

Lab Workbook
EDI 132:
Skills Development Lab II
Fall 2003

Educational Interpreting Certificate Program

Copyright © 2003 by Front Range Community College
Distance Opportunities for Interpreter Training Center

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the DO IT Center.

Any interpreter participating in the Educational Interpreting Certificate Program must understand that Front Range Community College and individual faculty members are not responsible for the interpreter's success or failure in achieving the Vocational Certificate in Educational Interpreting.

The program partnership and private individuals who work with the Educational Interpreting Certificate Program declare that they do not discriminate on the basis of race, color, national origin, creed, gender, sexual orientation, or disability.

Table of Contents

Introduction	1
Assignment 2: Discourse Analysis & Retelling	2
“Lecture Organization”	2
Step 1: Prediction.....	2
Step 2: View and Recall	3
Step 3: Content Mapping.....	4
Step 4: Salient Linguistic Features	5
Step 5: Abstraction	6
Step 6: Re-telling the Source Text in Source Language.....	6
Instructions:	7
Assignment 3: Discourse Analysis & Retelling	8
“Acid Rain”	8
Step 1: Prediction.....	8
Step 2: View and Recall	9
Step 3: Content Mapping.....	10
Step 4: Salient Linguistic Features	11
Step 5: Abstraction	12
Step 6: Re-telling the Source Text in Source Language.....	12
Assignment 4: Discourse Analysis & Retelling.....	14
“Women and Work”	14
Step 1: Prediction.....	14
Step 2: View and Recall	15
Step 3: Content Mapping.....	16
Step 4: Salient Linguistic Features	17
Step 5: Abstraction	18
Step 6: Re-telling the Source Text in Source Language.....	18
Assignment Cover sheets.....	21

Introduction

This workbook is part of your EDI 132 Skills Development Lab II coursework. It covers Assignments 2 through 4 (Assignment 1 is an introductory posting in WebCT, check the Study Guide for specific guidelines for this Assignment.) You will use this workbook to document Steps 1-6 for the three (3) texts that will be used during EDI 132. You will send completed copies of your Step 1-6 work to your Deaf Language Mentor, along with the videotape, transcription and self-analysis associated with the three assignments that are a part of this course.

Completing Steps 1-6 should feel very familiar to you, since doing so builds on the work you did during Summer Institute I in the Guided Lab Workbook. As well, the three assignments require you to continue your work in transcription and self-analysis. These skills were introduced and practiced in your first year of the program.

There are resource materials that may be useful to you in reflecting on Steps 1-6. The Witter-Merithew article entitled, *“Understanding the Meaning of Texts and Reinforcing Foundation Skills Through Discourse Analysis”* and the Ford article entitled, *“Mind-Mapping: Strategies for Short-Term Memory”* may help to refresh your recall regarding the processes and purposes associated with each of the steps.

Assignment 2: Discourse Analysis & Retelling

Due Date:

“Lecture Organization”

Context: *The presenter is comparing the organization of texts between written and spoken versions, and how it is perceived by a listener/reader.*

Step 1: Prediction

Instructions: *Create a random brainstorm map about what you predict might be discussed. Use these questions to stimulate your thinking: (Refer to Discourse Analysis Article by Witter-Merithew for further assistance.)*

1. Based on the information you have been given, what key principles or elements are considered when organizing a lecture? Do you think there would be any differences between how a spoken English text and an ASL text would be organized?
2. Would organization of a lecture organization differ from a written presentation? What would the differences be?
3. What features of public speaking might arise as part of a discussion about lecture organization?
4. What role, if any, would the listener have during the lecture? What would a listener have to do?



