



Distance Opportunities for  
Interpreter Training Center

ASL - English Interpretation, B.A.

# Study Guide

INTR 443

Interpreting Via Distance  
Technologies

Fall 2009

## **University of Northern Colorado – Distance Opportunities for Interpreter Training Center**

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# Course Overview

## Purpose

This course is a knowledge/skills-based course that examines interpreting via distance technology – including video relay and video remote interpreting. Lessons present both information and skill building activities to increase competence in video interpreting. As a part-knowledge, part skills-based class you will need to plan your time carefully. For each credit hour you should plan on spending at least three hours per week engaged in class-related activities. This is a three credit hour course which means you should expect to spend about six to seven hours a week engaged in the skill development activities and readings. You should further expect to spend another two to three hours a week participating in online discussions. Additional time may be required to complete other homework/assignments.

The purpose of the course is to present factors that influence interpreting competence via distance technology and to increase interpreting competence as it applies to distance technology.

## Impact

One of the most significant changes in the field of interpreting over the past five years has been the emergence of technology that allows Deaf people to communicate at a distance through video. Video relay centers and video remote interpreting services are offering a variety of new opportunities for interpreters; these opportunities require a specific set of knowledge and skills. Successful completion of this class will prepare you to take advantage of these opportunities and broaden your understanding of the field of interpreting.

## Objectives

By the end of this course, you will be able to:

- Discuss the nature and structure of interpreting in a video relay center environment.
- Discuss the nature and structure of interpreting via remote technologies.
- Discuss the differences between face-to-face interpreting and interpreting via distance technologies.
- Demonstrate effective customer service skills.
- Understand the technical requirements of interpreting via distance technologies and the need to use both the VRS technology and a variety of phone systems effectively.

- Demonstrate skills associated with telephone protocol and voice control.
- Demonstrate effective cultural bridging and mediation specifically as it applies to telephone etiquette.
- Apply discourse analysis and the demand-control-consequence cycle to assess the requirements for a range of assignments occurring in the context of a technology-based interaction.
- Interpret a range of interactions that take place via distance technologies.
- Assess the effectiveness of interpretations through distance technologies.
- Plan and implement corrections to enhance the effectiveness of interpretations through distance technologies.

## Plagiarism Policy

**Policy on Plagiarism:** Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website:

[http://www.unco.edu/dos/honor\\_code/defining\\_plagiarism.html](http://www.unco.edu/dos/honor_code/defining_plagiarism.html)

# Required Materials

## Media

*Practice to Mastery Series* (2008). UNC-DO IT Center in partnership with Communication Services for the Deaf (CSD):

DVD #27: Real Estate/Brother & Sister

DVD #28: Cousins/Home Improvement

DVD #29: Child Support

DVD #36: Surprise Party/Job Interview Follow-up

The above DVDs may be purchased at the Book Stop <http://www.thebookstop.com/>.

Note: Each DVD contains a model interpretation and some of the DVDs contain interviews with interpreters. These two items can be accessed with special codes which will be posted in class at the appropriate time.

## Textbooks

1. Roy, C.B. (2000). *Interpreting as a Discourse Process*. New York, NY: Oxford University Press. ISBN: 0-19-511948-7 (From INTR 440)

(If you did not take INTR 440 you will need to purchase this book on your own.)

2. Witter-Merithew, A. & Johnson, L. (2005). *Video Relay Services Interpreting Task Analysis Report*. Denver, CO: DO IT Center. Available at DO IT Center website under Products and Resources:  
<http://www.unco.edu/doit/articles/VRS%20Task%20Force%20Report.pdf>

## Readings (eReserves)

1. Lightfoot, M.H. (2005). Close Encounters of the 2-D Kind. In *RID VIEWS*. 22:6, pp. 1-30.
2. Weisenbert, J.C. & Garcia, E. (2007). From Telephone to Dial Tone: A Look at Video Interpreting. In *RID VIEWS*. 24:6, pp. 10-39.
3. Lightfoot, M.H. (2006). Video Remote Interpreting...It's a Good Thing! In *RID VIEWS*. 23:6, pp. 1-30.
4. Fletcher, T. (2005). Is Video Relay Interpreting Right For You? In *RID VIEWS*. 22:7, pp. 20-21.

