

Distance Opportunities for  
Interpreter Training



# The DO IT Center

Course Implementation Guide

Model Courses:

EDI 132: Skill Development Lab II

EDI 133: Skill Development Lab III

Providing quality educational programs  
to enhance the field of interpreting

The logo for the Distance Opportunities for Interpreter Training Center (DO IT) features the letters 'DO IT' in a large, light blue, serif font. A horizontal line with an arrowhead on the right side passes through the middle of the letters.

## Distance Opportunities for Interpreter Training Center

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# **DO IT Center, Denver, Colorado**

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## **What is the DO IT Center?**

The DO IT Center is a grant-funded organization dedicated to providing quality educational programs to enhance the field of interpreting.

The Center is currently administering three major projects (2002-2005) through grants awarded by the U. S. Department of Education and co-sponsored by 16 State Education Agencies, including AK, AZ, CA, CO, KS, HI, ME, MN, MT, NE, ND, NM, NV, SD, UT, WY and the Bureau of Indian Affairs (BIA). Each project emphasizes different interpreting specialties, but all are intended to deliver instruction via blended technologies to distance learners.

These two model courses are a part of the Educational Interpreting Certificate Program (EICP), funded by OSEP Award # H325A000081, RSA Grant of National Significance Award # H160B000008, and Multi-state/BIA Partnership FRCC # 10054.

## **What is the EICP?**

The Educational Interpreting Certificate Program is a distance learning opportunity that uses a variety of technologies to bring the courses to Educational Interpreters. This 30 credit hour program takes three years to complete and results in a Vocational Certificate in Educational Interpreting recognized by State Education Agencies and BIA.

## **What are the EICP goals?**

The EICP mission for the years 2002 – 2005 is to:

- Deliver in three-year cycles the 30-credit hour Educational Interpreting Certificate Program to 150 K-12 interpreters;
- "Educate the system" about the work of the educational interpreter; and
- Create a career ladder with opportunities for continued professional development.

## **What is the purpose of this document?**

This document presents two model courses entitled EDI 132: Skill Development Lab II and EDI 133: Skill Development Lab III, designed to develop the ASL and Interpreting skills of program participants through the use of a structured program of self-assessment and feedback from a Language Mentor.

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# Course Fact Sheet

<b>Name</b>	EDI 132: Skill Development Lab II EDI 133: Skill Development Lab III
<b>Purpose</b>	To explore and improve the student's ability to communicate his/her ideas, and interpret the ideas of others, in a clear and meaningful manner between deaf and hard-of-hearing youth and adults and non-deaf youth and adults in K-12 settings.
<b>Target Audience</b>	Working Educational Interpreters
<b>Credit Hours</b>	Skills Development Lab II – 1 semester hour Skills Development Lab III – 1 semester hour
<b>Delivery</b>	Online via WebCT
<b>Materials</b>	Each course uses a structured workbook that leads students through the 10-step process for discourse analysis along with several videotaped ASL texts.  Dr. Marty Taylor's two texts about Major Features in ASL provide the foundation for these courses and are used in a prior course.
<b>Major Assignments</b>	The lessons in these courses provide activities that help students prepare for the three major course assignments.  <ol style="list-style-type: none"><li>1. Students are required to participate in WebCT discussions on lesson topics.</li><li>2. Students complete two assignments in which they videotape themselves retelling an ASL text and then transcribe and analyze their videotaped retelling of the ASL text using the workbook. After receiving feedback from the Deaf Language Mentor, the student has a chance to redo the videotaped work.</li></ol>

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# DO IT Center Instructional Development

## Program Philosophy

DO IT Center courses are designed to be part of a program, rather than as freestanding courses. Programs range in length from two courses (such as the Distance Learning and Technology Internship) to twenty courses (the Educational Interpreting Certificate Program). Students are organized into cohort groups, so that they start and move through a program together, which creates a community of learners that work together during the program. The result of this program approach is an integrated curriculum that accomplishes spiral learning by building on concepts both within each course and from course to course.