Assignment 2: Discourse Analysis & Retelling

Due Date:

“Lecture Organization”

Step 2: View and Recall

Instructions: *Without touching a pen or jotting down notes, view the lecture in its entirety and attempt to recall major points used during the presentation. **After** viewing the lecture, select either Signer A or Signer B for the next few steps. Recall what was discussed in a random fashion in the box below. Compare your thoughts with the prediction work you did in Step 1 and circle the items in Step 1 you correctly predicted.*

Assignment 2: Discourse Analysis & Retelling

Due Date:

“Lecture Organization”

Step 3: Content Mapping

Instructions: *Using your recall page (Step 2), create a mind-map of the content of the text. Make a note elsewhere on this page indicating which Signer you are basing your map on. You might want to refer back to the Ford article on “Mind Mapping” to refresh your memory about how to do mind mapping. Highlight the main points, and show supporting points and indicate details. You can use the wheel, tree, web or onion format to assist in the organization of ideas. Use key words and illustrations in a format that shows clearly the hierarchy (not the sequence) of ideas.*



Assignment 2: Discourse Analysis & Retelling

Due Date:

“Lecture Organization”

Step 4: Salient Linguistic Features

Instructions: *List features unique to this presentation (again, selecting EITHER Signer A or B) in the box underneath. Several points to ponder would be:*

1. How was the information organized?
2. What was the signer’s manner? Style?
3. What register did the signer use? What marked the register?
4. Was some of the information repeated? If so, did it serve a purpose?
5. Did the signer give indications that certain passages contained critical information? If so, how?
6. Was the signer’s use of space cohesive? In what ways?

Assignment 2: Discourse Analysis & Retelling

Due Date:

“Lecture Organization”

Step 5: Abstraction

Instructions: *Write down in the space provided, an abstraction of the lecture.*

Points to ponder:

1. What was the implied intent of the lecture? What general principle can you abstract from the text?
2. Discarding the form, what was the underlying implicit meaning of the lecture?

Step 6: Re-telling the Source Text in Source Language

Instructions: *Videotape yourself retelling the text/lecture in the language in which it was originally expressed. Send this tape along with supporting documents to your Deaf Language Mentor by the postmark date.*

Assignment 2: Discourse Analysis & Retelling

Due Date:

“Lecture Organization”

Instructions:

There are two parts to this assignment. The first part is a transcription of your work, and the second part is an analysis. The goal of this assignment is to provide you with an opportunity to practice your ASL retelling skills and knowledge that you have learned so far in the program. You will have the opportunity to analyze your performance in relationship to the features addressed in Taylor’s text, *Interpretation Skills: English to ASL*, and to receive feedback from your Deaf Language Mentor related to your performance.

Sometime prior to September 17th, 2003, you should videotape yourself generating a retelling of the ASL text, “Lecture Organization”. You should have reviewed this tape and completed steps 1-5 in your EDI 132 workbook prior to your taping. Your job during the taping process will be to do the best work you can, and then to promptly check the tape afterwards to make sure the signed message is visible. Once the sample of your work has been completed, the transcription and analysis can begin.

Part 1: Preparing a transcript of your retelling of the ASL text.

- Create a verbatim transcription of your signing and non-manual markings per instructions in the Green Book article on transcription (and on previous transcription notes from your Summer Institute I Guided Lab Workbook).
- Add a line number for each line of the transcript in the left side column of the paper. The purpose of the line numbers is for your easy reference when you are writing the analysis of your work.
- Remember, it is important to transcribe everything.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Study Guide to the transcript. (Note: this form *may* also be available electronically in your WebCT course. Check your homepage.)

Part 2: Write an analysis of your retelling. View your work as frequently as you desire and organize your observations by relating them to the Major Features addressed in the Taylor textbook *Interpretation Skills: English to ASL*. Provide a written analysis of your ASL signing skills following the guidelines listed below.

- Write two paragraphs on each of the Major Features from this text.
- Analyze your work by providing examples to support each comment you make.
- Provide a reference number for the skill or definition from the textbook you are using to support your observations/ examples.
- When talking about pieces of your work that you transcribed, you may refer to the line number on the transcription. This eliminates the need to repeat the whole sentence in your paragraph.
- Type and double-space the content within each paragraph.
- Check for grammar and spelling.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Study Guide to the typed analysis. (Note: this form *may* also be available electronically in your WebCT course. Check your homepage.)

