

## **HUD 108.091: Interpreting Process Application in ASL to English**

**Tuesdays & Thursdays 8:40 - 10:00 p.m.**

**Plainfield Building, Room P-204**

**Instructor: Tim Dalton**

**Conferences by appointment**

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### **Course Description**

A review of theoretical components and principles of interpreting processes discussed in Interpreting Process: Theory and Practice (HUD 105) for application towards basic skill development in interpreting and transliterating from ASL/Signed English to Spoken English. Theories and techniques of public speaking are discussed and applied. Strategies for effective comprehension and text analysis are discussed and practiced. Skill development application will be conducted within class. Field observation on specific aspects of ASL to English Interpreting will be required. Prerequisites: ASL 202 and HUD 105 and demonstration of proficiency by examination. 3 lecture hours per week. 3 credit hours.

### **Course Objectives**

Students will learn how to:

- Develop skills to manage the interpretation of meaning between two languages
- Demonstrate understanding of interpreting processing models (CRP, GISH, Cokely, etc.)
- Apply interpreting process models (CRP, GISH, Cokely, etc.) into interpretations
- Analyze their interpretations in light of process and product
- Participate in guided self-, peer-, and whole-class analysis of student interpretations
- Become responsible for their own learning and growth
- Enhance comprehensive skills in Fingerspelling and ASL numbers
- Develop skills in interpreting a variety of visual communications into grammatically correct spoken English
- Develop comprehension skills in understanding non-manual behaviors and how they relate to ASL to English interpreting (Gish, 2002)
- Develop skills in interpreting various discourse genres
- Learn vocal skills necessary in American to English interpreting such as inflection, pronunciation, diction, vocal tone, and volume
- Develop appropriate clarification and correction techniques when voice interpreting
- Develop the skills needed to work with a team interpreter

*Regardless of the level of processing and interpreting, and regardless of whether consecutively or simultaneously, interpretations must meet specific criteria:*

1. Each interpreted sentence must be grammatical and complete.
2. Each sentence must be equivalent to the speaker's meaning.
3. There must be a pause between sentences.
4. All sentences must be congruent in light of speaker's intent and the message as a whole.
5. The interpreter produces nothing except a clean interpretation. No disclaimers or tags.

## **Texts**

*ASL Skills Development*, Carol J. Patrie, DawnSign Press, 2007

*Interpretation Skills: ASL to English*, Marty Taylor, Interpreting Consolidated, 2000. (suggested)

## **Materials**

\* A stable means to video-record yourself and your work (ie: laptop webcam, video camera with tripod, a reasonably new ipad or smartphone with stand built into case, or some other equivalent)

\* A quiet, clean, appropriately lit space and professional clothing matched to the various texts assigned for recording in spoken English or signed ASL

\* A reliable means to back up one's work, such as a cloud-based storage account (Google Drive, Dropbox) or a USB stick (thumb drive)

## **Student Requirements**

The student agrees to and is expected to:

1. Attend all classes except in cases of emergency (e.g. illness, death in family, or religious holidays.) The student may be asked to give notification or verification to the instructor.
2. Arrive on time for class and remain in class for the full session. Two late arrivals will be equal to one absence.
3. Participate fully in class. The quality of your participation and in-class skill development will be used to determine your final grade.
4. Complete all readings and assignments and take tests at designated times. Late work is accepted at the discretion of the instructor, and will be penalized at least one letter grade.
5. Take tests and examinations on the designated dates. Complete all assignments, field observation hours and lab hours, reports and take evaluations and tests at designated times. Manage your time wisely!
6. Maintain appropriate classroom decorum. From UCC's Student Handbook 2011- 2012, student behavior should not interfere with the rights of others or with the educational process. The instructor has the right to dismiss a student from class for behavior that he/she judges to be disruptive to the teaching and learning process.
7. Wear appropriate attire, a topic covered in HUD 105, to all class meetings.
8. Turn off cell phones during class time. Ample time to respond to messages and missed calls will be provided at break. This is a program-wide policy.
9. Be responsible for their development of knowledge and skills and for demonstrating appropriate ethical and cultural behaviors relative to ASL and Deaf Culture.

## **GRADING**

Performance is based on class activities and participation, completion and grades of assignments, group/team projects, tests and examinations, ethical behavior and attitude development and skill development. Letter grades of A, B+, B, C+, C, D+, D or F will be given in this course. Grades will be based on the following:

- Four Interpreting Assessments: 40%
- Workshop Portfolio, with Self-Assessment & Reflection: 20%
- Observations (8 or more hours / 4 or more observations): 20%
- Final ASL-English Performance: 10%

- Participation/Preparation: 10%

WORKSHOPS: We will listen to and describe the work of our peers in ten-minute discussions of recorded work. While these ARE translations, we will describe them as if they were originally produced in English. We will attend to what meaning a hearing consumer might attribute to the interpreters use of his or her voice, body, facial expression, etc. Each student will be workshopped three times.

