

# THE EFFECTIVE INTERPRETING SERIES

## SIMULTANEOUS INTERPRETING FROM ENGLISH

CAROL J. PATRIE



# SAMPLE SYLLABUS

## SIMULTANEOUS INTERPRETING FROM ENGLISH (3 CR)

*Note to instructors:*

*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, rubric, and other items as required by your department, university, or state.*

*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. Italicized portions of the Teacher's Guide are also for the instructor and do not appear in the student study set. Note that in the Teacher's Guide there are discussion questions provided for the instructor in each unit.*

*Lecture and discussion portions of each week can be arranged for optimal interaction according to the instructor's preferences. If you assign students to provide review sessions for the class, it is ideal to assign specific topics to specific students in advance. In some instances, prompts for the reflections journal are provided in this sample syllabus. Feel free to add your own prompts for reflections and discussions throughout.*

*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 English using the corresponding volume in The Effective Interpreting Series.*

*Simultaneous Interpreting from English (or any other volume in The Effective Interpreting Series) may also be used for Independent Study for RID CMP CEU's. Just contact Carol Patrie at [effectiveinterpretingseries@gmail.com](mailto:effectiveinterpretingseries@gmail.com) 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 English to ASL simultaneous interpreting skills. Course topics include a review of consecutive interpreting, “bridging,” sources of error, comprehension, transfer, reformulation and self-monitoring. The course is built on readings, discussion, practice and self-analysis and is designed for interpreting students or interpreters who have already mastered consecutive interpreting to and from ASL, and its prerequisite skills as found in *The Effective Interpreting Series: Consecutive Interpreting from ASL* and *The Effective Interpreting Series: Consecutive Interpreting from English*. This course can be taken concurrently with Simultaneous Interpreting from ASL.

This syllabus can also be used by working interpreters wishing to earn CEUs. Contact Carol Patrie at [effectiveinterpretingseries@gmail.com](mailto:effectiveinterpretingseries@gmail.com) or another approved sponsor.

## **Required Text and materials**

Text: Patrie, C. J. (2005). *The Effective Interpreting Series: Simultaneous 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 or microphone that will allow you to listen to the English source material.



# COURSE OBJECTIVES

- 1) Demonstrate consecutive interpreting skills working from English to ASL.
- 2) Demonstrate the ability to simultaneously interpret from English at “bridging speeds.”
- 3) Define terminology related to Simultaneous Interpreting.
- 4) Describe the competencies related to simultaneous interpreting.
- 5) Discuss the history of simultaneous interpreting
- 6) Describe and use Gile’s Effort Model of simultaneous interpreting.
- 7) Demonstrate the ability to simultaneously interpret from English to ASL for up to 15 minutes.
- 8) Identify sources of error in simultaneous interpreting.
- 9) Describe and demonstrate the importance of comprehension in simultaneous interpreting.
- 10) Improve strategies for self-monitoring and correction.
- 11) Strengthen self-analysis skills.
- 12) Increase your ability to reflect on your work while interpreting and after interpreting. Reflecting on your work is achieved through using the Five-step Follow-up to analyze your own work, leading to greater accountability and accuracy.

## **Grading:**

*Use this space to include your grading system for this course.*

*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 and getting acquainted.
- 2)** Review the syllabus, course schedule, expectations and communication policies.
- 3)** How to:
  - a.** Access the online video library for this course.
  - b.** Complete and submit assignments
  - c.** Use the tracking sheet
  - d.** Complete the Five-Step Follow-up
  - e.** 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.
  - f.** 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.
- 4)** Class Activity:
  - a.** Discussion of *How to Use this Book* including the Five-Step Follow-up
  - b.** Get acquainted with how to complete and submit the exercises in this course.
- 5)** Homework
  - a.** Review entire syllabus noting assignments and due dates.
  - b.** Read *Preface* and *How to Use this Book*.
  - c.** Read *Introduction to Simultaneous Interpreting*.
  - d.** Prepare reflections journal.