Mail the tape, the transcription, the analysis and your workbook with steps 1-5 to your mentor no later than SEPTEMBER 17th, 2003. Be sure to have the post office give you a receipt providing confirmation of the postmark and have them put a delivery confirmation label on the package and give you the receipt for your records. This will provide you with confirmation of both the postmark and a delivery confirmation number in case there is any issue later. The cost of the delivery confirmation label is \$.45.

Assignment 3: Discourse Analysis & Retelling

Due Date:

“Acid Rain”

Context: *The presenter is narrating a selection from a journalist who wrote about the environmental effects of acid rain around the world.*

Step 1: Prediction

Instructions: *Create a random brainstorm map about what you predict might be discussed. Use these questions to stimulate your thinking: (Refer to Discourse Analysis Article by Witter-Merithew for further assistance.)*

1. What environmental disaster causes acid rain? Why is acid rain an issue?
2. What evidence do we have that acid rain exists? What are the consequences we have experienced?
3. Drawing on your experience, is acid rain a global issue or limited to specific areas? Drawing on what you know about acid rain, what do you think are the important elements to discuss?



Assignment 3: Discourse Analysis & Retelling

Due Date:

“Acid Rain”

Step 2: View and Recall

Instructions: *Without touching a pen or jotting down notes, view the lecture in its entirety and attempt to recall major points used during the presentation. **After** viewing the lecture, select either Signer A or Signer B for the next few steps Recall what was discussed in a random fashion in the box below. Compare your thoughts with the prediction work you did in Step 1 and circle the items you correctly predicted.*

Assignment 3: Discourse Analysis & Retelling

Due Date:

“Acid Rain”

Step 3: Content Mapping

Instructions: *Using your recall page (Step 2), create a mind-map of the content of the text. Make a note elsewhere on this page indicating which Signer you are basing your map on. You might want to refer back to the Ford article on “Mind Mapping” to refresh your memory about how to do mind mapping. Highlight the main points, and show supporting points and indicate details. You can use the wheel, tree, web or onion format to assist in the organization of ideas. Use key words and illustrations in a format that shows clearly the hierarchy (not the sequence) of ideas.*



Assignment 3: Discourse Analysis & Retelling

Due Date:

“Acid Rain”

Step 4: Salient Linguistic Features

Instructions: *List features unique to this presentation (again, selecting EITHER Signer A or B) in the box underneath. Several points to ponder would be:*

1. How was the information organized?
2. What was the signer’s manner? Style?
3. What register did the signer use? What marked the register?
4. Was some of the information repeated? If so, did it serve a purpose?
5. Did the signer give indications that certain passages contained critical information? If so, how?
6. Was the signer’s use of space cohesive? In what ways?

Assignment 3: Discourse Analysis & Retelling

Due Date:

“Acid Rain”

Step 5: Abstraction

Instructions: *Write down in the space provided, an abstraction of the lecture.*

Points to ponder:

1. What was the implied intent of the lecture? What general principle can you abstract from the text?
2. Discarding the form, what was the underlying implicit meaning of the lecture?

NOTE: Prior to completing the retelling of this text, be sure to review the feedback received from your Deaf Language Mentor on the previous text, and plan a redo of that text, incorporating the feedback. Then, do the following step on your tape.

Step 6: Re-telling the Source Text in Source Language

Instructions: *Videotape yourself retelling the text/lecture in the language in which it was originally expressed. Send this tape along with supporting documents to your Deaf Language Mentor by the postmark date.*

Assignment 3: Discourse Analysis & Retelling

Due Date:

“Acid Rain”

Instructions:

There are two parts to this assignment. The first part is a transcription of your work, and the second part is an analysis. The goal of this assignment is to provide you with an opportunity to practice your ASL retelling skills and knowledge that you have learned so far in the program. You will have the opportunity to analyze your performance in relationship to the features addressed in Taylor’s text, *Interpretation Skills: English to ASL*, and to receive feedback from your Deaf Language Mentor related to your performance.

