

THE EFFECTIVE INTERPRETING SERIES

CONSECUTIVE INTERPRETING FROM ENGLISH

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CONSECUTIVE INTERPRETING FROM ENGLISH ASL (3 Cr)

Note to teachers:

This sample syllabus is for a 14-week, 3 credit semester course 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, rubrics, 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 to 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 ASL using the corresponding volume in The Effective Interpreting Series.

Consecutive Interpreting from English (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 English to American Sign Language (ASL). 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 English, and its prerequisite skills. This course can be taken concurrently with Consecutive Interpreting from ASL and prior to Simultaneous Interpreting to or from English.

This syllabus can also be used by working interpreters wishing to earn CEUs.

Required Text and materials

Text: Patrie, C. J. (2004). *The Effective Interpreting Series: Consecutive Interpreting from English*. 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 that will allow you to listen to English source materials while rendering consecutive interpretations during class time.

COURSE OBJECTIVES

- 1) Demonstrate intralingual skills as they relate to consecutive interpreting.
- 2) Detail the history and uses of consecutive interpreting
- 3) Define and use terminology related to consecutive interpreting
- 4) Discuss types of errors in interpreting
- 5) Describe Gile's Model of Consecutive Interpreting
- 6) Explain the listening and note-taking in consecutive interpreting
- 7) Detail the role of memory and reformulation in consecutive interpreting.
- 8) Develop consecutive interpreting skills from English to ASL.
- 9) Employ strategies for self-monitoring and correction.
- 10) Reflect on one's own interpreting process.
- 11) Analyze one's own interpretations and find specific ways to improve.

Grading:

Teachers can devise grading systems and rubrics 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 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 or English 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 an example of consecutive interpreting, Ex. 2.2 “Captown Sound” (p. 59).
- 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. Getting started with your reflections journal.
 - b. Intralingual Exercise 1.1. "Monologue" Short Consecutive (p. 34)
 - i. Demonstrate intralingual exercise with entire group.
 - ii. 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. Ex. 1.2 "Monologic" Short Consecutive with Contextualized Information (p. 36).
 - i. Four people: two of whom 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. This is an intralingual exercise, not an interpreting exercise. Read the directions carefully.
 - d. Group discussion of Ex. 1.1 and 1.2.
- 4) Homework:
 - a. Re-read *How to use this Book* and *Introduction to Consecutive Interpreting*
 - b. Answer the five study questions in the *Introduction to Consecutive Interpreting* unit. Submit as directed.
 - c. Write a short essay explaining Gile's Model of Consecutive Interpreting. (Rubric provided by instructor)
 - d. Answer study questions for Exercises 1.1, 1.2 and submit as directed.
 - e. 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 review of terminology related to consecutive interpreting. Instructors may grade student presentations according to instructor prepared rubric, which is given to students in advance.
- 4)** Students provide review of competencies in consecutive interpreting.
- 5)** Class Activity: Exercise 1.3 “Dialogue” (p. 38) 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.
 - a.** Group discussion of Ex. 1.3.
- 6)** Homework:
 - a.** Answer the Study Questions for Ex. 1.3 and submit as directed.
 - b.** Complete the tracking sheet
 - c.** Reflections journal - include successes, challenges and questions.
 - d.** Read “Unit 2 Errors in Interpretation”.
 - e.** Complete all portions of Ex. 2.2 “Captown Sound” (p. 59).

WEEKLY SCHEDULE

Unit 2: Errors in Interpretation

WEEK 4

- 1)** Welcome, warm-up and class preview.
- 2)** Check comprehension of Unit 1 and review as needed.
- 3)** Lecture discussion and demonstration:
 - a.** Error categories
 - b.** Determining seriousness of the error
 - c.** Describing an audience
- 4)** Class Activity:
 - a.** Discussion of Ex. 2.2 including how to do the Five-Step Follow-Up
- 5)** Homework:
 - a.** Complete all portions of Ex. 2.1 “Newspaper Layout” (p. 52) and submit as directed.
 - b.** Reflections journal - include successes, challenges and questions.
 - c.** Re-read Unit 2.

WEEKLY SCHEDULE

Unit 2: Errors in Interpretation (continued)

WEEK 5

- 1) Welcome, warm-up and class preview.
- 2) Students present review of Units 1 and 2. Instructors may grade student presentations according to instructor prepared rubric, which is given to students in advance.
- 3) Discussion of Ex. 2.1 and Ex. 2.2, including Study Questions and Follow-Up.
- 4) Class Activity:
 - a. Work in pairs to review Ex. 2.3 “My Big Move” (p. 64) and discuss options for interpreting the passage.
 - b. Create individual recordings of Ex. 2.3.
 - c. Discussion of Ex. 2.3
 - d. In-class quiz on theoretical information presented so far.
- 5) Homework:
 - a. Answer all Study Questions and Follow-Up for Ex. 2.3 and submit as directed.
 - b. Re-do any Exercises from Unit 1 or 2 as needed.
 - c. Reflections journal - include successes, challenges and questions.
 - d. Tracking sheet.
 - e. Read Unit 3 *The Listening Phase*.