In addition, the philosophy behind the design of all DO IT Center courses is based on four key elements:

- Core Beliefs
- Distance Learning Assumptions
- Experiential Approach
- Assessment Approach

### **Core Beliefs**

The DO IT Center programs have been founded on the core beliefs that:

Deaf People:

- Represent a unique cultural and linguistic community that co-exists within the broader society.
- Have the right to equal access and communication, as members of the broader society.
- Can achieve equal access and communication with non-deaf persons through the use of qualified and professionally trained interpreters.

Interpreting:

- Involves a cognitive process and psycho-motor skills that require linguistic competence in Sign Language and English as a pre-requisite.
- Requires a commitment to on-going professional development.

Education:

- Recognizes and respects the uniqueness of individuals and the value of diverse worldviews.

- Encourages learning experiences that allow students to explore, experiment and discover, while building on past experiences to create new schemes and understanding.
- Provides learning opportunities through a variety of methods and technologies, supported by a learning-centered organization that promotes a thorough integration of intellectual, attitudinal and behavioral skills.
- Creates a student-centered learning organization where the instructional team is comprised of professionals who are committed to expanding their own knowledge and expertise through collaboration with students, professional peers, and consumers.
- Fosters an attitude of life-long learning and self-discovery, while enhancing the maturation of moral and intellectual skills.

### **Distance Learning Assumptions**

Distance learning can be an effective and meaningful experience for students, providing the following advantages:

- Ability to obtain education and training in remote locations
- Access to international faculty
- Personalized learning
- Professional networking

The DO IT Center believes that the keys to successful learning in a distance environment are excellent course structure, student support, experienced facilitators, and the use of online discussions to develop critical thinking skills, enable students to share information, promote a community of learners, and establish networking skills.

### **Experiential Learning**

The term “experiential learning” describes the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experiential learning thus involves a, 'direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it.' (Borzak 1981: 9 quoted in Brookfield 1983).

The belief in the value of experiential learning is a foundation of the design of learning activities for DO IT Center courses. Since the audience consists of working interpreters, class activities and assignments require students to immediately apply their learning to situations in their work environment.

## **Assessment Approach**

An integral part of the course design for all DO IT Center courses is the assessment approach that guides the design of student assignments. Since DO IT Center courses have been designed as in-service programs for working interpreters, assessments are designed to be practical, work related projects that require students to apply their learning to real-life situations and experiences. The projects result in work products that the students can use on the job or as a part of a portfolio. For example, a student in the legal program would research and collect various legal forms then analyze how to interpret the forms. In addition, assignments often build on each other so that individual concepts are applied and then synthesized. For example, a student in the Educational Interpreting program would analyze classroom discourse, then analyze the interpretability of a class, then produce an interpretation and self-analysis.

In addition, the Educational Interpreting Certificate Program requires students to create and present a portfolio with evidence of their competence in each of the fourteen core competencies (see p. 12). Products produced as assignments in the EICP courses are used as evidence and students have the opportunity to reflect on their learning in each class. The last course that students take in EICP is the portfolio course that helps students organize and document their learning.

## **Instructional Design Methodology**

### **How DO IT Center courses are developed**

The development cycle for DO IT Center courses is different than at many educational institutions. Courses are developed centrally at the DO IT Center using “SMEs” (Subject Matter Experts) and professional instructional design personnel. This ensures that all courses have the same “look and feel” and follow the DO IT Center standards and design.

### **The Parts of a DO IT Center Course**

Each DO IT Center course has the following components:

- Printed Study Guide that serves as the extended course syllabus and is sent to the students prior to class.
- Hard copy readings, media or textbooks used for class (sent with the Study Guide).

- Printed Workbook (for Skills Courses) to guide students through the use of the 10-step process.
- WebCT online course that includes a calendar of critical dates, a detailed description of each activity and due date in the course, instructional insights that provide examples or tie course information together, a detailed description of each assignment, resources (glossary and web links) and communication tools.

## **DO IT Center Printed Course Materials**

Each student receives a “short version” of the Study Guide along with any media, readings and texts used in the course. The short Study Guide is an extended course syllabus that provides critical information and helps students keep organized.

