

THE EFFECTIVE INTERPRETING SERIES

ENGLISH SKILLS DEVELOPMENT

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ENGLISH SKILLS DEVELOPMENT (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 ASL Skills Development using the corresponding volume in The Effective Interpreting Series.

English Skills Development (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 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 intralingual skills within English. These foundational skills underlie the more complex process of simultaneous interpreting. Course topics include visual form and meaning, meaning and visual form, lexical substitution, paraphrasing propositions and discourse, main idea identification and summarizing. Ideally, this course is taken concurrently with ASL Skills Development. These two courses together serve as pre-requisites for more advanced courses such as translation, consecutive interpreting and simultaneous interpreting.

This syllabus can also be used by working interpreters wishing to earn RID CMP CEUs. Contact Carol Patrie at effectiveinterpretingseries@gmail.com or another approved sponsor to get started.

Required Text and materials

Text: Patrie, C. J. (2000). *The Effective Interpreting Series: English Skills Development*. 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) Describe the importance of English language skills.
- 2) Distinguish between form and meaning.
- 3) Discuss the differences between meaning and form.
- 4) Discuss the difference between implicit and explicit information.
- 5) Discuss models of the interpreting process.
- 6) Improve specific English usage skills.
- 7) Complete lexical substitution drills.
- 8) Paraphrase at the proposition and discourse levels.
- 9) Find and state the main idea in discourse.
- 10) Summarize information.

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 videos for this course. Currently, many people access the online video library that corresponds with this book. Each set also comes with DVDs, if you are in an area that does not have reliable internet access and have a DVD drive.
 - 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. Instructor-led discussion based on the textbook.
 - i. *Introduction to English Skills Development*
 - ii. Gile's Effort Model
 - iii. Terminology for this course
 - iv. *How to Use this Book* including the Five-Step Follow-Up (Use currently available technology rather than VHS).
 - 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 *Introduction to English Skills Development* and *How to Use this Book*.
 - c. Prepare reflections journal.

WEEKLY SCHEDULE

Unit 1: Visual Form and Meaning

WEEK 2

- 1)** Welcome, warm-up and class preview
- 2)** Lecture and discussion on
 - a.** Terminology for this course
 - b.** The importance of distinguishing form from meaning in interpretation.
- 3)** Class activity
 - a.** Instructor demonstration of Ex. 1.1 “Gardening’ (p. 19)
 - b.** Discussion of Ex. 1.1 will require the rest of the class period.
 - c.** When responding to the images on p. 20, work to create English sentences that contain information that is both warranted (allowed) and required in order to achieve fidelity to the source message, in this case, the images.
 - d.** Discuss the sample follow-up.
- 4)** Homework
 - a.** Complete study questions for Ex. 1.1 if you have not already done so in class.
 - b.** Complete the Five-Step Follow-Up.
 - c.** Reflections journal – respond to prompts provided by your instructor.

WEEKLY SCHEDULE

Unit 1: Visual Form and Meaning (continued)

WEEK 3

- 1) Welcome, warm-up and class preview.
- 2) Students explain the importance of distinguishing form from meaning.
- 3) Class activity:
 - a. Ex. 1.2 “Going Fishing” (p. 31)
 - b. First compare the transcripts for Diana and Leslie to each other
 - c. To save time during class, compare your work only to Diana’s
 - d. Work in pairs or in small groups to answer study questions.
 - e. If time permits, work on Ex. 1.3 “Building a Table” in class. If there is not enough time during class, work on this exercise for homework.
 - f. Group discussion of Ex. 1.2
- 4) Homework:
 - a. Complete all portions of Ex. 1.3 “Building a Table” (p. 40) and submit as directed.
 - b. Write a short essay (about one page) explaining why interpreters need to understand form and meaning. Include an introduction and conclusion. Submit as directed.
 - c. Assign yourself a grade for your work on Unit 1. Your instructor will give you the criteria to consider in your grading. Justify your reasoning and submit as directed.
 - d. Read Unit 2 *Meaning and Visual Form*.
- 5) Assessment
 - a. *Instructor-created assessment could include questions on the topics discussed so far and demonstration of skills addressed. Instructor can select an English passage and ask students to demonstrate one or more skills.*

