

Syllabus

CCBC Fall 2014
INTR 220
CRN: 92773

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

Interpreter Preparation
Section C1A
ARTS 311

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
- 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

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:** 4 paraphrasing projects, 7 interpreting projects, midterm, final examination, 10 Discussion Board responses
- 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.

Activity	Points Possible	Approx. Percent.
Discussion Board participation (5 points each)	50	15%
Paraphrasing Projects (Intra- and Inter-lingual) (10 points each)	40	10%
Interpreting Projects (20 points each)	140	40%
Contribution Points	20	5%
Midterm	50	15%
Final exam	50	15%
Total:	350	

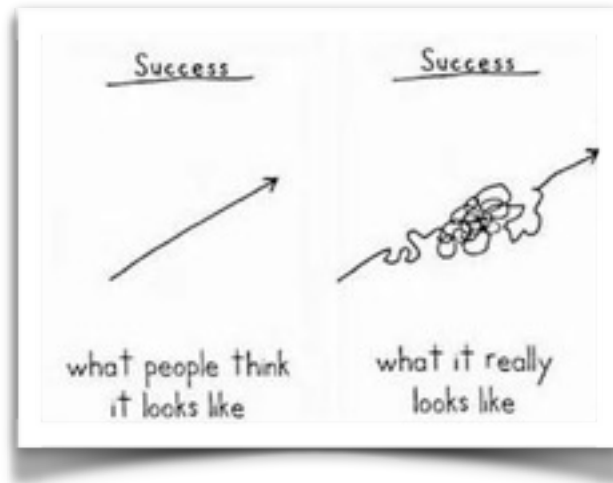
Point Range	Percentage	Letter Grade
322-350	92-100%	A
294-321	84-91%	B
262-293	75-83%	C
234-261	67-74%	D
Below 233	Below 66%	F

VI. Course Procedures

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

E. 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



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.



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tentative course schedule - subject to change

DATE	CLASS TOPICS	READ BEFORE CLASS	TURN IN BEFORE CLASS
Sept 1st	0 Labor Day, No Class		
Sept 8th	1 Introductions and Syllabus	Familiarize yourself with our course Blackboard	<ul style="list-style-type: none"> Responses to Course Welcome on Blackboard
Sept 15th	2 Models of Interpretation and Cognition (Colonomos, Cokely, Gish, Gile)	Scan Kelly (2004), Chapter 1 and 2 Read Kelly Ch. 10, How to Improve an ASL-to-Eng Int.	<ul style="list-style-type: none"> Respond to reading questions on class Discussion Board (5pts)
Sept 22nd	3 Predicting and Listening for Meaning	Read Kelly, Ch. 3, Literal vs. Idiomatic Interpretation <u>Recommended (ec 3pts):</u> Complete Activities 3-1 and 3-2, pgs 29-30 Read Patrie, Ch. 3, The Listening Phase (Bb)	<ul style="list-style-type: none"> Paraphrase Project #1: Intralingual Analysis, English (10pts) Paraphrase Project #2: Intralingual Analysis, ASL (10pts) Discussion Board reading questions (5pts)
Sept 29th	4 Note-taking and Teaming	Read Kelly, Ch. 6, ASL Expansion Read Patrie, Ch. 4, Note-Taking and Analysis (Bb)	<ul style="list-style-type: none"> Project #3: Interlingual Analysis and Paraphrase, English (10pts) Project #4: Inter- An. and Pp, ASL (10pts) Discussion Board (5pts)
Oct 6th	5 Analyzing our work and Intentional Practice	Read Kelly, Ch. 5, Grammatical English Sentences Read Patrie "Error Categories" (Bb)	<ul style="list-style-type: none"> Int. Proj. #1: CI with Notes (20pts) Discussion Board reading questions (5pts)
Oct 13th	6 Fingerspelling Process Mediation	Read Kelly, Ch. 4, Fingerspelling <u>Recommended:</u> Complete Activities 4-1 and 4-3, pgs 44, 47	<ul style="list-style-type: none"> Int. Proj. #2: Error Analysis, ASL (20pts) Discussion Board (5pts)
Oct 20th	7 Register and Interpreter Role Space	Read Kelly, Ch. 7, Illocutionary force, Register, and Formulaic Elements Watch Gallaudet's videos on Academic ASL and DVD video with formulaic elements	<ul style="list-style-type: none"> Int. Proj. #3: Error Analysis of long Eng-to-ASL CI (20pts) Discussion Board (5pts)
Oct 27th	8 Midterm	Scan Meir (2010), Iconicity and Metaphor (Bb)	<ul style="list-style-type: none"> Midterm
Nov 3rd	9 Pre-conferencing, Choosing a consecutive approach	Read Dean and Pollard (2001), Demand-Control Schema (Bb)	<ul style="list-style-type: none"> Project #4: Warm CI, ThinkAloud ASL Source (20pts) Discussion Board (5pts)
Nov 10th	10 Chunking and Transition Markers	Read Kelly, Ch. 9, Transition Markers <u>Recommended (ec 3pts):</u> Complete Activities 9-1 and 9-2, pgs. 101-102	<ul style="list-style-type: none"> Project #5: Warm CI, Eng Source, ThinkAloud (20pts) Discussion Board (5pts)
Nov 17th	11 Prosody and Turn-Taking	Scan Kelly, Ch. 8, The Technology of Conversation Read Tannen, Conversational Styles (Bb)	<ul style="list-style-type: none"> Discussion Board (5pts)

DATE	CLASS TOPICS	READ BEFORE CLASS	TURN IN BEFORE CLASS
Nov 24th	12 Depiction	Scan Dudis (2002), Blends as a Discourse Strategy (Bb)	<ul style="list-style-type: none"> • Project #6: CI, ASL Source, Back Translation (20pts) • Discussion Board (5pts)
Dec 1st	13 Agent-Defocused Constructions	Reading TBA	<ul style="list-style-type: none"> • Project #7: CI, English Source, Back Translation (20pts) • Discussion Board (5pts)
Dec 8th	14 Review	Review	<ul style="list-style-type: none"> • Begin work on Final Project
Dec 15th	15 Final Exam	Bring final paper as ticket to enter for the final exam	<ul style="list-style-type: none"> • Final Project