Key elements of the Study Guide include:

**Course Overview** that includes:

- Purpose of the course
- Impact (Why is this course important?)
- Objectives (What will you be able to do at the end of the course?)
- Portfolio information, depending on the program (How does this course affect the portfolio, what assignments might be good portfolio products?)
- Materials checklist (What you should have received along with the Study Guide.)

**Course Preview** that includes:

- Lesson Preview (A verbal description of each lesson.)
- Course Roadmap (A detailed list of activities and due dates required in order to complete the course.)
- Assignment Overview (A short description of each assignment with point value and due date.)

**Appendices** that include:

- Instructional team names and email addresses
- List of the students in each section
- Technology information (WebCT address, videoconference information)
- Any other critical information used in the course

**Readings** section that includes any hard copy readings for the course. Each reading is numbered and then is referred to by number in the Roadmap.

## **DO IT Center WebCT Courses**

Each DO IT Center course in WebCT has the same basic design and layout, making it easy for students to find critical information.

The parts of the course on the web include:

- **Calendar of critical dates**  
The printed Course Roadmap provides detail on everything that needs to be done for the class. Critical dates are also entered into the calendar in WebCT.
- **Course content**  
Every activity has a detailed description that includes the purpose of the activity, what to look for and any instructional insights.
- **Assignments**  
Every assignment has a detailed description that includes the goal of the assignment, how to approach the assignment, how to complete the assignment and grading rubrics (rubrics are used as grading guidelines for both students and facilitators).
- **Communication tools**  
Discussion groups, email and chat rooms are available in each WebCT course. Note: discussion groups are asynchronous discussions that can be used for collaboration; chat rooms provide real-time communication similar to Instant Messaging.
- **Resources**  
A glossary and list of links is included in every course.

## DO IT Center Student Orientation

All new DO IT Center students participate in an online orientation course that accomplishes the following objectives:

- Introduces students to the DO IT Center philosophy, policies and procedures, and organization.
- Provides practice with key skills in WebCT including using the calendar, accessing course content, sending email, participating in discussion groups, and submitting assignments.
- Helps students develop success strategies for online learning including technical skills, planning skills, time management.
- Helps students understand their own learning style and how to adapt their study patterns for their learning style.
- Helps students become acquainted with each other and encourages the development of an online learning community.

This orientation class is held for three weeks prior to the official start of the first academic class, so that when students begin their classes, they are comfortable with the environment, with each other, and have a better idea of what it takes to be a distance student.

## DO IT Center Skills Development Methodology

The DO IT Center has developed a structured methodology for delivering skills development courses at a distance. This methodology has been used successfully since the implementation of the EICP program in 1996 and is used in all of the DO IT Center programs.

The methodology has three simple components including:

- (1) The use of the 10-step process for discourse analysis to analyze ASL and interpreting strengths and areas for improvement;
- (2) Self-analysis and feedback in which students analyze their own skills and learn to give and receive feedback; and,
- (3) Exchange of videotapes between students and mentors.

The foundation for implementing this methodology is the 10-step discourse analysis process which provides a structured way for students to determine the meaning of a message, understand the full semantic intent of a message, and explore the factors that impact equivalency in the target language. Students are required to complete the 10-step analysis process numerous times during the various skills development courses to help them improve their performance on each step and to force them to internalize the steps. The goal is to have these steps become “second nature” to the students by the end of the program.

The foundation for communication between students and mentors is the work of Dr. Marty Taylor: *Interpretation Skills: English to ASL* (1993) and *Interpretation Skills: ASL to English* (1993). Dr. Taylor’s books provide a structured way to discuss the Major Features of ASL and English and the types of errors that interpreters often make. This foundation enables students and mentors to communicate in a common language to identify strengths and areas for improvement.

Every assignment requires the student to view his/her own videotape and assess his/her performance. The development of self-assessment skills gives the student a tool that can be used for skills development outside of the formal learning environment. The goal is to have the student become independent and able to assess his/her own performance without having to rely on others.

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# The Educational Interpreting Certificate Program

## EICP Background

The EICP is a three year online program that results in a Vocational Certificate in Educational Interpreting recognized by State Education Agencies and BIA. The EICP is designed for students in a cohort group. In other words, students start and end the program as a member of a group. There have been 5 cohorts in the EICP to date. The Pilot Cohort started in 1996. Cohort 1 graduated in 2001 and Cohort 2 completed in 2003. Cohorts 3 & 4 are scheduled to complete their studies in 2005.