WEEKLY SCHEDULE

Unit 2: Meaning and Visual Form

WEEK 4

- 1)** Discussion and demonstration
 - a.** Meaning and visual form (visualization)
 - b.** Terminology
 - i.** Spoken form
 - ii.** Meaning
 - iii.** Implicit and explicit information
 - c.** The role of creating visual forms in response to spoken English
- 2)** Class activity
 - a.** Instructor-led group activity “Doing the Laundry” (p. 56)
 - b.** If time permits, work with a partner on Ex. 2.2 “Making a Cake” (p. 66) or work on this exercise for homework, working with a partner.
- 3)** Homework:
 - a.** Complete study questions and follow-up for Ex. 2.1 and Ex. 2.2
 - b.** Reflections journal.
 - c.** Reread *Unit 2*.

WEEKLY SCHEDULE

Unit 2: Meaning and Visual Form (continued)

WEEK 5

- 1)** Welcome, warm-up and class preview.
- 2)** Discussion of Ex. 2.1 and Ex. 2.2
 - a.** How do visualization skills support interpreting skills?
 - b.** Exercise 2.3 “The Wading Pool” (p. 76)
 - c.** Five-Step Follow-Up for 2.3
- 3)** Homework:
 - a.** Short essay: What is the difference between Unit 1 and Unit 2? How do these differences apply to interpreting? One to two pages. Intro and conclusion. Proofread and submit as directed.
 - b.** Reflections journal.
 - c.** Tracking sheet
 - d.** Assign yourself a grade for your work on Unit 2. Your instructor will give you the criteria to consider in your grading. Justify your reasoning and submit as directed
 - e.** Read *Unit 3*.

WEEKLY SCHEDULE

Unit 3: Lexical Substitution

WEEK 6

- 1) Welcome, warm-up and class preview.
- 2) Discussion and demonstration
 - a. Words as propositional units
 - b. Specific to general words
 - c. Primary and secondary meaning
 - d. Compounds and collocations
 - e. The Role of Lexical Substitution in the Interpretation Process
- 3) Class activity:
 - a. Ex. 3.1 (p. 93) (group activity)
 - b. Ex. 3.2 “Gene’s Trip to Canada” (p. 94) (group activity)
 - c. Ex. 3.3 “Opening a Can” (p. 95) and Ex. 3.4 “Climbing a Stepladder.” (small group or pair activity – including study questions and follow-up)
- 4) Homework:
 - a. Ex. 3.5 (optional)
 - b. Real-time Exercises 3.1 (p. 108), Ex. 3.2 (p. 110), (optional)
 - c. Ex. 3.3 (p. 111) optional
 - d. Complete all portions of Ex. 3.4 Spoken Material Exercise “How to Thread a Needle” (p. 113) and submit as directed.
 - e. Reflections journal.
 - f. Assign yourself a grade for your work on Unit 3. Your instructor will give you the criteria to consider in your grading. Justify your reasoning and submit as directed
 - g. Tracking sheet
 - h. Read *Unit 4*.
- 5) Assessment
 - a. *Instructor-created assessment could include questions on the topics discussed so far and demonstration of skills addressed. Instructor can select an English passage and ask students to demonstrate one or more skills.*

WEEKLY SCHEDULE

Unit 4: Paraphrasing Propositions

WEEK 7

- 1)** Welcome, warm-up and class preview.
- 2)** Student-led review
 - a.** Words as propositional units
 - b.** Specific to general words
 - c.** Primary and secondary meaning
 - d.** Compounds and collocations
 - e.** The Role of Lexical Substitution in the Interpretation Process
- 3)** Class activity. Complete Ex. 3.5 “How to Order Fast Food” (p. 118) and submit as directed, including study questions and follow-up which may be done for homework.
- 4)** Discussion and demonstration
 - a.** Introduction to paraphrasing
 - b.** Illocutionary force
 - c.** Ambiguity
 - d.** Unpacking propositions
 - e.** The Role of Paraphrasing in the Interpretation Process
 - f.** Demonstrate paraphrasing techniques
- 5)** Instructor-led demonstration Ex. 4.1 “Feeding the Baby” (p. 135)
 - a.** Written
 - b.** Real time
 - c.** Study questions – group discussion