WEEKLY SCHEDULE

Unit 3: The Listening Phase

WEEK 6

- 1)** Welcome, warm-up and class preview
- 2)** Questions related to assignments, if any.
- 3)** Lecture and discussion
 - a.** The listening phase
 - b.** Main idea identification
 - c.** Key words
 - d.** Summarizing
- 4)** Class Activity:
 - a.** Individual recordings of Ex. 3.1 “Shoveling Snow” (p. 75).
 - b.** Discussion of Ex. 3.1 Consider options provided by others in the class.
 - c.** Work in pairs to provide feedback and suggestions on interpretations.
 - d.** Work in pairs or small group to begin Ex. 3.2 “Sailing” (p. 77). Discuss answers to Study Questions 1 – 4.
- 5)** Homework
 - a.** Complete consecutive interpretation for Ex. 3.2 (Study Question 5).
 - b.** Complete Follow-Up for Ex. 3.2 and submit your interpretation and Follow-Up as directed.
 - c.** Reflections journal - include successes, challenges and questions.
 - d.** Tracking sheet

WEEKLY SCHEDULE

Unit 3: The Listening Phase (continued) Midterm

WEEK 7

- 1) Welcome, warm-up and class preview.
- 2) Student-led review of Units 1, 2, 3 Instructors may grade student presentations according to instructor prepared rubric, which is given to students in advance.
- 3) Questions and comments about Ex. 3.1 and Ex. 3.2 and using the Five-Step Follow-Up
 - a. How do you determine if your work is equivalent?
- 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: Instructor may choose an English selection from another volume of *The Effective Interpreting Series* and use that source material for an assessment of consecutive interpreting skill or may use Ex. 3.3 “Planning Children’s Liturgy” (p. 83) as a midterm assessment.
- 6) Homework:
 - a. Complete all portions of Ex. 3.3 “Planning Children’s Liturgy” (p. 83) and submit as directed.
 - b. Assign yourself a grade for Ex. 3.3 and explain your reasoning. Submit as directed.
 - c. Assign yourself a grade for the course so far and submit it along with your reasoning.
 - d. Reflections journal - include successes, challenges and questions.
 - e. Complete tracking sheet.
 - f. Read Unit 4.

WEEKLY SCHEDULE

Unit 4: Note-Taking and Analysis

WEEK 8

- 1)** Welcome, warm-up and class preview.
- 2)** Warm-up activity
 - a.** Working in small groups or pairs discuss interpretations from Unit 3, to obtain ideas and suggestions from colleagues, focusing on terminology and concepts related to fidelity.
 - b.** Work in pairs to discuss each other's interpretations, make suggestions and note options.
 - c.** Group discussion of take-aways from pair discussions
- 3)** Discussion and demonstration of Unit 4 topics
 - a.** Note-taking
 - b.** Analysis
 - c.** Temporal relationships
 - d.** Spatial relationships
 - e.** Logical relationships
- 4)** Activity
 - a.** Complete Ex. 4.1 "Flat Tire" (p. 101) individually
 - b.** Work in pairs to discuss interpretations of Ex. 4.1 and exchange ideas.
 - c.** Work in pairs or small groups to review and analyze Ex. 4.2 "Directions to My Office". (p. 103). Draw a map to help form a basis for your interpretation. Discuss other aspects of the source message that may be difficult.
- 5)** Homework:
 - a.** Re-read Unit 4.
 - b.** Complete all portions of Ex. 4.1 and 4.2 if you have not already done so.
 - c.** Reflections journal

WEEKLY SCHEDULE

Unit 4: Note-Taking and Analysis (continued)

WEEK 9

Welcome, warm-up and class preview.

- 1)** Student-led review of main concepts in Unit 4.
- 2)** Discuss application of Gile's Effort Model of CI in homework assignments.
- 3)** Activity:
 - a.** Individual recordings of Ex. 4.3 "Making Chicken Fajitas" (p. 108)
 - b.** Work in pairs to discuss Study Questions and possible answers to Follow-Up.
- 4)** Homework:
 - a.** Complete all parts of Unit 4 exercises that have not yet been completed
 - b.** Submit Ex. 4.3 after completing all portions of it and assign yourself a grade and explain your reasoning. Submit as directed.
 - c.** Reflections journal - include successes, challenges and questions, include your take-aways from this course so far or respond to the prompts provided by your instructor.
 - 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. 4.3
- 3)** Instructor-led discussion on Unit 5
 - a.** Memory
 - b.** Storing Information
 - c.** Retrieving Information
- 4)** Activity:
 - a.** Record Ex. 5.1 “The Phone Call” (p. 120).
 - b.** Record Ex. 5.2 “Bathing the Dog” (p. 122).
 - c.** Group discussion of challenges and successes
 - d.** Work in pairs to preview and analyze Ex. 5.3 “Big Grandma” (p. 127).
 - e.** Create an outline to form the foundation for your interpretation.
 - f.** Group discussion of outlines and concepts.
- 5)** Homework
 - a.** Complete Study Questions and Follow-up for Ex. 5.1 and 5.2 and submit as directed.
 - b.** Complete all portions of Ex. 5.3 “Big Grandma” (p. 127).
 - c.** Assign yourself a grade for Ex. 5.3 and explain your reasoning. Submit as directed.
 - d.** Reflections journal - include successes, challenges and questions or respond to prompts provided by your instructor.
 - e.** Tracking sheet.
 - f.** Read Unit 6.