## EICP Structure

The EICP is organized into three steps based upon the level of interpreting skills demonstrated upon entering the program. Placement in a specific “step” is based upon the Educational Interpreting Performance Assessment score completed prior to admittance to the program.

### Step 1

Step 1 students need the most support in developing their sign language proficiency upon entering EICP. They will participate in a special set of remedial sign language courses to bring their sign language skills up to the level required for participation in EICP. In addition, Step 1 students take the EICP knowledge and interpreting skills courses.

### Step 2

Step 2 students are the “core” of the program. They have foundational sign language proficiency, but need to build on that base for the development of their interpreting skills. They will participate in both knowledge and interpreting skills courses.

### Step 3

Step 3 students have demonstrated sign language proficiency and interpreting skills, but have expressed their interest in acquiring a stronger knowledge base required to effectively apply those skills as a professional educational interpreter. These students may choose to take only the online knowledge-based courses.

## Strands

Within the program, “strands of study” cover the basic themes necessary to attain the core competencies (see next page). The strands are:

- Sign Language Proficiencies (Step 1 participants only)  
These courses are designed to bring the language skills of the Step 1 students up to a level that will enable them to confidently participate in the EICP. This is required in order for the students to be able to participate in the first Summer Session.
- Skills Courses (Step 1 and Step 2 participants)  
Sign Language Proficiencies  
Consecutive Interpreting Skills  
Simultaneous Interpreting Skills
- Knowledge Courses (Step 1, Step 2, and Step 3 participants)  
The Interpreting Profession (Roles and Responsibilities)  
The Educational Process  
Child and Language Development

EDI 132 and 133, Skills Development Labs II and III are a part of the second strand, concentrating specifically on language skills.

During a semester, EICP students take two 7 or 8 week knowledge courses sequentially, so that they can concentrate on one course at a time. In the second and third years of the program, they also take a Skill Development course that lasts the entire semester, resulting in simultaneous knowledge and skills coursework. Skill Development Lab II and III are each semester-long language skills courses.

## Summer Institutes

EICP students attend a three week Summer Institute each summer of the three-year program. The Summer Institutes are an exciting time to work intensively on skill enhancement with the EICP instructional staff. During this time, no English is spoken – all lectures and class activities are conducted in ASL with teams of Deaf / Hearing instructors.

At the first Summer Institute, students take EDI 131: Skill Development Lab I where they are introduced to the 10-step process for Discourse Analysis and to Dr. Marty Taylor’s work identifying the Major Features of ASL and English. This provides the foundation for the Skill Development Lab II and III.

## Core Competencies

The EICP goal is to deliver quality instruction that will assist the learner in achieving the 14 Core Competencies for an Educational Interpreter. Each course in the program addresses one or more of these competencies:

1. Demonstrate a personal philosophy, including ethics and values, which will guide interpreting practice.
2. Demonstrate the ability to create and maintain professional relationships through effective interpersonal communication using negotiation, problem-solving, and conflict management as necessary.
3. Demonstrate an understanding of the language development of deaf children as part of their educational experience.
4. Demonstrate an understanding of the factors that may have an impact upon a deaf student's educational experience.
5. Demonstrate the ability to simultaneously and accurately interpret or transliterate from ASL or MCE to spoken English.
6. Demonstrate the ability to simultaneously and accurately interpret or transliterate from spoken English to ASL or MCE.
7. Demonstrate the ability to analyze her (or his) own interpreting work and the work of someone else.
8. Demonstrate effective writing and public speaking skills.
9. Demonstrate knowledge of the roles and responsibilities of members on an educational team.
10. Demonstrate knowledge of the roles and responsibilities commonly held by educational interpreters.
11. Demonstrate an understanding of public education and Special Education history, laws and processes.
12. Demonstrate the ability to use technology in support of continuing education, networking, and peer support.
13. Demonstrate knowledge of how to establish appropriate working conditions that foster effective interpretation within an educational setting.
14. Demonstrate an on-going commitment to professional and personal development, post graduation.