# WEEKLY SCHEDULE

## Introduction to simultaneous interpreting

### WEEK 2

- 1) Welcome, warm-up and class preview.
- 2) Lecture and discussion on *Introduction to Simultaneous Interpreting*
  - a. The History of Simultaneous Interpreting
  - b. Interpreting Research
  - c. Interpreting Expertise
  - d. Terminology
  - e. Models of Interpretation (Emphasis on Gile's model for this course)
  - f. Competencies in Interpreting
  - g. Linguistic Competencies
- 3) Class activity
  - a. Compare and contrast models of interpreting. (Note that some models, like Gile's are for teaching purposes, while others attempt to describe the interpreting process.)
  - b. Work in pairs to review the Five-step Follow-up
  - c. Set up study groups for out-of-class support.
- 4) Homework
  - a. Contact the member(s) of your study group to check that contact information is correct and set up a time to meet.
  - b. What are the competencies interpreters must have? Why are interpersonal competencies important? Write a short, well organized essay of no more than two pages to answer these questions and submit as directed.
  - c. Re-read *Introduction to Simultaneous Interpreting*.
  - d. Read Unit 1 *Consecutive Interpreting*.

# WEEKLY SCHEDULE

## Unit 1: Consecutive Interpreting

### WEEK 3

- 1)** Welcome, warm-up and class preview. This is a review of information contained in *The Effective Interpreting Series: Consecutive Interpreting from English*.
- 2)** Lecture, demonstration and discussion topics
  - a.** Introduction to Consecutive Interpreting
  - b.** Consecutive Interpreting in Sign Language Interpreting
  - c.** Frequently Asked Questions
  - d.** Time Constraints in Consecutive Interpreting
  - e.** Gile's Effort Model of Consecutive Interpretation
- 3)** Class activity
  - a.** As a group, listen to Ex 2.1 "My Big Move" (p. 58)
    - i.** Identify possible challenges
    - ii.** Render interpretation
    - iii.** Compare and discuss possible interpretations with others in the group.
  - b.** Instructor demonstration of Ex. 1.1 "My Big Move" (p. 34)
  - c.** Students record Ex. 1.1 "My Big Move" (p. 34) paying close attention to being aware of stress levels.
  - d.** Work in pairs - Ex.1.2 "Preparing Chicken Fajitas" (p. 36)
    - i.** Discuss possible ASL interpretations with your partner
    - ii.** Record your individual interpretations
- 4)** Homework
  - a.** Complete study questions for Ex. 1.1, Ex. 1.2
  - b.** Listen to Ex. 1.3 "Big Grandma" (p. 38) and draw a map (not a concept map) of where the points of reference are located. Where is the road in relation to the points of reference? You can work with your study partner to create the map. Refer to the map to help visualize the information.
  - c.** Complete all portions of Ex. 1.3 "Big Grandma" (p. 38) and submit as directed. Bring your questions about this interpretation to the next class.
  - d.** Journal entries - focus on noting observing your stress levels.
  - e.** Complete all portions of Ex.1.4. "Fusion Cooking" and submit as directed.

# WEEKLY SCHEDULE

## Unit 1: Consecutive Interpreting (continued)

### WEEK 4

- 1) Welcome, warm-up and class preview
- 2) Students present a review of the topics in this unit
- 3) Class activity
  - a. Discussion of successes and challenges with Ex.1.3 “Big Grandma.”
  - b. Render second attempt of consecutive interpretation of Ex.1.3 “Big Grandma.”
  - c. Discussion of successes and challenges with Ex.1.4 “Fusion Cooking.”
  - d. Render second attempt of consecutive interpretation of Ex.1.4 “Fusion Cooking.”
  - e. Work in pairs or small groups to unpack Ex. 1.5 “My Hobby.”
  - f. Discuss successes and challenges with Ex.1.5 “My Hobby”
  - g. Work in pairs or small groups to unpack Ex. 1.6 “Sailing” (p.47) including terminology. Then share these ideas with the group for further discussion. Then work to determine which classifiers will be used at what point in the interpretation.
  - h. Render individual interpretations of Exercise 1.6 “Sailing” (p.47) either in class or for homework.
- 4) Homework:
  - a. Complete any exercises and study questions that you may not have completed yet and submit as directed.
  - b. Assign yourself a grade for message equivalence in Ex. 1.6. Justify your reasoning and submit as directed.
  - c. Re-record and submit specific exercise according to instructor directions.
  - d. Read Unit 2 *Bridging to Simultaneous Interpreting*.



