

Lab Workbook  
EDI 133:  
Skills Development Lab III

## **Educational Interpreting Certificate Program**

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Distance Opportunities for Interpreter Training Center

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# Introduction

This workbook is part of your EDI 133 Skills Development Lab III coursework. It covers Assignments 2 through 4 (Assignment 1 is your complete participation via discussion postings in your forum, including an introductory posting in WebCT. Please 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 133. You will send completed copies of your Steps 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.

The three text analysis 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. The final assignment in this course is to prepare a fully-revised Skill Development Plan for use during your second Summer Institute.

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.

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## Assignment 2: Discourse Analysis & Retelling

Due Date:

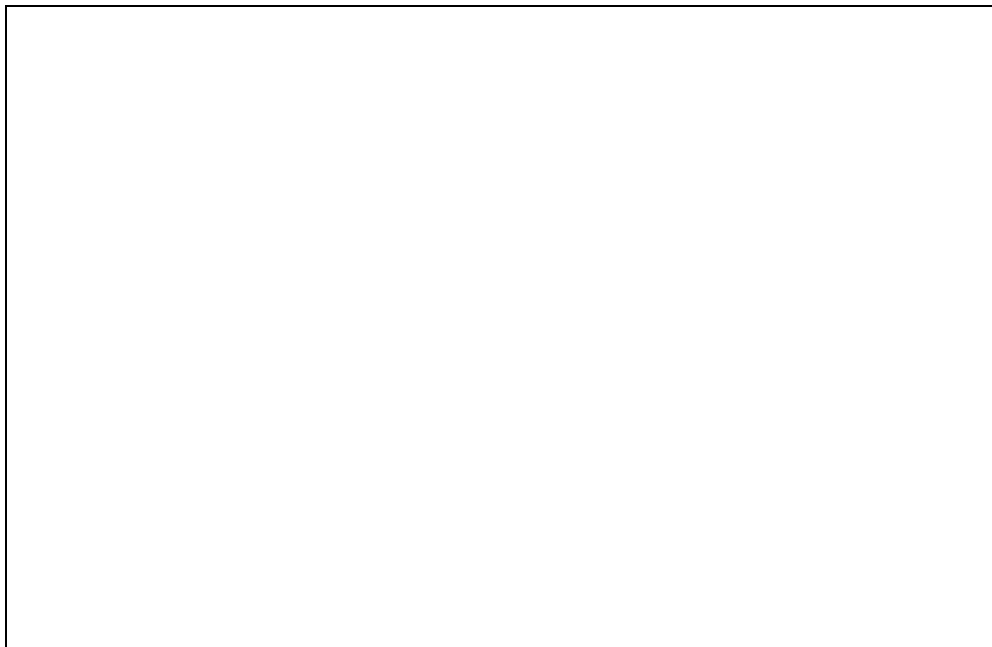
Text: "Electrical Storms"

**Context:** The presenter is discussing safety tips in protecting oneself from hazards of electrical storms, both inside and outside the 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 happens during electrical storms? What makes electrical storms especially dangerous? What facts do you know that make electrical storms dangerous?
2. What precautions should you take during electrical storms if you're inside a building? Outdoors?
3. Electrical storms are a good indicator of what other possible natural occurrence? What other possible natural occurrences accompanies electric storms? Are they related to specific geographic locations such as the South, East, or West?



**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.

**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.



**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?

**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?

(Important! Prepare a Redo of the last text of the Fall class "Women and Work" incorporating the feedback you received prior to completing the next step of this text.)

**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.

For complete details, see Assignment 2-4 descriptions in your Study Guide.

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# Assignment 3: Discourse Analysis & Retelling