5. Fretter, X. (2005). Video Relay Interpreting: Rewards and Challenges. In *RID VIEWS*. 22:7, p. 21.
6. Blackburn, L. (2000). The development of sociolinguistic meanings: The worldview of a Deaf Child within his home environment. In M. Metzger (Ed.), *Bilingualism and Identity in Deaf Communities*. Washington, DC: Gallaudet University Press.
7. Aramburo, A. (1989). Sociolinguistic aspects of the Black Deaf Community. In C. Lucas (Ed.), *The Sociolinguistics of the Deaf Community*. San Diego, CA: Academic Press, Inc.
8. Lightfoot, M.H. (2007). Interpreting Culturally Sensitive Information in VRS Settings. In *RID VIEWS*. 24:6, pp. 1-17.
9. Hauser, P. (2000). An analysis of code switching: American Sign Language and Cued English. In M. Metzger (Ed.), *Bilingualism and Identity in Deaf Communities*. Washington, DC: Gallaudet University Press.

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# Course Preview

The lesson outlines below provide an overview of the knowledge that may be helpful as you enter the world of interpreting via distance technologies. This knowledge will serve as the foundation for decisions made while interpreting at a distance and will be supplemented by skills based activities. (The skills based activities are not called out in the lesson outlines below but are presented briefly in the Course Roadmap and in Assignment descriptions.) This combination of knowledge and skills activities will provide a broad overview of the factors to be considered when interpreting in this venue as well as the application of specific skills needed to be successful in the video arena.

## Lesson Outlines

### **Lesson 1 - Consumers, Technology and Terminology**

- Introduction to consumers of interpreting via distance technologies
- Video phones and webcams
- Introduction to, and history of, Video Relay
- Introduction to Video Remote Interpreting

### **Lesson 2 - Market Structure & Demands**

- Federal Communications Commission
- Industry standards and expectations
- Video Relay Service (VRS) and Video Remote Interpreting (VRI) market structure
- VRS and VRI competencies

### **Lesson 3 - The Role of the Video Interpreter**

- Analyzing interpreted encounters
- Multiple roles of a video interpreter
- Creating cultural equivalence
- Understanding a Deaf worldview
- Discourse analysis
- Demand-Control-Consequence cycle

## Lesson 4 – Call Types and Caller Considerations

- Call types; conference calls, Voice Carry Over (VCO), Video originated, Hearing originated
- Caller considerations: frozen text, multiple callers, regional signs
- Deaf People of Color
- Code switching

## Lesson 5 – Ethical and Additional Considerations

- Correction strategies
- Ethical considerations – adaptation of the RID Professional Code of Conduct
- Customer Service Skills

## Course Structure

The structure of this course will be different from your prior courses. In order to accommodate different learner needs, this course will require you to research, report, reflect, and synthesize your learning for each of the course objectives using a common set of tools. Also, to the extent that you want, you can discuss your learning with other peers engaged in study of the same content. Information on the tools will be available in the Tools folder under Course Materials. These tools include:


- A systems perspective
- Case study analysis
- Peer conferencing
- Reflective Journaling
- Research techniques





The course is divided into lessons based on the knowledge component of the course. Each lesson contains a lab exercise to focus on your skill development. For each lesson, you will find information about the tasks to be performed to facilitate your learning. In general these tasks will include:




- Researching the topic  
Research can include library research, web research and field research (some resources will be provided in Course Materials area).
- Posting of findings on the topic (this is optional—and designed to provide you with the opportunity to peer conference with other students).
- Developing and presenting a case study about the topic.
- Reflective journaling about the topic.



# Course Roadmap

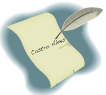

Use this as your “map” while traveling on your distance-learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity indicate specific dates for that item.