# WEEKLY SCHEDULE

## Unit 2: Bridging to Simultaneous Interpreting

### WEEK 5

- 1)** Welcome, warm-up and class preview. Much of this class session will be spent in recording individual work in order to experience the difference between consecutive and bridging speeds. The exercises in this unit are the same as those in the previous unit, but presented here at a higher speed.
- 2)** Lecture, demonstration, and discussion of:
  - a.** What is ‘bridging’ and why is it important?
  - b.** Description of how this unit differs from Unit 1.
  - c.** Stress levels
  - d.** Processing time
  - e.** Self-monitoring
  - f.** Self-correction
- 3)** Class activity
  - a.** Discussion of the effect of increased speed of source material as compared to consecutively interpreting the same material.
  - b.** Individual work – record interpretations of the following three exercises and answer the brief study questions right after completing the interpretations. Take a few minute breaks between each exercise.
    - i.** Ex 2.1 “My Big Move” (p. 58)
      - 1.** Answer study questions.
    - ii.** Ex. 2.2 “Preparing Chicken Fajitas” (p. 60)
      - 1.** Answer study questions
    - iii.** Ex. 2.3 “Big Grandma” (p. 63)
      - 1.** Answer study questions.

# WEEKLY SCHEDULE

## Unit 2: Bridging to Simultaneous Interpreting (continued)

### WEEK 5

- c.** Group discussion of challenges and successes in managing bridging speeds so far.
- d.** Individual work - record interpretations of the following two exercises and answer the brief study questions right after completing the interpretations. Allow a break of a few minutes between each exercise.
  - i.** Ex. 2.4 “Fusion Cooking” (p. 66)
    - 1.** Answer study questions
  - ii.** Record Ex. 2.5 “My Hobby” (p. 70)
    - 1.** Answer study questions
- 4)** Homework:
  - a.** Re-read *Bridging to Simultaneous Interpreting*.
  - b.** Complete Ex. 2.6 (p.74) and submit as directed. Keep Gile’s Effort Model in mind.
  - c.** Complete tracking sheet
  - d.** Reflections on the bridging process.
  - e.** Look back over your work so far this semester on the following and assign yourself a grade for each. Explain your reasoning and submit as directed.
    - i.** Message equivalence in CI
    - ii.** Message equivalence in bridging
    - iii.** Answering study questions
    - iv.** Participating in discussions
    - v.** Reflections journal
    - vi.** Assigned readings
  - f.** Prepare for midterm instructor-prepared assessment, which could be take-home or in-class.
  - g.** Read Unit 3 *Sources of Error*

# WEEKLY SCHEDULE

## Unit 3: Sources of Error

### WEEK 6

- 1)** Welcome, warm-up and class preview.
- 2)** Lecture, demonstration, and discussion topics:
  - a.** Sources of Error
  - b.** Causes of Interpretation Errors
  - c.** Location of Error
  - d.** Types of Errors
- 3)** Class activity
  - a.** Discussion of Five-Step Follow-up
  - b.** Individual recordings of Ex. 3.1 “Introduction” Jamie Coronado (p.89).
  - c.** Discuss results of this first assignment in simultaneous and how to do the Five-Step Follow-up for this exercise.
- 4)** Homework: (Keep Gile’s Effort Model in mind for all assignments. Where are you using too much effort?)
  - a.** Complete Ex 3.2 “Childhood Mischief” (p.92)
    - i.** Allow yourself to preview this selection before interpreting it.
    - ii.** Complete study questions and Follow-up and submit as directed.
  - b.** Complete Exercise 3.3 “Creating Good Assignments” (p. 97)
    - i.** Do not preview this selection before interpreting it.
    - ii.** Complete study questions and Follow-up and submit as directed.
  - c.** Reflections journal
  - d.** Review all work to date to be sure it is complete. Re-do any interpretations that you would like to improve upon.
  - e.** Tracking sheet
  - f.** Read Unit 4 *Comprehension*