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# Skill Development Labs II and III

## Course Description

These two skills development courses focus on aspects of visual language and are offered at a distance through the use of WebCT discussion forums, and through videotape exchange and feedback.

Each student is assigned a Deaf Language Mentor, who works with the student on an individual basis to foster development of Major Features associated with fluent use of Sign Language/ American Sign Language. Students continue the application of self-analysis and transcription skills learned during the Summer Institute in an effort to enhance their ability to self-monitor their own effectiveness as an Educational Interpreter.

## Where Do These Courses Fit?

These courses are the second and third in a series of skills development courses.

### **EDI 124/131: Discourse Analysis and Interpreting Lab I**

This is the Summer Skills Institute I course in which students learn the 10-step Discourse Analysis process for exploring the meaning and complexities of both ASL and English texts. Students also learn about self-analysis and transcription and receive individual feedback on skills from peers and Skills Specialists. The introduction of these concepts and skills in a face-to-face environment provide the foundation for all subsequent skills development courses.

During this course students have access to several articles and a videotape in ASL about the 10 step process and guided self-assessment. Two of the articles are included in at the end of this Implementer's Guide ("Understanding the Meaning of Texts and Reinforcing Foundation Skills Through Discourse Analysis" and "Content Mapping: A Text Analysis and Mnemonic Tool for Interpreters"). The third article, "Guided Self-Assessment and Professional Development Planning: A Model Applied to Interpreters Working in the Educational Setting" is available in the Distance Learning and Technology Internship (DLTI) model course. In addition, the videotape containing the lectures in ASL are also in the DLTI Model course.

### **EDI 132: Skills Development Lab II**

The Skills Development Lab II continues the process of analyzing and exploring the meaning of texts through completion of Steps 1-6 of the 10-step Discourse Analysis model. Students analyze, map and re-tell three ASL texts during this course, transcribe their work, conduct a self-assessment, and then send each assignment to a Deaf Language Mentor for individualized feedback and recommendations. Students also have the opportunity to redo the text based on feedback received.

### **EDI 133: Skills Development Lab III**

As a continuation of EDI 132, this course presents three different ASL texts, allowing students to continue applying Steps 1-6 with transcription, self-analysis and individualized feedback.

Note: A second set of Skill Development Labs requires students to apply all ten steps in the 10-step Discourse Analysis model.

### **EDI 231/232 Educational Interpreting: Content and Non-Content Areas**

This is the Summer Skills Institute II in which students continue to improve spoken English and signed language communication skills in order to develop stronger language competence required for providing effective and successful interpretations. The focus is on consecutive interpreting and content specific materials for K-12. During the onsite sessions students have the opportunity for frequent practice of: (a) spoken English skills (as applied to interpreting); (b) signing skills; (c) interpretation skills; (d) composure and appearance; and (e) assessment skills. All lectures during the Summer Sessions are given in ASL, offering students an immersion experience that also helps improve their language competence.

### **Knowledge Courses**

In addition, EICP students have taken the following knowledge courses prior to taking the Skill Development labs.

EDI 101: Field of Interpreting

EDI 113: Public and Deaf Education

EDI 121: Language & Signed Systems

EDI 122: Discourse Analysis—Education

## Course Delivery Methodology

Skills Development Lab II and III are delivered online using the WebCT Learning Management System. An important requirement of the course delivery is a platform that includes the feature of threaded discussion groups. Threaded discussions are critical to the instructional activities and require students to discuss various topics with their peers and communicate regularly with their Deaf Language Mentor. In the threaded discussions in the Skill Development Labs, students also discuss the various ASL videotapes they are observing in preparation for completing the assignments.

## Course Design

These two courses are designed to build upon work in the first Summer Institute, where students learn about the 10-step process for discourse analysis and Taylor's work. The skills course during the summer (EDI 131: Skills Development Lab I) requires students to videotape themselves retelling an ASL text, use a workbook that leads them through the 10-step process, analyze their own work, receive feedback from a Deaf Language Mentor, and redo their videotape based on feedback. In essence, they have done the entire process that they will be doing at a distance during Skills Development Labs II and III.