Points	Dates	Activities	Done!
	8/24	<b>Online Introduction:</b> Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.	<input type="checkbox"/>
<b>Weeks 1 – 3</b>			
During these three weeks you will become familiar with the consumers, technology and terminology of interpreting via distance technology.			
<b>Lesson 1 – Consumers, Technology and Terminology</b>			
		Explore course resources including: <ul style="list-style-type: none"> <li>• <b>DVD#36:</b> Watch the interview with VRS/VRI interpreter (access instructions will be posted in class).</li> <li>• <b>Reading #1:</b> <i>Close Encounters of the 2-D Kind</i>, June 2005 RID VIEWS, pp. 1, 25 &amp; 30.</li> <li>• <b>Reading #2:</b> <i>From Telephone to Dial Tone: A Look at Video Interpreting</i>, June 2007 RID VIEWS, pp. 10, 32 &amp; 39.</li> <li>• <b>Reading #3:</b> <i>Video Remote Interpreting...It's a Good Thing!</i> June 2006 RID VIEWS, pp. 1, 7 &amp; 30.</li> <li>• <b>Web Resource:</b> Introduction to Video Relay, Video Remote Interpreting, distance technology terminology and players <a href="http://en.wikipedia.org/wiki/Video_Relay_Service">http://en.wikipedia.org/wiki/Video_Relay_Service</a></li> </ul>	<input type="checkbox"/>
	By 9/8	<b>Complete:</b> Lab assignment #1 – interpretation of VRS vignette. DVD #27, Scenario 1 (Real Estate)	<input type="checkbox"/>
	By 9/11	<b>Post:</b> A summary of your initial research on Video Relay, Video Remote Interpreting. Include any resources that may be useful to other interpreters researching the field.	<input type="checkbox"/>

Points	Dates	Activities	Done!
	By 9/14	<b>Reflective Journal:</b> Post responses to two (2) thought questions. (See Lesson 1 content for questions.)	<input type="checkbox"/>
<b>Weeks 4-5</b>			
During these two weeks, you will begin to explore the nature of VRS/VRI interpreting and the demands associated with it.			
<b>Lesson 2 - Market Structure &amp; Demands</b>			
		Explore course resources including: <ul style="list-style-type: none"> <li>• <b>Textbook 1:</b> <i>Interpreting as a Discourse Process</i> pp. 3-22.</li> <li>• <b>Reading #4:</b> <i>Is Video Relay Interpreting Right for You?</i> July/August 2005 RID VIEWS, pp. 20-21.</li> <li>• <b>Reading #5:</b> <i>Video Relay Interpreting: Rewards and Challenges.</i> July/August 2005 RID VIEWS, p. 21.</li> <li>• <b>Textbook 2:</b> <i>Video Relay Services Interpreting Task Analysis Report</i>, pp. 2-26.</li> <li>• <b>Textbook 1:</b> <i>Interpreting as a Discourse Process</i> pp. 23-39.</li> </ul>	<input type="checkbox"/>
	By 9/21	<b>Complete:</b> Lab exercise #2 – interpretation of VRS vignette. DVD #27 Scenario 2 (Brother & Sister)	<input type="checkbox"/>
	By 9/23	<b>Research VRS &amp; VRI Industry:</b> Identify VRS and VRI providers. Post the results of your findings. (This information will contribute to your report for Assignment 3).	<input type="checkbox"/>
	Due: 9/28	<b>First part of Assignment 2: Submit</b> Lab exercises #1 and #2 with analyses. Recordings of the work should be uploaded to the Bear Drive. Analyses should be submitted to the drop box.	<input type="checkbox"/>
	By 9/28	<b>Reflective Journal:</b> Post responses to two (2) thought questions. (See Lesson 2 content for questions.)	<input type="checkbox"/>