# WEEKLY SCHEDULE

## Unit 4: Comprehension

### WEEK 7

- 1) Welcome, warm-up and class preview.
- 2) Lecture and discussion
  - a. Main Idea Identification
  - b. Analysis of the Target Audience
- 3) Class activity
  - a. Instructor-provided activities on finding the main idea in spoken and written texts.
  - b. Discuss types of audiences for which interpreting could be required.
  - c. Demonstration and discussion of Ex. 4.1 “Trip to Hong Kong” (p. 112)
    - i. Carefully follow the instructions on page 112.
    - ii. Students record their own interpretations.
    - iii. Work with study partner to discuss challenges and successes.
    - iv. Work with a partner on the Five-Step Follow-up paying close attention to creating a specific action plan.
- 4) Homework: (Keep Gile’s Effort Model in mind for all assignments. Where are you using too much effort?)
  - a. Complete all portions of Ex. 4.2 “Installing a New Roof” (p. 117) and submit as directed.
  - b. Complete all portions of Ex. 4.3 “Encouraging Young Girls” (p. 120) and submit as directed.
  - c. Reflections journal – how has your interpreting improved as a result of the activities in this course so far? What are your biggest challenges right now?
  - d. Tracking sheet.
  - e. Read Unit 5 *Transfer*

# WEEKLY SCHEDULE

## Unit 5: Transfer

### WEEK 8

- 1)** Welcome, warm-up and class preview.
- 2)** Discussion of reflections for week 6 and 7. Share insights or new questions.
- 3)** Lecture, demonstration, and discussion topics:
  - a.** Transfer in Simultaneous Interpreting
  - b.** Meaning hypothesis
  - c.** Temporal relationships
  - d.** Spatial relationships
  - e.** Visualizing
  - f.** Apply these concepts to your own interpreting
- 4)** Class activity
  - a.** Ex. 5.1 “The Payroll Process” (p. 133)
    - i.** Prepare for this interpretation by researching what a payroll process could consist of. (This helps with hypothesis testing).
    - ii.** Students share their findings on how payroll processes can work.
    - iii.** Individual recordings of the interpretation.
    - iv.** Discussion of application of this week’s topics in this interpretation.
  - b.** Ex. 5.2 “Driving from San Diego to Tucson” (p. 138)
    - i.** Prepare for this interpretation by researching driving directions from San Diego to Tucson. (This helps with hypothesis testing).
    - ii.** Students share their findings on various driving routes.
    - iii.** Individual recordings of the interpretation.
  - c.** Discussion of application of this week’s topics in this interpretation.
  - d.** How did preparing for the ‘assignment’ help you?



# WEEKLY SCHEDULE

## Unit 5: Transfer (continued)

### WEEK 8

- 5)** Homework: (Keep Gile's Effort Model in mind for all assignments. Where are you using too much effort?)
  - a.** Complete the study questions and Follow-up for Ex.5.1 and 5.2 and submit along with the corresponding interpretation as directed.
  - b.** Complete Ex. 5.3 (Long) "Courage" (p. 142) including study questions
  - c.** Assign yourself a grade for Ex. 5.3 and explain your reasoning. Submit as directed.
  - d.** Reflections journal – describe your thoughts on using spatial, temporal and logical relations as a way to manage the interpreting process.
  - e.** Tracking sheet.
  - f.** Re-read Unit 5.

