
- B. Note-taking during assignments
  1. Identifying critical information
  2. Visual mapping
- C. Characteristics of an effective signed and/or voiced interpretation
  1. Levels of processing
  2. Register and cultural adjustments
- D. Pre- conferencing strategies
- E. Advantages and disadvantages of consecutive interpreting
- F. Knowing when to use consecutive interpreting
- G. Methods of giving and receiving feedback
- H. Expansion of ASL skills
- I. Expansion of English skills

### IV. Rationale

Consecutive Interpreting focuses on the development of consecutive skills with rehearsed and spontaneous discourse. Students interpret between American Sign Language and spoken English with time allotted between delivery of the source language message and the interpretation. Students continue to develop skills in source and target language text analysis.

### V. Evaluation:

- A. **Requirements:** 2 text analysis projects, 4 interpreting projects, midterm, final examination, 6 Peer Reviews, 2 Reflection papers
- B. **Grading policy:** Grades are based on a point system. All course assignments and activities are worth points. Your final grade will depend on how many points you have earned: 92-100% A, 84-91.5 B, 75-83.5, C, 67-74.5 D, 65.5 and below F
- C. **Attendance policy:** Attend class weekly. This is the ONLY way to make sure you keep up with the class. Each student is responsible for learning material covered in class. If a student is absent, that student needs to find out what was missed and master it outside of class. The instructor will not re-teach missed material or slow down the pace of the class because someone was absent. Each student is responsible to keep up with the class. Students need to be present for in-class projects and the final examination. Make-up tests will not be given. All assignments must be turned in on time.

- D. **Audit Policy.** Students who audit this class are expected to attend class regularly and participate in all class activities. They may turn in homework, do course projects and take exams, but this is optional.

## VI. Course Procedures

- A. This course is part of the training to become a professional interpreter. We will practice

Activity	Points Possible	Approx. Percent.	Percentage	Letter Grade
Text Analysis Projects (10 points each)	20	5%	92-100%	A
			84-91%	B
Interpreting Projects (50 points each)	200	50%	75-83%	C
			67-74%	D
Peer Reviews (10 points each)	60	15%	Below 66%	F
Reflection Papers (5 points each)	10	25%		
Contribution Points	10	25%		
Midterm	50	12.5%		
Final exam	50	12.5%		
<b>Total:</b>	<b>400</b>			

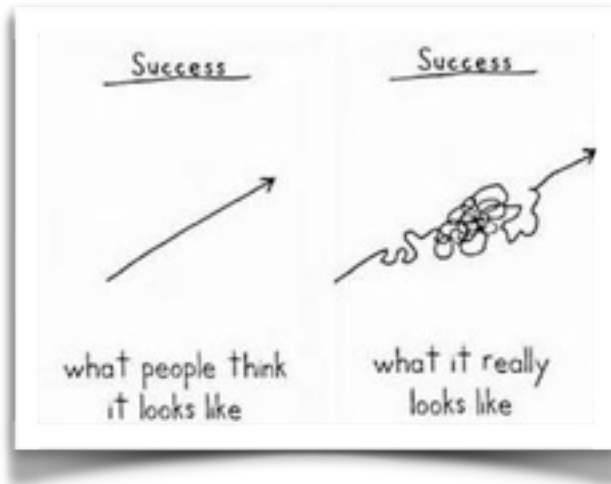
the skills necessary to interpret, as well as the practices and ethics required for the profession. Students will arrive on time for class, prepared and willing to contribute to class discussions, taking responsibility for his/her own learning, and supporting each other's learning. Because preparation is critical to the process, homework cannot be turned in late for points. However, because the assignments are crucial for learning, and build on each other, they may be turned in late to receive feedback, but not points. The reasonable timeline for these late assignments is determined on a case by case basis.

- B. For college wide syllabus policies such as the Code of Conduct related to Academic Integrity and Classroom Behavior or the Audit/Withdrawal policy, please go to the Syllabus Tab on the [MyCCBC page](#).
- C. Students with Disabilities Rights and Responsibilities:  
<http://www.ccbcmd.edu/specialservices/cat/rightsandresponsibilities.html>
- D. Contact information for course-related concerns  
*Students should first attempt to take concerns to the faculty member. If students are unable to resolve course-related concerns with the instructor they should contact Sandy Brown, Program Coordinator, 443-840-4474, [sbrown@ccbcmd.edu](mailto:sbrown@ccbcmd.edu).*

- E. See the attached schedule for a tentative outline of course topics and assignments. This course is student-driven, so the schedule will be adapted as necessary. Check Blackboard for the updated schedule throughout the term.

F. **INTR ListServ**

A helpful resource for some of these assignments is the CCBC Interpreting Club email list. You'll receive announcements about Deaf community events, volunteer opportunities, job postings, and more. Send a blank e-mail with SUBSCRIBE in the



subject line to [ccbcintrclub-subscribe@lists.ccbc](mailto:ccbcintrclub-subscribe@lists.ccbc)

**Finally: An excerpt from Patrie (2004)**

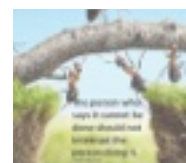
*Consecutive Interpreting from English, Teacher's Guide, pg. 38*

Non-language-based competencies describe an individual's suitability for working as a professional interpreter. One must have overall suitability for the profession, which includes stamina, curiosity, maturity, mental agility, adaptability, tolerance for ambiguity, and a tolerance for a wide variety of personalities and situations. Another important personal competency is having a strong command of the nonlinguistic intricacies of interpretation. Examples of nonlinguistic competencies include culturally appropriate use of personal space, eye contact, seating arrangements, and protocol for various cultures and types of meetings...A deficiency in any of the competencies discussed may lead to a skewed interpretation. It is possible that cognitive competencies and linguistic competencies can be improved and refined where necessary. Sometimes the personality of the person who wants to be an interpreter is simply not a fit for the demands of the profession and this fact can override qualifications in other areas.



