

THE EFFECTIVE INTERPRETING SERIES

CONSECUTIVE INTERPRETING FROM ASL

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CONSECUTIVE INTERPRETING FROM ASL (3 CR)

Note to teachers:

This sample syllabus is for a 14-week, 3 credit semester and assumes class meetings of 3 hours per week either in one session, or two sessions of 90 minutes each or some other combination resulting in 45 contact hours. Feel free to adapt this to your needs including adding specific dates, additional assignments and more frequent evaluations. Insert your own contact information, office hours, grading policy, rubric, and other items as required by your department or university. All page numbers refer to the student study set, rather than the Teacher's Guide. Italicized sections of this syllabus are for the instructor and may be deleted or replaced with information specific to your needs.

Week 14 is intentionally left without content allow flexibility in scheduling or for the instructor to add other material and exercises related to the topic. This volume has a Five-Step Follow-up for some of the exercises as well as Study Questions for all of them. Ideally, this course is taught at the same time as Consecutive Interpreting from English using the corresponding volume in The Effective Interpreting Series.

Consecutive Interpreting from ASL (or any volume in The Effective Interpreting Series) may also be used for Independent Study for RID CMP CEU's. Just contact Carol Patrie, or another approved CMP sponsor to get started. This syllabus can serve as a framework for independent study.

COURSE DESCRIPTION

This three-credit course focuses on developing consecutive interpreting skills from American Sign Language (ASL) to spoken English. Review units on intralingual skills and translation are included. Other course topics include fidelity, comprehension, memory, reformation, self-monitoring and repair techniques. The course is built on readings, discussion, practice and self-analysis. This course is designed for interpreting students who have already mastered translation to and from ASL, and its prerequisite skills.

This course can be taken concurrently with *Consecutive Interpreting from English* and prior to *Simultaneous Interpreting*. This syllabus can be used for earning CEUs.

Required Text and materials

Text: Patrie, C. J. (2016). *The Effective Interpreting Series: Consecutive Interpreting From ASL*. DawnSignPress. San Diego.

Each student must also have:

- Access to a video recording device and high-speed internet
- A way to store video recordings
- Access to a computer and printer for completing assignments
- Headset or microphone that will allow you to speak quietly while rendering consecutive interpretations during class time.

COURSE OBJECTIVES

- 1) Demonstrate intralingual skills as they relate to consecutive interpreting.
- 2) Demonstrate translation skills from ASL to English.
- 3) Detail the history and uses of consecutive interpreting
- 4) Define and use terminology related to consecutive interpreting
- 5) Develop consecutive interpreting skills from ASL to English.
- 6) Employ strategies for self-monitoring and correction.

Grading:

Teachers can devise grading systems to include:

Completion of assignments

Completion of work by due date

Assessments can be administered every two weeks or less frequently, as desired.

Assessments should ideally fall into two categories.

Skill

Knowledge

Instructors can request that students keep a journal reflecting on their progress in the course and submit the journal weekly or bi-weekly to help the instructor gauge progress and understanding.

Instructors can have students review the longest exercise in each unit and assign grades to themselves along with a rationale for the decision. This approach allows instructors to see how students are thinking about the work and offer guidance accordingly.

WEEKLY SCHEDULE

Course overview

WEEK 1

- 1) Introductions
- 2) Review the syllabus, course schedule, expectations and communication policies.
- 3) How to access the online video library for this course.
- 4) How to:
 - a. do the exercises and how to submit them
 - b. use the tracking sheet
 - c. complete the Five-Step Follow-up
 - d. Determine how you will record your reflections during this course. The language used for reflections is determined in agreement with your instructor. Plan to make an entry into your journal at least once per week.
 - i. In ASL and stored on video or
 - ii. In written English using Word.
 - e. Your instructor may check your reflections journal from time to time but you are the main beneficiary of this activity as you begin developing a reflective practice.
- 5) Class Activity:
 - a. Discussion of *How to Use this Book*.
 - b. Get acquainted with how to complete the exercises in this course.
 - c. As a preview: teacher demonstration of the first instance of consecutive interpreting practice in this volume, Ex. 3.1 “Baby Jessica and the Well” (p. 92).
- 6) Homework:
 - a. Read *Preface* and *How to Use this Book*.
 - b. Read *Introduction to Consecutive Interpreting*.
 - c. Read Unit 1 *Intralingual Exercises*.
 - d. Prepare reflections journal.