## SCHEDULE

### **Introduction: Looking Backwards & Forwards, Inwards & Outwards**

H, Sept 8: Course Introduction; Patrie, "Introduction" and Unit 1 (handouts)

→ H/O: CRP; Gish

<http://www.terptopics.com/ModelsProcessing.htm>

→ Peer Mentorship video:

<http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos/#true-biz>

→ Setting "S.M.A.R.T." goals -- see handout from DeafLinx

<http://www.deaflinx.com/Interpreting/mentoring.html>

→ Homework: Order books; read and complete Toastmasters

<http://www.toastmasters.org/~media/B7D5C3F93FC3439589BCBF5DBF521132.ashx>

Read Sharom Neumann Solow's "Feedback"

→ <https://vimeo.com/26381495#at=237>

→ <https://vimeo.com/26381697>

### **Part 1: What's the Point? Main Ideas and Summaries**

T, Sept 13: Patrie, Unit 1; Exercise 1.1 with Five Step Follow-up Peer Mentoring (due to CANVAS at end of class); Revision Recording Due to CANVAS by midnight Wednesday

H, Sept 15: Workshop A: \_\_\_\_1\_\_\_\_, \_\_\_\_2\_\_\_\_, \_\_\_\_3\_\_\_\_; Patrie, Unit 1, Exercise 1.2 and Exercise 1.3 (answer questions in ASL)

T, Sept 20: Patrie, Unit 2, Exercise 2.1 with Five Step Follow-up Peer Mentoring (due to CANVAS at end of class); Revision Recording Due to CANVAS by midnight Wednesday

H, Sept 22: Workshop B: \_\_\_\_4\_\_\_\_, \_\_\_\_5\_\_\_\_, \_\_\_\_6\_\_\_\_

T, Sept 27: Patrie, Unit 2, Exercise 2.2 with Five Step Follow-up Peer Mentoring (due to CANVAS at end of class); Revision Recording Due to CANVAS by midnight Wednesday

H, Sept 29: Workshop C: \_\_\_\_7\_\_\_\_, \_\_\_\_1\_\_\_\_, \_\_\_\_2\_\_\_\_;

→ **First field observation due**

→ **Assessment 1: Patrie, Unit 2, Exercise 2.3**

### **Part 2: The World in a Grain of Sand: Words and Other Words**

T, Oct 4: Patrie, Unit 3, Exercise 3.1 with Five Step Follow-up Peer Mentoring (due to CANVAS at end of class); Revision Recording Due to CANVAS by midnight Wednesday

H, Oct 6: Workshop: \_\_\_\_3\_\_\_\_, \_\_\_\_4\_\_\_\_, \_\_\_\_5\_\_\_\_

T, Oct 11: Patrie, Unit 4, Exercise 4.4 with Five Step Follow-up Peer Mentoring (due to CANVAS at end of class); Revision Recording Due to CANVAS by midnight Wednesday

H, Oct 13: Workshop: \_\_\_\_6\_\_\_\_, \_\_\_\_7\_\_\_\_, \_\_\_\_1\_\_\_\_; Patrie, Unit 3, Exercise 3.2 and Exercise 3.3 (answer questions in ASL)

→ **Second field observation due**

→ **Assessment 2 (teamed): The Daily Moth**

### **Part Three: Making Verbal Sense out of a Visual Source**

T, Oct 18: Patrie, Unit 5, Exercise 5.3 with Five Step Follow-up Peer Mentoring (due to CANVAS at end of class); Revision Recording Due to CANVAS by midnight Wednesday

H, Oct 20: Workshop: \_\_\_\_2\_\_\_\_, \_\_\_\_3\_\_\_\_, \_\_\_\_4\_\_\_\_; Patrie, Unit 4, Exercise 4.1, Exercise 4.2, and Exercise 4.3

→ <https://imindmap.com/how-to-mind-map/>

→ Homework: Mindmap Exercises 5.1 & 5.2

T, Oct 25: Patrie, Unit 5, Exercise 5.3 with Five Step Follow-up Peer Mentoring (due to CANVAS at end of class); Revision Recording Due to CANVAS by midnight Wednesday

H, Oct 27: Workshop: \_\_\_\_5\_\_\_\_, \_\_\_\_6\_\_\_\_, \_\_\_\_7\_\_\_\_; Reflection activities; Patrie, Exercise 6.1; Homework: Make final selection of Assessment 3 **Third field observation due**

T, Nov 1: Conferences (4); Exercise 6.2

H, Nov 3: Conferences (3); Exercise 6.3

T, Nov 8: Storyboards of Assessment 3 (in-class)

H, Nov 10: Assessment 3: Student Choice

### **Part Four: Pictures and the Air**

T, Nov 15: Main Idea-based visualization activities

H, Nov 17: Summary-based visualization activities

T, Nov 22: Paraphrase-based visualization activities; **Fourth field observation due**

H, Nov 24: NO CLASS

T, Nov 29: Visualization and Lexical Substitution Activities

H, Dec 1: Visualization and Connotation Activities

T, Dec 6: Tone of Voice / Affect; Due: "My Own Private Interpreting Model"

### **Part Five: This Work = Their Words in Your Voice**

H, Dec 8: Personality

T, Dec 13: Nathie

H, Dec 15: Nathie

T, Dec 20: Nathie

H, Dec 22: Final Assessment, Exit Conferences