**Due Date:**

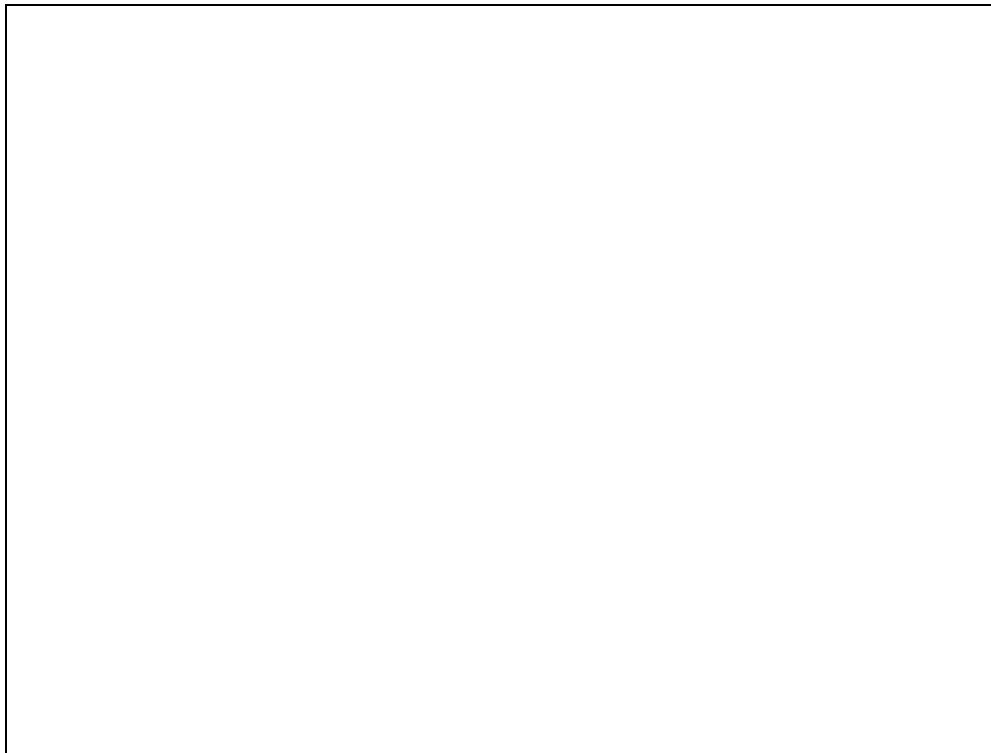
**Text: "Rules of the Road"**

**Context:** The presenter is pointing out various facts associated with highway signs and sharing the road.

## 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 knowledge and facts does a driver need in order to drive safely?
2. What principles and concepts are generally associated with safe driving?
3. What are the current concerns and/or issues associated with driving habits of the general public? What symbols or icons help drivers while on the road?



**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.

**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.



**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?

**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: Retelling 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.

For complete details, see your Study Guide.

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# Assignment 4: Discourse Analysis & Retelling

**Due Date:**

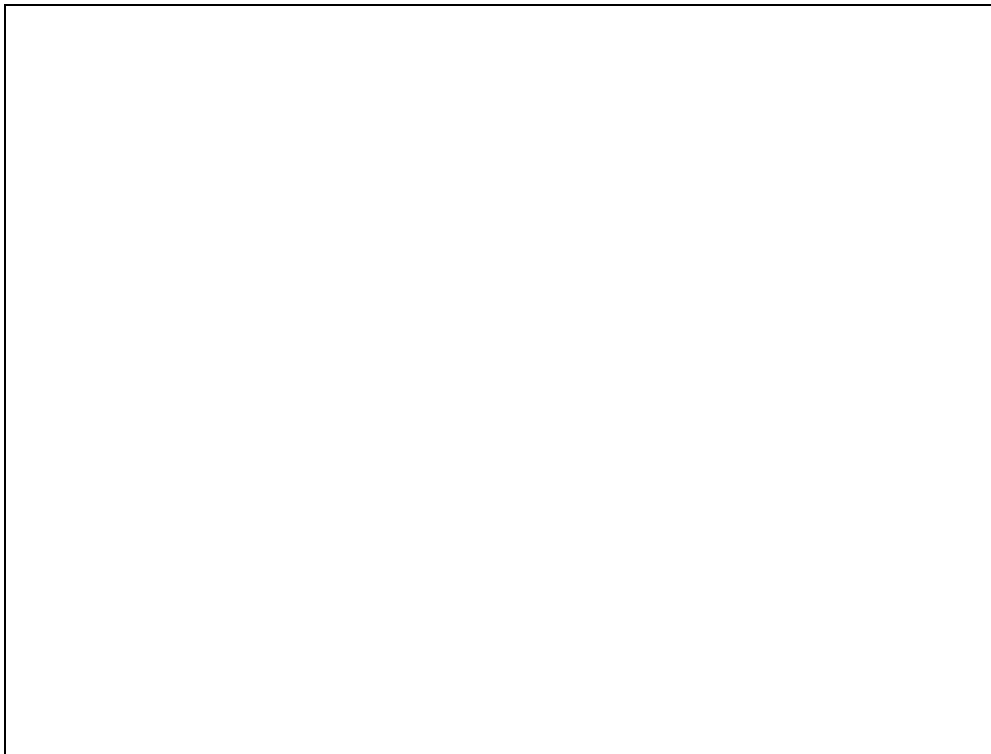
**Text: "IRS and Taxes"**

**Context:** The presenter is discussing strategies for completing your tax return.

## 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 do you know about Internal Revenue Service?
2. What paperwork would you need? How would you go about filing your taxes?
3. What important tasks do you have to do when filing taxes?
4. What resources are available for an individual who needs to file taxes?