Points	Dates	Activities	Done!
<p><b>Weeks 6-9</b></p> <p>During these three weeks, you will examine the role of the video interpreter. Assignment 3 will provide you with insight into either the video relay or video remote interpreting services industry. You will research and write a paper that discusses industry standards, expectations and required knowledge and skills.</p> <p>Assignment 3 is due at the end of this period.</p>			
<p><b>Lesson 3 - The Role of the Video Interpreter</b></p>			
		<p>Explore course resources including:  <b>Textbook 1:</b> <i>Interpreting as a Discourse Process</i> pp. 40-66.  <b>Reading #6:</b> <i>The Development of Sociolinguistic Meanings: The Worldview of a Deaf Child within His Home Environment.</i>  <b>PowerPoint:</b> <i>VI as Interpreter, customer service representative and operator: the multiple roles of the VI.</i></p>	<input type="checkbox"/>
	By 10/5	<p><b>Complete:</b> Lab assignment #3 – interpretation of VRS vignette.            DVD # 28 Scenario 1 (Cousins)</p>	<input type="checkbox"/>
	By 10/12	<p><b>Reflective Journal:</b> Review D-C and discourse analysis. Consider what you know so far about video interpreting in the context of your knowledge of D-C analysis. What is unique about the environmental demands in VRS/VRI interpreting? What is unique/challenging in the inter and intra personal demands? What will be the most challenging aspect of this type of interpreting for you?</p>	<input type="checkbox"/>
	By 10/19	<p><b>Reflective Journal:</b> Post responses to two (2) thought questions. (See Lesson 3 content for questions)</p>	<input type="checkbox"/>
	Due: 10/23	<p><b>Assignment 3:</b> Research either the video relay or video remote interpreting services industry. Generate a paper that discusses industry standards, expectations and required knowledge and skills. Submit to the drop box.</p>	<input type="checkbox"/>

Points	Dates	Activities	Done!
<p><b>Weeks 10-12</b></p> <p>During these three weeks, you will look closer at the video interpreting process by examining different call types and the implications/requirements of these calls.</p> <p>Assignment 4 is due at the end of this period.</p>			
<p><b>Lesson 4 - Call Types and Caller Considerations</b></p>			
	By 10/30	<p><b>Complete:</b> Lab assignment #4 – interpretation of VRS vignette. DVD #28 Scenario 2 (Home Improvement)</p>	<input type="checkbox"/>
		<p>Explore course resources including:</p> <ul style="list-style-type: none"> <li>• <b>Web Resources:</b> Call types: Voice Carry Over <a href="http://www.csdvrs.com/service/vco.aspx?item=1">http://www.csdvrs.com/service/vco.aspx?item=1</a> Spanish <a href="http://www.csdvrs.com/service/spanish.aspx">http://www.csdvrs.com/service/spanish.aspx</a> Video mail <a href="http://www.csdvrs.com/service/vrsmail.aspx">http://www.csdvrs.com/service/vrsmail.aspx</a></li> <li>• <b>Reading #7:</b> <i>Sociolinguistic Aspects of the Black Deaf Community</i></li> <li>• <b>Reading #8:</b> <i>Interpreting Culturally Sensitive Information in VRS Settings</i></li> <li>• <b>Textbook 1:</b> <i>Interpreting as a Discourse Process</i> pp. 67-121.</li> <li>• <b>Reading #9:</b> <i>An Analysis of Codeswitching: American Sign Language and Cued English</i></li> <li>• <b>DVD #28:</b> Watch the interview with interpreter (code to access this will be posted in class)</li> </ul>	<input type="checkbox"/>
	By 11/13	<p><b>Reflective Journal:</b> Post responses to two (2) thought questions. (See Lesson 4 content for questions).</p>	<input type="checkbox"/>
	Due: 11/16	<p><b>Assignment 4: Video Quiz:</b> Create an analysis of a sample interpretation/transliteration generated via distance technologies. Identify the demands and controls and assess the overall accuracy of the work. Submit to the drop box. DVD #29 Model Interpretation (code to access this will be posted in class).</p>	<input type="checkbox"/>