# WEEKLY SCHEDULE

## Unit 5: Transfer (continued)

### WEEK 9

- 1)** Welcome, warm-up and class preview. The activity for today will take the entire class period.
- 2)** Discussion of challenges and successes related to Ex. 5.3 “Courage” (p. 142)
  - a.** Divide the 63 lines of the transcribed source text and assign specific lines to small groups of two or three students. For example, Group A will work on lines 1 – 15.
  - b.** Work in pairs or small groups to exchange ideas about possible interpretations for the lines of the source text assigned to your group. Video record your solutions or transcribe using glosses.
  - c.** Pairs share their challenges and possible solutions with the group.
- 3)** Homework: (Keep Gile’s Effort Model in mind for all assignments. Where are you using too much effort?)
  - a.** Review the possible solutions presented in class and then simultaneously interpret Ex. 5.3 “Courage” (p. 142) again.
  - b.** Complete all study questions and follow-ups for this unit if you have not already done so.
  - c.** Reflections journal – write about your reactions to taking an in-depth look at individual sentences within a longer passage and discussing the transfer options with a classmate.
  - d.** Tracking sheet
  - e.** Read Unit 6 *Reformulation*

# WEEKLY SCHEDULE

## Unit 6: Reformulation

### WEEK 10

- 1) Welcome, warm-up and class preview
- 2) Lecture, demonstration and discussion topics
  - a. Finding the Gist
  - b. Reformulating the Location of Actors and Objects
  - c. Reformulating Specific Concepts and Relationships
  - d. Reformulating Illocutionary Force
  - e. Reformulating at the Word Level
  - f. How is reformulation different than transfer?
- 3) Class activity – this activity could require the entire class period.
  - a. Ex. 6.1 “The Criminal Justice System” (p. 152)
    - i. Work in pairs to research criminal justice systems. What would you do if you were preparing to interpret a lecture on this topic?
    - ii. Discover how state and federal systems may differ.
    - iii. With your partner, read the transcript of the source message and look up any words you may not fully know the meaning of or concepts you may not understand.
    - iv. Work with your partner to find the gist and summarize the passage.
    - v. With your partner, work to reformulate the passage into ASL using translation.
    - vi. After you have both studied the passage and worked out possible reformulations, play the source material and each of you record your simultaneous interpretations.
- 4) Homework: (Keep Gile’s Effort Model in mind for all assignments. Where are you using too much effort?)
  - a. Answer the study questions and complete the Follow-up for Ex.6.1
  - b. Complete all portions of Ex. 6.2 “How to Put in a Zipper” (p. 156)
  - c. Reflections journal- what are your thoughts on analyzing the message and working with another student to reformulate the message. How did this method of carefully analyzing and discussing the message benefit your interpretation?
  - d. Re-read Unit 6.

# WEEKLY SCHEDULE

## Unit 6: Reformulation (continued)

### WEEK 11

- 1) Welcome, warm-up and class preview.
- 2) Students summarize and review the topics for this unit.
- 3) What are some ways to prepare for a topic you are unfamiliar with?
- 4) Class activity
  - a. Work in pairs to discuss challenges in Ex. 6.2
  - b. What are some approaches to meeting those challenges?
  - c. Prepare to interpret “Bulbs in Your Garden” (p. 162) by working with one or two classmates to research how to plant bulbs. What hypothesis do you develop as a result of your preparation work?
  - d. Work in pairs or small groups to analyze the transcript for Ex. 6.3. Note words or concepts you do not understand and find information that will help you. Ask questions and practice interpreting sections that may be difficult for you.
  - e. Interpret Ex. 6.3 “Bulbs in Your Garden” (p. 162)
- 5) Homework: (Keep Gile’s Effort Model in mind for all assignments. Where are you using too much effort?)
  - a. Complete all portions of Ex. 6.3. paying close attention to the Follow-up.
  - b. Submit Ex. 6.3 according to your instructor’s directions.
  - c. Assign yourself a grade for Ex. 6.3 along with your justification and submit as directed.
  - d. Reflections journal. Think about the self-analysis work you have done on your simultaneous interpretations through the Five-Step Follow-up. Describe the value of learning more about your skills through self-analysis. What parts of analyzing your work are most difficult for you?
  - e. Tracking sheet
  - f. Read Unit 7 Self-Monitoring and Correction