These courses are designed to:

- Lead students through the structured methodology of analyzing discourse with the 10-step process
- Provide practice retelling ASL texts and interpreting English texts
- Provide a foundation for self-assessment using Taylor's work
- Provide feedback from a Deaf Language Mentor
- Revise or redo their work based on feedback

## Skills Development Lab II and III

### Course Objectives

By the end of these courses, the student will be able to:

- Engage in discourse analysis of signed texts.
- Identify examples of the Major Features of ASL texts.
- Chart the main ideas and supporting details associated with a text by using discourse and/or visualization mapping strategies.
- Identify and discuss the salient linguistic features associated with ASL texts.
- Identify and discuss the overall point of ASL texts and generate a one-line abstract of the texts.
- Generate coherent and meaningful retellings of ASL source texts into ASL.
- Identify and discuss the features of effective signed messages.
- Transcribe signed retellings of ASL texts
- Identify and analyze the strengths and areas that need improvement in his/her signed performance and/or that of your peers.
- Receive feedback from a Deaf Language Mentor in a professional and collaborative manner, and redo the text incorporating the feedback.
- Continue the documentation of a plan for continuing professional development upon completion of EICP.

# Materials

Instructional Materials for Students	
Skill Development Lab II	Skill Development Lab III
Study Guide containing Course Overview, Objectives, Roadmap and Assignments.	Study Guide containing Course Overview, Objectives, Roadmap and Assignments.
<p>Article:</p> <p>Reading #1: Witter-Merithew, A. (2001) "Mentoring: The Cornerstone of Reflective Growth and Development". Distance Opportunities for Interpreter Training Center. FRCC @ Lowry. Denver, CO</p>	
<p>EDI 132 Workbook:</p> <p>Contains templates for completing Steps 1-6 of the three ASL texts for this course.</p>	<p>EDI 133 Workbook</p> <p>Contains work pages for completing Steps 1-6 of the three ASL texts for this course</p>
<p>Videotapes:</p> <ul style="list-style-type: none"> <li>• Videotape #1: 3 ASL texts               <ul style="list-style-type: none"> <li>○ Segment #1: "Lecture Organization"</li> <li>○ Segment # 2: "Acid Rain"</li> <li>○ Segment # 3: "Women and Work"</li> </ul> </li> <li>• Videotape #2: Blank 60 minute tape for taping retellings</li> </ul>	<p>Videotapes</p> <ul style="list-style-type: none"> <li>• Videotape #1: 3 ASL texts               <ul style="list-style-type: none"> <li>○ Segment #1: "Electrical Storms"</li> <li>○ Segment # 2: "Rules of the Road"</li> <li>○ Segment # 3: "IRS and Taxes"</li> </ul> </li> <li>• Videotape #2: Blank 60 minute tape for taping retellings</li> </ul>
<p>Packaging:</p> <p>Three priority boxes, with labels, for sending assignments to the Deaf Language Mentor</p>	<p>Packaging:</p> <p>Three priority boxes, with labels, for sending assignments to the Deaf Language Mentor</p>

## Materials for Course Implementation

This model course contains the following materials:

- Model Course Notebook that includes:
  - Implementer’s Guide to EDI 132 and EDI 133
  - EDI 132 Study Guide and Workbook received by students
  - EDI 133 Study Guide and Workbook received by students  
Note: The workbooks sent to the students are spiral bound, but the copy included in this package is inserted into the Model Course Notebook instead.
  - Background Materials

The following items that the students have from prior courses have been included in this package:

- Witter-Merithew, A. (2001). *Understanding the Meaning of Texts and Reinforcing Foundation Skills through Discourse Analysis*. Distance Opportunities for Interpreter Training Center, Denver, CO
  - Witter-Merithew, A. (2001). *Content Mapping: A Text Analysis and Mnemonic Tool for Interpreters*. Distance Opportunities for Interpreter Training Center, Denver, CO
  - PowerPoint presentation on the 10-step process
- CD containing all of the above materials in electronic format.