WEEKLY SCHEDULE

Unit 1: Introduction to Consecutive Interpreting

WEEK 2

- 1) Welcome, warm-up and class preview.
- 2) Lecture and discussion on *Preface* and *Introduction to Consecutive Interpreting*
 - a. What is consecutive interpreting?
 - b. When is it used and who can use it?
 - c. Terminology for this course
 - d. Competencies related to consecutive interpreting
 - e. Gile's model of consecutive interpreting.
- 3) Class Activity
 - a. Questions about your reflections journal.
 - b. Intralingual Exercises 1.1. Small group work. (Four people: two who will converse with each other, one "interpreter" and one observer who will record the exercise.) The person who is acting as the "interpreter" should have their work video recorded for later analysis.
 - c. Exercise 1.2 Short Consecutive with Monologic Material. (Four people: two who will converse with each other, one "interpreter" and one observer who will record the exercise.) The person who is acting as the "interpreter" should have their work video recorded for later analysis.
 - d. Discussion of group activity on Ex. 1.1 and 1.2.
- 4) Homework:
 - a. Re-read *How to use this Book* and *Introduction to Consecutive Interpreting*
 - b. Answer the study five questions in the *Introduction to Consecutive Interpreting unit*. Submit as directed.
 - c. Answer study questions for Exercises 1.1, 1.2 and submit as directed.
 - d. Re-read Unit 1 *Intralingual Exercises*.

WEEKLY SCHEDULE

Unit 1: Intralingual Exercises

WEEK 3

- 1) Welcome, warm-up and class preview.
- 2) Discussion of Ex 1.1 and Ex 1.2.
- 3) Students provide summaries of terminology related to consecutive interpreting.
- 4) Students provide summaries of competencies in consecutive interpreting.
 - a. Class Activity: Exercise 1.3 Exercise (Four people: two who will converse with each other, one “interpreter” and one observer who will video record the exercise.) The person who is acting as the “interpreter” should have their work video recorded for later analysis.
- 5) Homework:
 - a. Answer all of the Study Questions for Ex. 1.1, 1.2 and 1.3 and submit as directed.
 - b. Complete the tracking sheet
 - c. Reflections journal - include successes, challenges and question.
 - d. Read Unit 2 *Translation Review and Bridging to Consecutive Interpreting*.

WEEKLY SCHEDULE

Unit 2: Translation Review and Bridging to Consecutive Interpreting

WEEK 4

- 1)** Welcome, warm-up and class preview.
- 2)** Check comprehension of Unit 1 and review as needed.
- 3)** Discussion:
 - a.** How Interpreters Benefit from Translation Skills Development
 - b.** Bridging from Translating to Consecutive Interpreting
 - c.** Steps in the Translation Process (Comprehension, Transfer and Reformulation)
- 4)** In-Class Activity: Exercise 2.1 Individual recordings of “How to Make Pizza Soup” (p. 62).
- 5)** Discussion of activity
- 6)** Homework:
 - a.** Answer Study Questions for Ex. 2.1 and submit as directed.
 - b.** Complete all parts of Ex. 2.2 “Super Heroes” (p. 64)
 - c.** Reflections journal - include successes, challenges and questions.
 - d.** Re-read Unit 2.

WEEKLY SCHEDULE

Translation Review and Bridging to Consecutive Interpreting

WEEK 5

- 1) Welcome, warm-up and class preview.
- 2) Students present summaries of important points in this unit.
- 3) Discussion of answers to Study Questions for Ex. 2.1 and 2.2.
- 4) Compare and contrast student translations.
- 5) Activity:
 - a. Work in pairs to create first draft translation for Ex. 2.3 “Managing Chronic Illness” (p. 67)
 - i. Discuss translations.
 - b. Work in pairs to create first draft translation of Ex. 2.4 “Gardening at the School for the Deaf” (p. 70)
 - i. Discuss translations.
- 6) Homework:
 - a. Revise translations for Ex. 2.3 and 2.4 and answer Study Questions for these two exercises.
 - b. Complete first draft translation of Ex. 2.5 “Creamy Potato Soup” (p. 73).
 - i. Answer all Study Questions for Ex. 2.5
 - ii. Assign yourself a grade for Ex. 2.5 and explain your reasoning. Submit as directed.
 - c. Submit work as directed
 - d. Reflections journal - include successes, challenges and questions.
 - e. Tracking sheet.
 - f. Read Unit 3 *Fidelity in Interpretation*.