# WEEKLY SCHEDULE

## Unit 7: Self-Monitoring and Correction

### WEEK 12

- 1) Welcome, warm-up and class preview
- 2) Lecture, demonstration and discussion topics:
  - a. Memory
    - i. Storing information
    - ii. Retrieving information
  - b. Self-Correction
  - c. Intelligibility
  - d. Volume (large enough signs)
  - e. Message Accuracy
  - f. Illocutionary Force
  - g. Fillers and Repetitions
  - h. Comments on your own work
- 3) Class activity
  - a. Demonstration: Instructor interprets Ex.7.1 “My Early Years” and demonstrates the effects of the types of errors discussed this week. (a. through h. above). Keep in mind that in this case ‘volume’ refers to producing signs that are large enough to be easily seen.
  - b. Discussion of the effects of factors such as commenting on your own work. How do these types of errors affect the audience?
  - c. Students work on Ex.7.1 and create their own recordings. Be sure to read the study questions first and respond to those that should be addressed before rendering the interpretation.
  - d. Work in pairs to discuss interpretations and exchange ideas.
- 4) Homework: (Keep Gile’s Effort Model in mind for all assignments. Where are you using too much effort?)
  - a. Complete all portions of Ex. 7.2. paying close attention to the Follow-up.
  - b. Submit Ex. 7.2 according to your instructor’s directions.
  - c. Assign yourself a grade for Ex. 7.2 along with your justification and submit as directed.
  - d. Reflections journal – respond to the prompts provided by your instructor.
  - e. Tracking sheet.



# WEEKLY SCHEDULE

## Self-Monitoring and Correction (Continued and course wrap up)

### WEEK 13

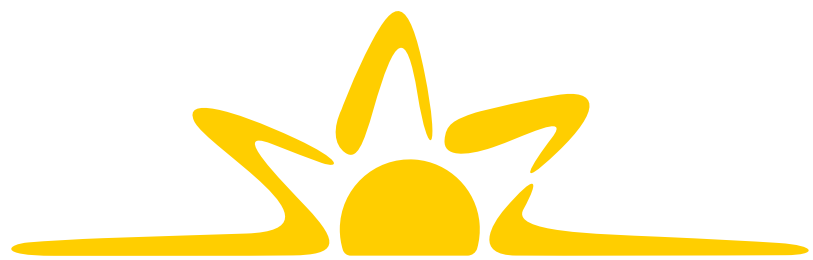
- 1)** Welcome, warm-up and class preview.
- 2)** Students summarize and review the topics for this unit.
- 3)** Student presentations on Units 1 -7 highlighting main topics and personal take-aways. Students will be assigned specific topics in advance.
- 4)** Class activity
  - a.** Class time to complete Ex 7.2 independently
- 5)** Homework (Keep Gile's Effort Model in mind for all assignments. Where are you using too much effort?)
  - a.** Submit Ex. 7.2 according to your instructor's directions.
  - b.** Complete all portions of Ex. 7.3
  - c.** Assign yourself a grade for Ex. 7.3 along with your justification and submit as directed.
  - d.** Assign yourself a grade for the entire course along with your justification and submit as directed. Address the following in assigning your grade.
    - i.** Message equivalence in SI
    - ii.** Answering study questions
    - iii.** Participating in discussions
    - iv.** Working with colleagues in the class.
    - v.** Reflections journal
    - vi.** Assigned readings
  - e.** Reflections journal – reflect on your successes, challenges and take- aways from this course. Additional prompts may be provided by the instructor.
  - f.** Tracking sheet.

# WEEKLY SCHEDULE

## WEEK 14

*Intentionally left blank*

If you have questions or would just like to talk about using EIS, contact  
Carol Patrie at [\*\*effectiveinterpretingseries@gmail.com\*\*](mailto:effectiveinterpretingseries@gmail.com)



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