Sometime prior to October 20th, 2003, you should videotape yourself generating a retelling of the ASL text, “Acid Rain”. You should have reviewed this tape and completed steps 1-5 in your EDI 132 workbook prior to your taping. Your job during the taping process will be to do the best work you can, and then to promptly check the tape afterwards to make sure the signed message is visible. Once the sample of your work has been completed, the transcription and analysis can begin.

Part 1: Preparing a transcript of your retelling of the ASL text.

- Create a verbatim transcription of your signing and non-manual markings per instructions in the Green Book article on transcription (and on previous transcription notes from your Summer Institute I Guided Lab Workbook).
- Add a line number for each line of the transcript in the left side column of the paper. The purpose of the line numbers is for your easy reference when you are writing the analysis of your work.
- Remember, it is important to transcribe everything.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Study Guide to the transcript. (Note: this form *may* also be available electronically in your WebCT course. Check your homepage.)

Part 2: Write an analysis of your retelling. View your work as frequently as you desire and organize your observations by relating them to the Major Features addressed in the Taylor textbook *Interpretation Skills: English to ASL*. Provide a written analysis of your ASL signing skills following the guidelines listed below.

- Write two paragraphs on each of the Major Features from this text.
- Analyze your work by providing examples to support each comment you make.
- Provide a reference number for the skill or definition from the textbook you are using to support your observations/ examples.
- When talking about pieces of your work that you transcribed, you may refer to the line number on the transcription. This eliminates the need to repeat the whole sentence in your paragraph.
- Type and double-space the content within each paragraph.
- Check for grammar and spelling.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Study Guide to the typed analysis. (Note: this form *may* also be available electronically in your WebCT course. Check your homepage.)

Mail the tape, the transcription, the analysis and your workbook with steps 1-5 to your mentor no later than OCTOBER 20th, 2003. Be sure to have the post office give you a receipt providing confirmation of the postmark and have them put a delivery confirmation label on the package and give you the receipt for your records. This will provide you with confirmation of both the postmark and a delivery confirmation number in case there is any issue later. The cost of the delivery confirmation label is \$.45.

Assignment 4: Discourse Analysis & Retelling

Due Date:

“Women and Work”

Context: *The presenter is discussing a study comparing the physical and emotional impact on women who work outside the home vs. women who stay home.*

Step 1: Prediction

Instructions: *Create a random brainstorm map about what you predict might be discussed. Use these questions to stimulate your thinking: (Refer to Discourse Analysis Article by Witter-Merithew for further assistance.)*

1. What traditional roles have women in general had in society?
2. Given the fact that the presenter will present research on women and work, what issues do you think will be discussed?
3. Given your experience with work in general, what is the impact of work in your daily life?
4. Given the socio-political movement of organizations of and by women during the last century, what are common issues related to Women and Work?



Assignment 4: Discourse Analysis & Retelling

Due Date:

“Women and Work”

Step 2: View and Recall

Instructions: *Without touching a pen or jotting down notes, view the lecture in its entirety and attempt to recall major points used during the presentation. **After** viewing the lecture, select either Signer A or Signer B for the next few steps Recall what was discussed in a random fashion in the box below. Compare your thoughts with the prediction work you did in Step 1 and circle the items you correctly predicted.*