## INTR220 CONSECUTIVE INTERPRETING

tentative course schedule - subject to change



DATE		CLASS TOPICS	READ BEFORE CLASS	TURN IN BEFORE CLASS
Feb 2nd	1	Introductions and Syllabus	Familiarize yourself with our course Blackboard	
Feb 9th	2	Models of Interpreting and Cognition, Part I	<b>Read Tannen (2000)</b> <b>Skim Tannen (1994)</b>	<ul style="list-style-type: none"> <li>Self Reflection: Conversation Style</li> </ul>
Feb 16th	3	Overview of Consecutive Interpreting, Depiction	<b>Skim Russell (2005),</b> <b>Read your section to share with class</b>	<ul style="list-style-type: none"> <li>Text Analysis Project #1 (English text) <u>to partner</u></li> </ul>
Feb 23rd	4	Prediction and Mindmapping (Identifying goals/register/affect...)	<b>Read Kelly (2004) Ch. 7</b> <b>Illocutionary Forces...</b>	<ul style="list-style-type: none"> <li>Return Partner's text analysis</li> <li>Turn in Text Analysis Project #2 <u>to partner</u> (ASL text)</li> </ul>
March 2nd	5	Comprehension and Retention ("dropping form")	<b>Read Patrie (2004) Listening Phase</b>	<ul style="list-style-type: none"> <li>Return Partner's text analysis #2</li> <li><b>Turn in Text Analysis Proj. #1</b></li> <li>DVD Transcription and Reflection Assignment</li> </ul>
March 9th	6	Production	<b>Read Kelly (2004) Ch. 3: Literal vs. Idiomatic Interpretation</b> <b>Ch. 9: Transition Markers</b>	<ul style="list-style-type: none"> <li>CI Proj. #1 <u>to partner</u></li> <li><b>Turn in Text Analysis #2</b></li> </ul>
March 16th	7	Models of Interpreting and Cognition, Part II	<b>Read Kelly (2004) Ch. 4: Fingerspelling</b> <b>Skim Patrie (2004) Gile's Effort Model</b>	<ul style="list-style-type: none"> <li>Return partner's CI Proj #1</li> </ul>
March 23rd	8	Scripts, Frames, Closure Skills, etc.	<b>Watch "The Cooperative Principle and the Grecian Maxims"</b> <a href="https://www.youtube.com/watch?v=a2xRipq9Xx8">https://www.youtube.com/watch?v=a2xRipq9Xx8</a> <b>Read Kelly (2004) Ch. 2, The Other Consumer (culture)</b> <b>Read Kelly (2004) Ch. 8, The Technology of Conversation</b>	<ul style="list-style-type: none"> <li>CI Proj #2 <u>to partner</u></li> <li><b>Turn in CI Proj #1</b></li> </ul>
March 30th	9	Midterm	<b>Read Kelly (2004) Ch. 10, How to Improve an ASL-to-English Interpretation</b>	<ul style="list-style-type: none"> <li>Return partner's CI Proj. #2</li> </ul>
April 6th	10	Spring Break		
April 13th	11	Demand/Control Schema	<b>Read Dean and Pollard (2001)</b>	<ul style="list-style-type: none"> <li><b>Turn in CI Proj. #2</b></li> </ul>
April 20th	12	Teaming (DI, too) and Pre-Conferencing	<b>Read Kelly (2004) Ch. 1</b>	<ul style="list-style-type: none"> <li>CI Proj. #3, Part I and ThinkAloud <u>to GoReact</u></li> </ul>
April 27th	13	Monitoring (self and team)	<b>Read Kelly (2004) Ch. 5 and 6</b> <b>Eng and ASL</b>	<ul style="list-style-type: none"> <li>Review partner's CI Proj. #3 during the week</li> <li><b>Turn in CI Proj. #3 Final (Part II target text&amp;ThinkAloud, and paper)</b></li> </ul>
May 4th	14	Deaf/Blind Consumers Note-Taking	<b>Read Patrie (2004) Note-Taking and Analysis</b>	<ul style="list-style-type: none"> <li>CI Proj. #4, Part I and ThinkAloud <u>to GoReact</u></li> </ul>

DATE		CLASS TOPICS	READ BEFORE CLASS	TURN IN BEFORE CLASS
May 11th	15	Review	Review	<ul style="list-style-type: none"> <li>Review partner's CI Proj #4 during the week</li> <li><b>Turn in CI Proj. #4 Final (Part II target text&amp;ThinkAloud, and paper)</b></li> </ul>
May 19th	16	Final Exam		<ul style="list-style-type: none"> <li>Final Paper</li> </ul>