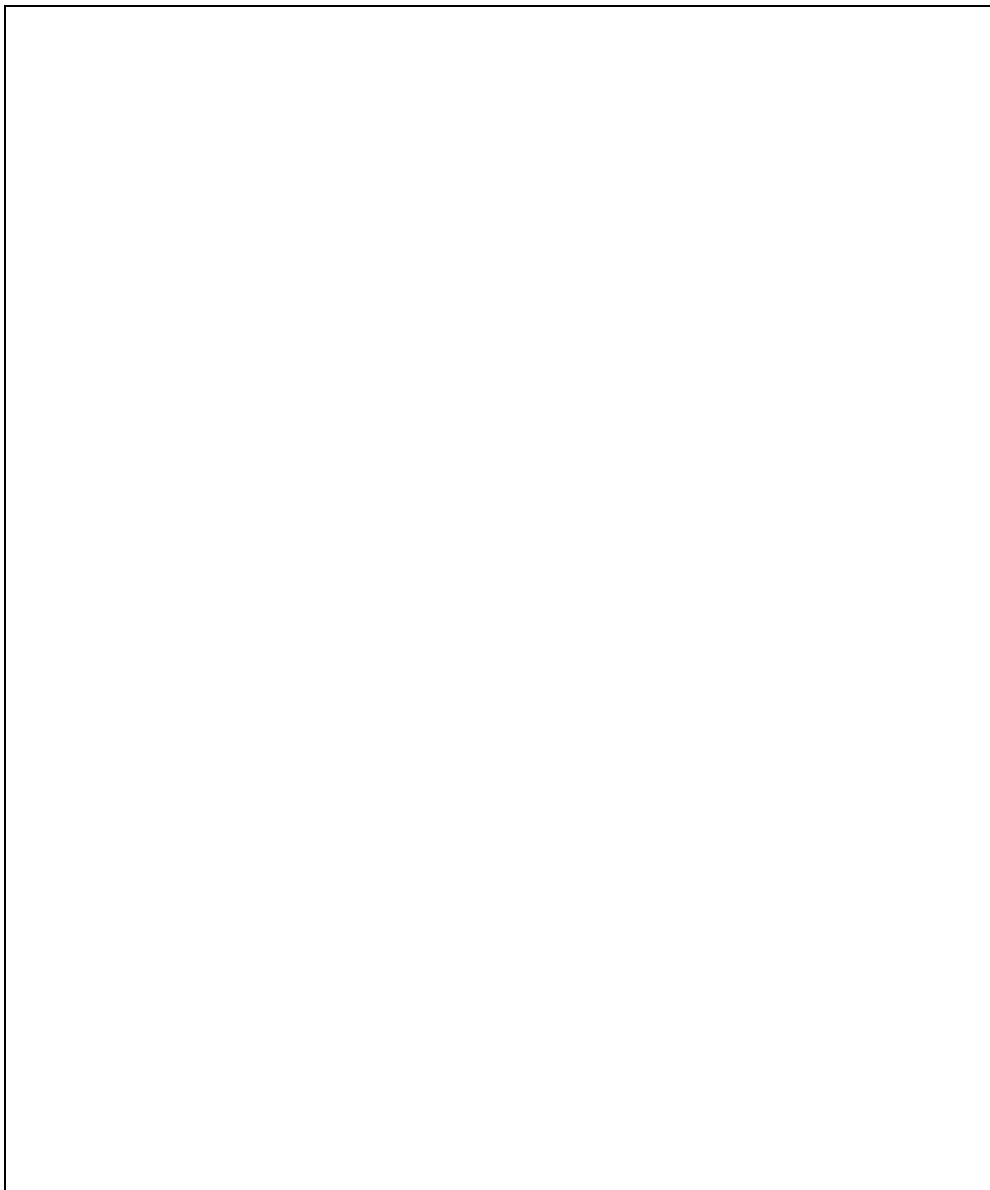


**Step 2: View and Recall**

**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.

**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.



**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:

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**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.

For complete Assignment description, see your Study Guide.

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# Assignment Cover Sheet

“Electrical Storms”

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## Educational Interpreter Certificate Program Assignment Information Form

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Due Date: \_\_\_\_\_ Assignment Number/Title: \_\_\_\_\_

### Deaf Language Mentor's Feedback

\_\_\_\_\_ Grade

Today's Date: \_\_\_\_\_

\_\_\_\_\_ Below Standard/Additions Required

Course: \_\_\_\_\_

Mentor: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

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**Mentor's Comments:**

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



# Assignment Cover Sheet

“Electrical Storms”

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# Assignment Cover Sheet

“Rules of the Road”

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“Rules of the Road”

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# Assignment Cover Sheet

“IRS & Taxes”

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## **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

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

## **EICP Curriculum Contributors**

Dr. Laurie Bolster

Ms. Cynthia Herbst

Dr. Bernhardt E. Jones

Dr. Christine Monikowski

Ms. Mary Morrison

Ms. Connie Norwood

Mr. Tom Riggs

Dr. Marty M. Taylor

Dr. Elizabeth Winston

Dr. Carmel Collum  
Yarger

## **DO IT Center Office Staff**

Elizabeth Bonni,  
Instructional Manager

LaNae Phillips,  
Program Coordinator

Sherry Schriver,  
Finance Technician

Gertrude Dathe,  
Program Assistant I

Angela Craig,  
Administrative Assistant

**Distance Opportunities for  
Interpreter Training Center**

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Interpreter Training Center**

Front Range Community College @ Lowry Campus



In Partnership with

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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)