WEEKLY SCHEDULE

Unit 3: Fidelity in Interpretation

WEEK 6

- 1)** Welcome, warm-up and class preview.
- 2)** Lecture and discussion
 - a.** Positive Aspects of the Interpretation
 - b.** Error Categories
 - c.** Determining the Seriousness of the Error
 - d.** Describing an Audience
- 3)** Activity: Individual recordings of Ex.3.1 “Baby Jessica and the Well” (p. 92)
 - a.** Discussion of difference between translating and consecutively interpreting this passage.
 - b.** Work in pairs to provide feedback and suggestions on interpretations. Focus on using terminology and concepts related to fidelity.
- 4)** Homework
 - a.** Answer Study Questions for Ex. 3.1 and do the Follow-up.
 - b.** Complete Ex. 3.2 “Flag Football” (p. 99) and 3.3 “Remodeling the Living Room” (p. 103) including Follow-up for each.
 - c.** Assign yourself a grade for Ex. 3.3 and explain your reasoning. Submit as directed.
 - d.** Reflections journal - include successes, challenges and questions.

WEEKLY SCHEDULE

Unit 3: Fidelity in Interpretation

WEEK 7

- 1) Welcome, warm-up and class preview.
- 2) Questions and comments about Ex. 3.2 and 3.3 using the Five-Step Follow-up
 - a. How do you determine if your work is equivalent?
- 3) Student-led review of the topic of fidelity.
 - a. What is fidelity and why is it important?
- 4) Activity:
 - a. Work in pairs to exchange and discuss interpretations for Exercise 3.2
- 5) In-class midterm assessment Units 1-3
 - a. Knowledge
 - b. Skills: Complete all portions of Ex. 3.4 “Surfing Experience” (p. 108.) and submit as directed.
- 6) Homework:
 - a. Read Unit 4.
 - b. Assign yourself a grade for Ex. 3.4 and explain your reasoning. Submit as directed.
 - c. Reflections journal - include successes, challenges and questions. Complete tracking sheet.

WEEKLY SCHEDULE

Unit 4: Comprehension

WEEK 8

- 1)** Welcome, warm-up and class preview.
- 2)** Discussion of in-class midterm Assessment Units 1-3
 - a.** Knowledge
 - b.** Skills: Ex. 3.4 “Surfing Experience” (p. 108).
 - c.** Compare interpretations to obtain ideas and suggestions from colleagues, focusing on terminology and concepts related to fidelity.
- 3)** Discussion
 - a.** Gile’s Effort Model of Consecutive Interpreting.
 - b.** Comprehension
 - i.** Main Idea Identification
 - ii.** Key words
 - iii.** Summarizing
- 4)** Homework:
 - a.** Re-read Unit 4.
 - b.** Complete all parts of Ex. 4.1 “Driving to Work” (p. 122) and submit as directed.
 - c.** Reflections journal

WEEKLY SCHEDULE

Unit 4: Comprehension

WEEK 9

- 1) Welcome, warm-up and class preview.
- 2) Student-led review of main concepts in Unit 4.
- 3) Discuss application of Gile's Effort Model of CI in homework assignments.
- 4) Activity:
 - a. Individual recordings of Ex. 4.2 "Comic-Con" (p. 126)
 - b. Work in pairs to discuss Study Questions and possible answers to Follow-up.
 - c. Individual recordings of Ex. 4.3 "Michael Jordon's Secret (p. 130)
 - d. Work in pairs to discuss Study Questions and possible answers to Follow-up.
- 5) Homework:
 - a. Complete all parts of Ex. 4.4 "ALL for Deaf Children" (p. 134) and submit as directed.
 - b. Assign yourself a grade for Ex. 4.4 and explain your reasoning. Submit as directed.
 - c. Reflections journal - include successes, challenges and questions.
 - d. Tracking sheet
 - e. Read Unit 5.