WEEKLY SCHEDULE

Unit 6: Reformulation

WEEK 11

- 1) Welcome, warm-up and class preview.
- 2) Student-led review of topics in Unit 5.
- 3) Discussion of successes, challenges and questions related to Ex. 5.3 “Big Grandma” (p. 127).
- 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 “Three Introductions” (p. 138). Individually render the interpretations and then respond to the study questions in group discussion format.
 - b. Discussion of application of this week’s topics as they relate to this exercise.
 - c. Work in pairs to analyze Ex. 6.2 “Autobiography” (p. 143). Look up any information you may need to complete your understanding. Create an outline to form the basis for your interpretation. Work together to create equivalence on as much of the selection as time permits.
- 6) Homework:
 - a. Complete Follow-up for Ex. 6.1.
 - b. Complete all portions of Ex. 6.2 “Autobiography” (p. 143) and submit as directed.
 - c. Complete all portions of Ex. 6.3 “Fusion Cooking” (p. 148) and submit as directed.
 - d. Assign yourself a grade for Ex. 6.3 and explain your reasoning. Submit as directed.
 - e. Reflections journal - include successes, challenges and questions or respond to prompts provided by your instructor.
 - f. Tracking sheet.
 - g. Read Unit 7.

WEEKLY SCHEDULE

Unit 7: Monitoring and Correction

WEEK 12

- 1)** Welcome, warm-up and class preview.
- 2)** Student-led review of Units, 4, 5, and 6. Instructor will assign topics to specific students and provide a rubric.
- 3)** Discussion of successes, challenges and questions related to 6.3 “Fusion Cooking” (p. 148).
- 4)** 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
- 5)** Activity
 - a.** Instructor demonstration of consecutive interpretation of Ex. 7.1 “Directions to My Office” (p.158). Instructor can intentionally make errors and repairs while continuing to interpret”.
 - b.** Individual student recordings of Ex. 7.1 “Directions to My Office” (p. 158).
 - c.** Discussion of successes and difficulties in detecting errors in real time and correcting them.
- 6)** Homework:
 - a.** Re-read Unit 7
 - b.** Complete Ex. 7.1 and submit as directed.
 - c.** Complete all parts of Ex. 7.2 “My Hobby” (p. 163) and submit as directed.
 - d.** Reflections journal - include successes, challenges and questions.

WEEKLY SCHEDULE

Unit 7: Monitoring and Correction and Course Review

WEEK 13

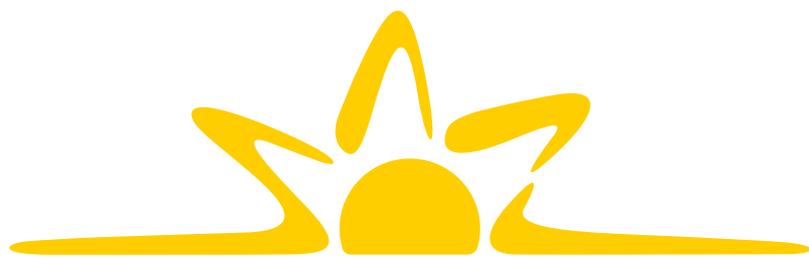
- 1)** Welcome, warm-up and class preview.
- 2)** Discussion of successes, challenges and questions related to Ex. 7.3 “How to Make Cheesecake” (p. 169).
- 3)** Student-led review of *Introduction to Consecutive Interpreting* and Units 1–7. Instructor will assign topics to individual students in advance. Students may work in pairs and use PowerPoint presentations.
- 4)** Homework
 - a.** Complete all parts of Ex. 7.3 “How to Make Cheesecake” (p. 169) and submit as directed.
 - b.** Assign yourself a grade for Ex. 7.3 and explain your reasoning. Submit as directed.
 - c.** Assign yourself a grade for the course. Explain your reasoning and submit as directed.
 - d.** Tracking sheets
 - e.** Final reflection paper – parameters and guidance provided by instructor.

WEEKLY SCHEDULE

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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