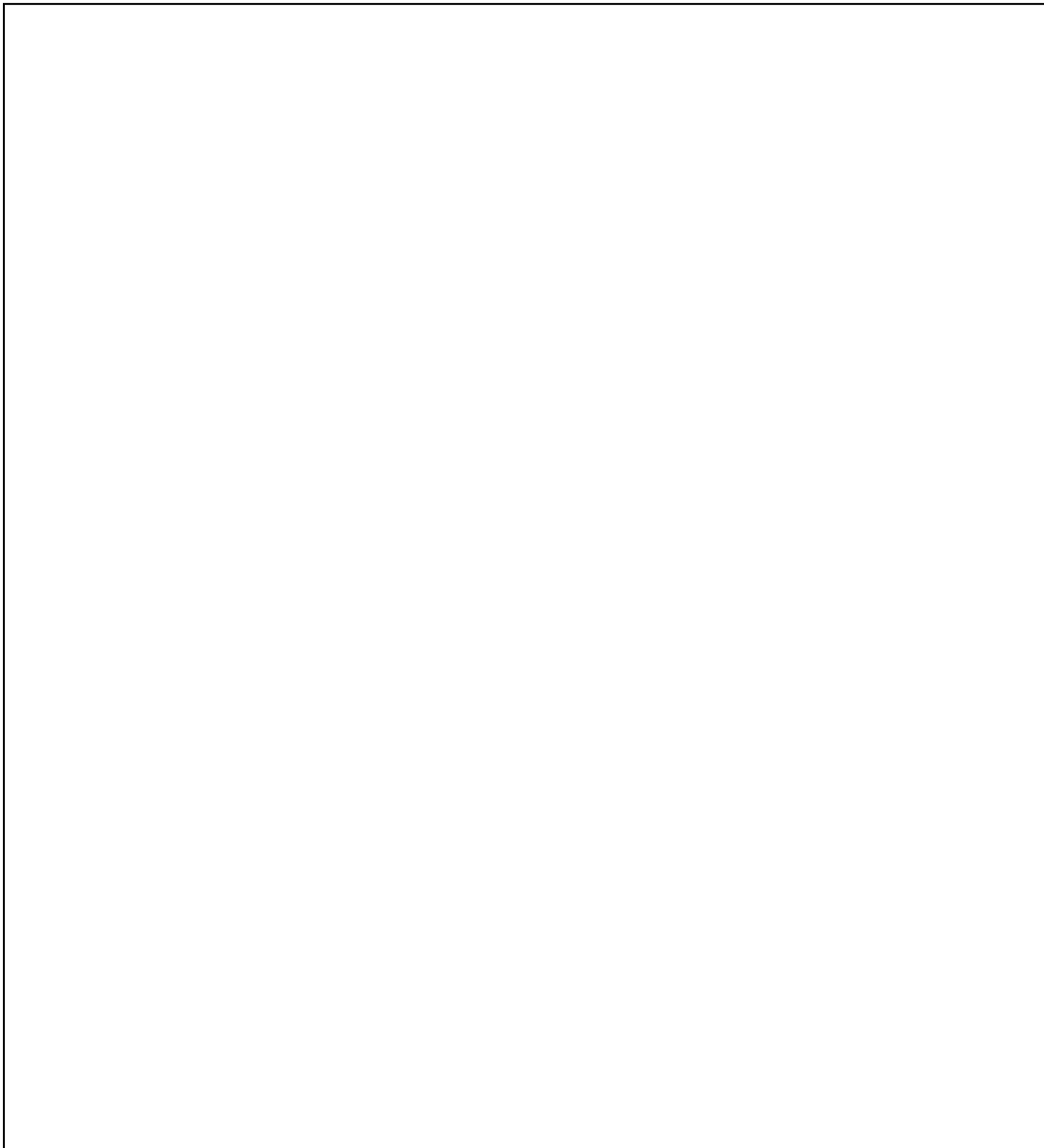
Assignment 4: Discourse Analysis & Retelling

Due Date:

“Women and Work”

Step 3: Content Mapping

Instructions: *Using your recall page (Step 2), create a mind-map of the content of the text. Make a note elsewhere on this page indicating which Signer you are basing your map on. You might want to refer back to the Ford article on “Mind Mapping” to refresh your memory about how to do mind mapping. Highlight the main points, and show supporting points and indicate details. You can use the wheel, tree, web or onion format to assist in the organization of ideas. Use key words and illustrations in a format that shows clearly the hierarchy (not the sequence) of ideas.*



Assignment 4: Discourse Analysis & Retelling

Due Date:

“Women and Work”

Step 4: Salient Linguistic Features

Instructions: *List features unique to this presentation (again, selecting EITHER Signer A or B) in the box underneath. Several points to ponder would be:*

1. How was the information organized?
2. What was the signer’s manner? Style?
3. What register did the signer use? What marked the register?
4. Was some of the information repeated? If so, did it serve a purpose?
5. Did the signer give indications that certain passages contained critical information? If so, how?
6. Was the signer’s use of space cohesive? In what ways?

