Mohawk Valley Community College

Department for Education & Language Studies

Course Outline

**Course Description EI 201 Educational Interpreting: Simultaneous C-4, Cr-4**

**Course Description**:

This course develops the ability to produce an equivalent messages from English into ASL and ASL into spoken English. It focuses on text and communication analysis, as well as an introduction to process models in both consecutive and simultaneous interpretation. Content includes development of the skill sets needed while interpreting, along with management strategies.

**Prerequisite:** EI120 Processing Skills and Discourse Analysis with a grade of “C” or higher and AL202 American Sign Language 4.

**Student Learning Outcomes**:

The student will be able to:

1. Compare and contrast simultaneous and consecutive interpreting, in terms of the products and message.
2. Analyze situations in terms of when simultaneous and consecutive interpreting is appropriate, including specific examples within educational interpreting settings.
3. Complete a reduction of errors analysis on an interpreted message.
4. Produce simultaneous interpretations of spoken English texts into ASL accurately/appropriately with respect to: message content, register/vocabulary selection, articulation, affect/mood, grammar, pacing/pausing and cohesion, for both rehearsed and unrehearsed spoken English text.
5. Produce simultaneous interpretations of ASL texts into spoken English accurately/ appropriately with respect to: message content, register/vocabulary selection, articulation, affect/mood, grammar, pacing/pausing and cohesion.
6. Utilize English Compression techniques in all spoken English interpretations.
7. Analyze a viewed simultaneous interpreted sample for appropriate use of ASL linguistic features.
8. Produce a signed and spoken content area lesson appropriate to Pre-K- 12th grade setting, utilizing content specific vocabulary.
9. Analyze the linguistic features and produce an interpreted musical selection specific to primary grades.
10. Analyze the linguistic features and produce an interpreted musical selection specific to secondary education.
11. Produce an interpreted sample of frozen text and poetry.
12. Develop an appropriate personal plan to effectively deal with and manage fatigue associated with interpreting.
13. Construct appropriate strategies for working within team interpreting situations, such as the roles, tasks, turn taking, and support.
14. Evaluate in writing interpreted texts for areas of strength and weakness.
15. Analyze interpreted messages and provide diagnostic feedback.
16. Create a vocabulary portfolio.
17. Demonstrate appropriate simultaneous interpreting strategies for diverse populations, including individuals with Cochlear implants, individuals who are Deaf/Blind and individuals with multiple disabilities.

**Major Topics:**

Introduction to the Simultaneous Mode of Interpreting

Comparing Simultaneous Interpreting with Consecutive: Process, Settings and Consumer groups

Identifying each singular task involved in the interpretation process

Developing Skill Sets required for effective working interpreters: ASL-ENG /ENG-ASL

Poetry, music, plays, presentations and other challenging ‘realities ‘ for the working interpreter

Stressors of the Simultaneous Interpreting Modality

Demand –Control Schema Application to working Interpreters

Settings and Challenges for the working Interpreter

Team Interpreting- creating a seamless message

Managing cultural and linguistic adjustments while interpreting for a diverse consumer group

Developing an effective Fund of Knowledge

Creating a template: The Interpreters’ Personal Health Management Plan”

Accommodating various consumer needs, in a variety of settings

Accessing resources that support working Interpreters

March 2017