WEEKLY SCHEDULE

Unit 5: Memory

WEEK 10

- 1)** Welcome, warm-up and class preview.
- 2)** Discussion of homework assignment Ex. 4.4
- 3)** Instructor-led discussion on Unit 5
 - a.** Memory
 - b.** Storing Information
 - c.** Retrieving Information
- 4)** Activity:
 - a.** Record Ex. 5.1 “Stuck in the Mud” (p. 144)
 - b.** Record Ex. 5.2 “How to Make White Enchiladas” (p. 148)
 - c.** Group discussion of challenges and successes
- 5)** Homework:
 - a.** Complete Study Questions and Follow-up for Ex. 5.1 and 5.2.
 - b.** Complete all portions of Ex. 5.3 “Memories of South Africa” (p 152)
 - c.** Assign yourself a grade for Ex. 5.3 and explain your reasoning. Submit as directed.
 - d.** Submit exercises as directed
 - e.** Reflections journal - include successes, challenges and questions.
 - f.** Tracking sheet.
 - g.** Read Unit 6.

WEEKLY SCHEDULE

Unit 6: Reformulation

WEEK 11

- 1) Welcome, warm-up and class preview.
- 2) Discussion of successes, challenges and questions related to Ex. 5.3 “Memories of South Africa” (p. 152)
- 3) Student-led discussions of topics in Unit 5.
- 4) Instructor-led discussion of Reformulation
 - a. Finding the gist
 - b. Reformulating the locations of actors and objects.
 - c. Illocutionary force
 - d. Reformulating at the word level
- 5) Activity
 - a. As a group – watch Ex. 6.1” Wi-Fi and Hotspots” (p. 165) and discuss the first study question.
 - b. Individual recordings of Ex. 6.1 and time to work on Study Questions
 - c. Discussion of challenges and successes.
 - d. Discussion of application of this week’s topics as they relate to this exercise.
- 6) Homework:
 - a. Complete all portions of Ex. 6.2 “Matthew and the Alarm” (p. 169) and submit as directed.
 - b. Complete all portions of Ex. 6.3 “Audism” (p.174) and submit as directed.
 - c. Assign yourself a grade for Ex. 6.3 and explain your reasoning. Submit as directed.
 - d. Reflections journal - include successes, challenges and questions.
 - e. Tracking sheet.
 - f. Read Unit 7.

WEEKLY SCHEDULE

Unit 7: Self-Monitoring and Correction

WEEK 12

- 1)** Welcome, warm-up and class preview.
- 2)** Discussion of successes, challenges and questions related to Ex. 6.3 “Audism” (p.174).
- 3)** Instructor led discussion:
 - a.** Factors in self-monitoring
 - b.** Accuracy and intelligibility
 - c.** Commenting on your own work
 - d.** Preserving illocutionary force
 - e.** Fillers and repetitions
 - f.** Shifting attention to accuracy while interpretation is ongoing
 - g.** Making repairs in real time
- 4)** Activity
 - a.** Instructor demonstration of consecutive interpretation of Ex. 7.1 “How to Make Chicken Cutlets” (p. 186). Instructor can intentionally make errors and repairs while continuing to interpret. Instructor demonstrates use of Part One and Part Two of self-analysis.
 - b.** Students record Ex. 7.1 - Do Part One of Study Questions before reviewing the work. Then do Part Two.
 - c.** Discussion of successes and difficulties in detecting errors in real time and correcting them.
 - d.** Discuss the differences between Part One and Part Two responses.
- 5)** Homework:
 - a.** Re-read Unit 7
 - b.** Complete Ex. 7.1 and submit as directed.
 - c.** Complete all parts of Ex. 7.2 “Trip to Denmark” (p.192) and submit as directed.
 - d.** Complete all parts of Ex. 7.3 “Wrestling” (p. 199) and submit as directed.
 - e.** Assign yourself a grade for Ex. 7.3 and explain your reasoning. Submit as directed.
 - f.** Reflections journal - include successes, challenges and questions.

WEEKLY SCHEDULE

Unit 7: Self-Monitoring and Correction and course review

WEEK 13

- 1) Welcome, warm-up and class preview.
- 2) Discussion of successes, challenges and questions related to Ex. 7.3 “Wrestling” (p. 199).
- 3) Student-led review of *Introduction to Consecutive Interpreting* and Units 1 – 7.
Instructor will assign topics to individual students in advance. Students may work in pairs and use PowerPoint presentations.
- 4) Homework:
 - a. Complete and submit any assignments not yet submitted.
 - b. Tracking sheets
 - c. Final reflection paper – parameters and guidance provided by instructor.
 - d. Assign yourself a grade for this course and explain your reasoning. Submit as directed.

WEEKLY SCHEDULE

Wrap Up

WEEK 14

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If you have questions or would just like to talk about using EIS, contact
Carol Patrie at **effectiveinterpretingseries@gmail.com**



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