Assignment 4: Discourse Analysis & Retelling

Due Date:

“Women and Work”

Step 5: Abstraction

Instructions: *Write down in the space provided, an abstraction of the lecture.*

Points to ponder:

1. What was the implied intent of the lecture? What general principle can you abstract from the text?
2. Discarding the form, what was the underlying implicit meaning of the signed text?

NOTE: Prior to completing the retelling of this text, be sure to review the feedback received from your Deaf Language Mentor on the previous text, and plan a redo of that text, incorporating the feedback. Then, do the following step on your tape.

Step 6: Re-telling the Source Text in Source Language

Instructions: *Videotape yourself retelling the text/lecture in the language in which it was originally expressed. Send this tape along with supporting documents to your Deaf Language Mentor by the postmark date.*

Assignment 4: Discourse Analysis & Retelling

Due Date:

“Women and Work”

Instructions:

There are two parts to this assignment. The first part is a transcription of your work, and the second part is an analysis. The goal of this assignment is to provide you with an opportunity to practice your ASL retelling skills and knowledge that you have learned so far in the program. You will have the opportunity to analyze your performance in relationship to the features addressed in Taylor’s text, *Interpretation Skills: English to ASL*, and to receive feedback from your Deaf Language Mentor related to your performance.

Sometime prior to November 24th, 2003, you should videotape yourself generating a retelling of the ASL text, “Women and Work”. You should have reviewed this tape and completed steps 1-5 in your EDI 132 workbook prior to your taping. Your job during the taping process will be to do the best work you can, and then to promptly check the tape afterwards to make sure the signed message is visible. Once the sample of your work has been completed, the transcription and analysis can begin.

Part 1: Preparing a transcript of your retelling of the ASL text.

- Create a verbatim transcription of your signing and non-manual markings per instructions in the Green Book article on transcription (and on previous transcription notes from your Summer Institute I Guided Lab Workbook).
- Add a line number for each line of the transcript in the left side column of the paper. The purpose of the line numbers is for your easy reference when you are writing the analysis of your work.
- Remember, it is important to transcribe everything.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Study Guide to the transcript. (Note: this form *may* also be available electronically in your WebCT course. Check your homepage.)

Part 2: Write an analysis of your retelling. View your work as frequently as you desire and organize your observations by relating them to the Major Features addressed in the Taylor textbook *Interpretation Skills: English to ASL*. Provide a written analysis of your ASL signing skills following the guidelines listed below.

- Write two paragraphs on each of the Major Features from this text.
- Analyze your work by providing examples to support each comment you make.
- Provide a reference number for the skill or definition from the textbook you are using to support your observations/ examples.
- When talking about pieces of your work that you transcribed, you may refer to the line number on the transcription. This eliminates the need to repeat the whole sentence in your paragraph.
- Type and double-space the content within each paragraph.
- Check for grammar and spelling.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Study Guide to the typed analysis. (Note: this form *may* also be available electronically in your WebCT course. Check your homepage.)

Mail the tape, the transcription, the analysis and your workbook with steps 1-5 to your mentor no later than NOVEMBER 24th, 2003. Be sure to have the post office give you a receipt providing confirmation of the postmark and have them put a delivery confirmation label on the package and give you the receipt for your records. This will provide you with confirmation of both the postmark and a delivery confirmation number in case there is any issue later. The cost of the delivery confirmation label is \$.45

This page left blank intentionally

Assignment Cover sheet

“Lecture Organization”

Educational Interpreting Certificate Program Assignment Information Form

Due Date: _____ Assignment Number/Title: _____

Interpreter Mentor's Feedback

_____ Grade

_____ Below Standard/Additions Required

Today's Date: _____

Course: _____

Mentor: _____

Student's Name: _____

Address: _____

Phone Number: _____

E-mail: _____

Mentor's Comments:

Mail this to your Interpreter Mentor. Be sure to get the proper address from the Mentor.