WEEKLY SCHEDULE

Unit 4: Paraphrasing Propositions (continued)

WEEK 7

- 6)** Small group or pair activity
 - a.** Ex. 4.2 “Peeling Potatoes” (p. 140)
 - b.** Ex. 4.3 “Breaking Eggs.” (p. 145).
- 7)** Homework:
 - a.** Answer study questions and complete any follow-up activities you have not completed during class time.
 - b.** Reflections journal.
 - c.** Tracking sheet
 - d.** Read *Unit 5*.
- 8)** Assessment
 - a.** *Instructor-created assessment could include questions on the topics discussed so far and demonstration of skills addressed. Instructor can select an English passage and ask students to demonstrate one or more skills.*

WEEKLY SCHEDULE

Unit 5: Paraphrasing Discourse

WEEK 8

- 1) Welcome, warm-up and class preview
- 2) Student presentations – Review of Units 1- 4 which may be conducted by individual students or pairs of students and may include PowerPoint presentations or other media. Presentations should include information about the topics and examples of the skills discussed. The instructor will assign specific topics to students or pairs of students.
- 3) Discussion and demonstration
 - a. Introduction to paraphrasing at the discourse level
 - b. Question forms and functions
 - c. Idiomatic expressions
 - d. The Role of Paraphrasing at the Discourse Level in the Interpretation Process
- 4) Class Activity: In small groups or pairs work on Ex. 5.1 “My Visit to Madame Tussauds Wax Museum” (p. 159). Work in pairs or small groups to find information about Madame Tussaud’s wax museum, then unpack the meaning of this selection. Next, do the written paraphrase followed by real-time paraphrasing. Work together on the study questions and self-analysis (follow-up)
- 5) Homework:
 - a. Complete all portions of Ex. 5.2 “My Life Story” (p. 167) and submit as directed.
 - b. Reflections journal. (Respond to instructor’s prompts, if provided.)
 - c. Tracking sheet
 - d. Re-read *Unit 5*.

WEEKLY SCHEDULE

Unit 5: Paraphrasing Discourse (continued)

WEEK 9

- 1)** Welcome, warm-up and class preview
- 2)** Student-led review
 - a.** Introduction to paraphrasing at the discourse level
 - b.** Question forms and functions
 - c.** Idiomatic expressions
 - d.** The Role of Paraphrasing at the Discourse Level in the Interpretation Process
- 3)** Class activity
 - a.** Complete all portions of Ex. 5.3 “My Early Years” (p. 176) and submit as directed.
 - b.** Time for discussions in small groups or pairs related to any topics addressed to date. Discussions can help solidify understanding.
 - c.** Time to complete any assignments, reflections or tracking sheets, as needed.
- 4)** Homework.
 - a.** Assign yourself a grade for Unit 5 along with your justification and submit as directed.
 - b.** Read *Unit 6*
 - c.** Other assignments at instructor’s discretion.

WEEKLY SCHEDULE

Unit 6: Main Idea Identification

WEEK 10

- 1)** Welcome, warm-up and class preview.
- 2)** Discussion and demonstration
 - a.** The Role of Comprehension through Main Idea Identification in the Interpretation Process
 - b.** Main idea
 - c.** Key word
 - d.** Schema
 - i.** Provide examples of schema.
 - ii.** How can you develop a new schema?
- 3)** Class Activity: Ex. 6.1 “How to Operate a Swimming Pool” (p. 191)
 - a.** Listen to the passage as a group and then individually write down the main idea.
 - b.** Compare and discuss responses.
 - c.** How can you create a schema for operating a swimming pool if you do not have any experience in operating a swimming pool?
 - d.** In pairs or small groups create an outline of this passage including main and supporting points.
- 4)** In pairs or small groups
 - a.** Read and discuss Study Questions 1-5.
 - b.** Refer to the video or transcript as needed. Are you able to find the main points only by listening, only by reading, or both?
 - c.** Write down answers for you to refer to later.