Points	Dates	Activities	Done!
<b>Weeks 13-16</b>			
<p>During these four weeks, you will examine the ethics of video interpreting and complete the course by submitting your performance portfolio.            Assignment 5 is due at the end of this period.</p>			
<b>Lesson 5 - Ethical and additional considerations</b>			
	By: 12/4	<b>Complete:</b> Lab assignment #5 – interpretation of VRS vignette. DVD #36 Scenario 1 (Surprise Party)	<input type="checkbox"/>
		Explore course resources including: <ul style="list-style-type: none"> <li>• <b>Textbook 1:</b> <i>Interpreting as a Discourse Process</i> pp. 122-128.</li> <li>• <b>PowerPoint:</b> Correction strategies</li> <li>• <b>Web Resource:</b> Review the RID Professional Code of Ethics <a href="http://www.rid.org/content/index.cfm/AID/66">http://www.rid.org/content/index.cfm/AID/66</a></li> </ul>	<input type="checkbox"/>
	By 12/7	<b>Reflective Journal:</b> Post responses to two (2) thought questions found in Lesson 5 content.	<input type="checkbox"/>
	Due: 12/10	<b>Assignment 5:</b> Performance Portfolio – create a portfolio of the three best samples of interpretation and/or transliteration. Include an assessment on the effectiveness of the work. Submit to the drop box or upload to the BearDrive as appropriate. <b>Assignment 2:</b> Submit lab exercise and analysis for any remaining labs not included in the portfolio to the drop box and/or BearDrive as appropriate.	<input type="checkbox"/>
		Complete online course evaluation.	<input type="checkbox"/>
<b>End of Semester</b>		Congratulations!	<input type="checkbox"/>

# Assignments

## Assignment Overview

	Description	Pts	Due Date
<b>Assignment 1</b>	<b>Participation:</b> Post an introduction and statement of goals along with a description of any experience you have with VRS/VRI interpreting. As well, you should regularly and consistently post summaries of research, case studies, and reflective journal responses as evidence of progress towards course objectives. Postings should not exceed 750 words.	10	Ongoing
<b>Assignment 2</b>	<b>Lab Exercises</b> <ol style="list-style-type: none"> <li>1. Complete one lab exercise each lesson (five total).</li> <li>2. Submit the first two exercises along with an analysis addressing a) how the work reflects or was influenced by your understanding (or lack thereof) of concepts discussed in that week, b) the overall effectiveness of the interpretation as well as c) the impact of decisions made throughout the work to the drop box and/or BearDrive as appropriate.</li> <li>3. Submit the remaining three exercises at the end of the class along with an analysis of any exercises that are not included in the portfolio for Assignment 5.</li> </ol>	30	Ongoing  9/28          12/10
<b>Assignment 3</b>	<b>Research Paper:</b> Research either the video relay services industry or video remote interpreting services industry and generate a paper that describes 1) industry standards and expectations, 2) the skills, knowledge and attributes required of an interpreter in the selected industry, 3) market trends and job opportunities and 4) the nature and structure of the interpreting work. This paper should also discuss the impact on your professional goals and aspirations. <b>During the course, you will be required to post the results of your research at various intervals.</b> The paper should be 5-7 pages in length. Please use headings to separate the five (5) sections of the paper.	30	10/23
<b>Assignment 4</b>	<b>Video Quiz:</b> Create an analysis of a sample interpretation/transliteration generated via distance technologies. The sample will be provided to you. Identify 1) the demands that emerge and 2) the control strategies used by the interpreter, 3) the effectiveness of the strategies in achieving an effective interpretation/transliteration, and 4) assess the overall accuracy of the work providing specific examples that were effective and rationale to support your assessment. The assessment should be presented as a 3-5 page paper.	10	11/16

	Description	Pts	Due Date
<b>Assignment 5</b>	<b>Performance Portfolio:</b> Create a portfolio of your best three lab exercises and provide a rationale for the inclusion of each sample to include the following: 1) an assessment of the effectiveness of the work based on discourse analysis and the D-C-C-RD cycle, 2) correction and/or clarification strategies used in the work including examples of those strategies, 3) alternate controls for any, including correction and/or clarification strategies, that are deemed ineffective.	20	12/10

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# Course Summary

## Conclusion

This course has introduced you to video relay and video remote interpreting. You have learned the terminology and technology associated with interpreting via distance technologies, become familiar with the market structure of the video relay and video remote interpreting industries and examined the skills and competencies necessary to work in this environment. Finally you have applied your interpreting skills to a wide range of selections, assessed the effectiveness of the interpretations and examined strategies for correction. This practical application of knowledge and skills has provided you with a foundation for working in video relay and video remote environments.

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