Assignment Cover sheet

“Lecture Organization”

Educational Interpreting Certificate Program Assignment Information Form

Due Date: _____ Assignment Number/Title: _____

Interpreter Mentor's Feedback

_____ Grade

_____ Below Standard/Additions Required

Today's Date: _____

Course: _____

Mentor: _____

Student's Name: _____

Address: _____

Phone Number: _____

E-mail: _____

Mentor's Comments:

Mail this to your Interpreter Mentor. Be sure to get the proper address from the Mentor.

Assignment Cover sheet

“Acid Rain”

Educational Interpreting Certificate Program Assignment Information Form

Due Date: _____ Assignment Number/Title: _____

Section Mentor's Feedback

_____ Grade

Today's Date: _____

_____ Below Standard/Additions Required

Course: _____

Section Mentor: _____

Student's Name: _____

Address: _____

Phone Number: _____

E-mail: _____

Mentor's Comments:

Mail this to your Interpreter Mentor. Be sure to get the proper address from the Mentor.

Assignment Cover sheet

“Acid Rain”

Educational Interpreting Certificate Program Assignment Information Form

Due Date: _____ Assignment Number/Title: _____

Section Mentor's Feedback

_____ Grade

Today's Date: _____

_____ Below Standard/Additions Required

Course: _____

Section Mentor: _____

Student's Name: _____

Address: _____

Phone Number: _____

E-mail: _____

Mentor's Comments:

Mail this to your Interpreter Mentor. Be sure to get the proper address from the Mentor.

Assignment Cover sheet

“Women and Work”

Educational Interpreting Certificate Program Assignment Information Form

Due Date: _____ Assignment Number/Title: _____

Section Mentor's Feedback

_____ Grade

_____ Below Standard/Additions Required

Today's Date: _____

Course: _____

Section Mentor: _____

Student's Name: _____

Address: _____

Phone Number: _____

E-mail: _____

Mentor's Comments:

Mail this to your Interpreter Mentor. Be sure to get the proper address from the Mentor.

Assignment Cover sheet

“Women and Work”

Educational Interpreting Certificate Program Assignment Information Form

Due Date: _____ Assignment Number/Title: _____

Section Mentor's Feedback

_____ Grade

_____ Below Standard/Additions Required

Today's Date: _____

Course: _____

Section Mentor: _____

Student's Name: _____

Address: _____

Phone Number: _____

E-mail: _____

Mentor's Comments:

Mail this to your Interpreter Mentor. Be sure to get the proper address from the Mentor.

Instructional Design Team

Leilani J. Johnson, Ed.D.
Director, DO IT Center
FRCC @ Lowry Campus

Anna Witter-Merithew
Assistant Director, DO IT Center
FRCC @ Lowry Campus

Sherry Lancton
Instructional Designer, DO IT Center
FRCC @ Lowry Campus

EICP Curriculum Contributors

Ms. Laurie Bolster

Ms. Connie Norwood

Ms. Cynthia Herbst

Mr. Tom Riggs

Dr. Bernhardt E. Jones

Dr. Marty M. Taylor

Dr. Christine Monikowski

Dr. Elizabeth Winston

Ms. Mary Morrison

Dr. Carmel Collum Yarger

DO IT Center Office Staff

Elizabeth Bonni,
Instructional Coordinator

LaNae Phillips,
Program Grants Coordinator

Sherry Schriver,
Finance Technician

Gertrude Dathe,
Program Assistant I

Angela Craig,
Administrative Assistant

**Distance Opportunities for
Interpreter Training Center**

**Distance Opportunities for
Interpreter Training Center**
Front Range Community College @ Lowry Campus



In Partnership with

US Department of Education,
Office of Special Education Program
(Award # H325A000081)

US Department of Education,
Rehabilitation Services Administration
(Award # H160A 000019 & H160B000003)

State Education Agencies and the Bureau of Indian Affairs
(FR #10054)