WEEKLY SCHEDULE

Unit 6: Main Idea Identification (continued)

WEEK 10

5) Homework

- a. Five-Step Follow-Up (self-analysis) for Ex. 6.1
- b. Complete all portions of 6.2 “Environment Changes”
- c. Re-read *Unit 6*.
- d. Reflections journal – instructor may provide prompts

6) Assessment

- a. *Instructor-created assessment could include questions on the topics discussed so far and demonstration of skills addressed. Instructor can select an English passage and ask students to demonstrate one or more skills.*

WEEKLY SCHEDULE

Unit 6: Main Idea Identification (continued)

WEEK 11

- 1) Welcome, warm-up and class preview.
- 2) Student-led review
 - a. The Role of Comprehension through Main Idea Identification in the Interpretation Process
 - b. Main idea
 - c. Key word
 - d. Schema
 - i. Provide examples of schema.
 - ii. How can you develop a new schema?
- 3) Discussion of challenges and successes related to Ex. 6.1
- 4) Work in pairs or small groups on Ex. 6.2 Environmental Changes. (p. 198).
 - a. Listen to the entire passage and discuss the meaning. Look up any concepts you are not familiar with.
 - b. Answer the study questions and discuss with your partner.
 - c. Work together to find the key words in the transcript.
 - d. Large group discussion of Ex. 6.2 successes and challenges
- 5) Homework
 - a. Complete Ex. 6.2 if you have not already done so.
 - b. Complete all portions of Ex. 6.3 “Welfare Reform” (p. 208) and submit as directed.
 - c. Assign yourself a grade for Ex. 6.3. Base your grade on your ability to find the main point, key words and relying on a schema or other criteria your instructor may assign. Submit as directed.
 - d. Write a short essay on your take-aways from Units 5 and 6. Submit as directed.
 - e. Reflections journal.
 - f. Read *Unit 7*.

WEEKLY SCHEDULE

Unit 7: Summarizing

WEEK 12

- 1)** Welcome, warm-up and class preview
- 2)** In-Class Discussion:
 - a.** Why is it important to analyze the target audience?
 - b.** What is the role of summarizing in interpreting?
- 3)** Class Activity
 - a.** Work in pairs or small groups on Ex. 7.1 “My First Teaching Experience” (p. 222)
 - b.** Whole class discussion of Ex. 7.1 challenges and successes.
- 4)** In-Class Individual Work: Ex. 7.2 “Our Trip to Hong Kong” (p. 227)
- 5)** Homework:
 - a.** Complete all portions of Ex. 7.1 and 7.2 and submit as directed.
 - b.** Reflections journal
 - c.** Tracking sheet.

WEEKLY SCHEDULE

Unit 7: Summarizing (continued)

WEEK 13

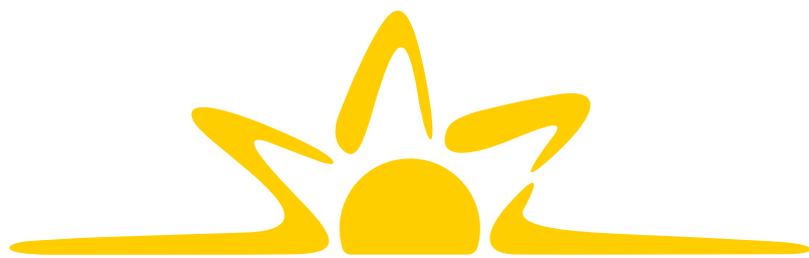
- 1)** Welcome, warm-up and class preview
- 2)** Class activity
 - a.** Individual work on Ex. 7.3 “The Criminal Justice System” (p. 233)
 - b.** Group discussion of successes and challenges on Ex. 7.3
 - c.** Student-led review of Units 1-7. Each student will be responsible for explaining and reviewing one topic from the course.
 - d.** Group discussion of take-aways from this course.
- 3)** Instructor-created assessment
- 4)** Homework
 - a.** Reflections journal or paper following the prompts from the instructor
 - b.** Assign yourself a grade for this course and explain your rationale.

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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