**Note:** The following materials that provide a foundation for these two courses are included in the DLTI model course:

- Videotape labeled “Lectures” with two parts: Part A: “Application of the 10-Step Discourse Analysis Process” by Betti Bonni; and Part B: “Guided Self-Assessment” by Anna Witter-Merithew, Assistant Director, DO IT Center.
- Taylor, M. Ph.D. (1993). *Interpretation Skills: English to ASL*. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.
- Taylor, M. Ph.D. (2002) *Interpretation Skills: ASL to English*. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.

And an article on guided self-assessment can be found in:

- *Tapestry of Our Worlds, Proceedings of the 17<sup>th</sup> National Conference of the Registry of Interpreters for the Deaf, August 6-11, 2001*, (2002). Alexandria, VA.: RID Publications.

# Course Preview

## Lessons

The lessons in the skills courses are geared toward completing each skill assignment. Students complete the workbook steps, discuss the process with peers, and prepare to create their videotape samples.

	<b>Skill Development Lab II</b>	<b>Skill Development Lab III</b>
<b>Lesson 1</b>	Students sign on and introduce themselves, identifying their top 3 skill development priorities	Students sign on and introduce themselves, identifying their top 3 skill development priorities.
	Complete steps 1-6 for first ASL text	Plan a redo of last Assignment 4 from Skill Development Lab II Complete steps 1-6 for first text
	<b>Assignment 2</b> – Prepare videotaped retelling of text 1	<b>Assignment 2</b> – Prepare videotaped retelling of text 1
<b>Lesson 2</b>	Plan a redo of the first text Complete Steps 1-6 for the second ASL text	Plan a redo of the first text Complete Steps 1-6 for the second ASL text
	<b>Assignment 3</b> – Prepare videotaped retelling of text 2.	<b>Assignment 3</b> – Prepare videotaped retelling of text 2
<b>Lesson 3</b>	Plan a redo of the second text. Complete Steps 1-6 for the third text	Plan a redo of the second text. Complete Steps 1-6 for the third text
	<b>Assignment 4</b> – Prepare videotaped retelling of text 3	<b>Assignment 4</b> – Prepare videotaped retelling of text 3 Note: Redo of this text is incorporated into Summer Institute II.
<b>All lessons</b>	Online discussion focuses on student observations about Major Features that emerged in the ASL text, notes students have jotted into their workbooks on each of the steps, and how students can engage in the transcription and analysis of their own signing skills	

## Assignments

The assignments are the main activities in the course. Each lesson provides activities to lead the students through completing the assignments in a structured manner.

### **Assignment 1 - Introductions and Participation**

#### *Brief Description*

Participate weekly in online discussions with peers and mentor regarding various aspects of the preparation work for Assignments 2-4. Students are expected to post an original posting (discussion question, idea, or observation) at least ten times during the semester (NOT all at once, but regularly over the term) and to respond to at least ten postings initiated by others.

#### *Rationale*

Students have been together in the EICP for over one year by the time they take this course so they know each other and know that this is a safe environment. The discussions are designed to help students process what they are doing for the assignments, share insights and learning, ask questions, and provide communication between students and Deaf Language Mentors.

### **Assignment 2 - Retelling of ASL Text**

#### *Brief Description*

Each student creates a videotaped retelling of the first ASL text and transcribes and analyzes his/her work. The videotape, along with the completed Steps 1—6 pages from the workbook are sent to the Deaf Language Mentor for feedback.

#### *Rationale*

This assignment requires students to complete Steps 1-6 of the discourse analysis process using a specific ASL text. Repeated practice of these steps is required in order for this methodology to become a natural part of the interpreting process for each person.

### **Assignments 3 & 4 - Redo Prior Text and Retell Another ASL Text**

#### *Brief Description*

Students redo the prior assignment based on feedback received and create a videotaped retelling of the second text with transcription and analysis. The videotape and workbook pages are sent to the Deaf Language Mentor for feedback.

### ***Rationale***

For the first part of this assignment, students can redo their previous retelling of the prior ASL text incorporating feedback from the Deaf Language Mentor. This provides an opportunity for students to improve their retelling by incorporating some of the improvements suggested in their own or their mentor's analyses.

For the second part of the assignment, they repeat the first six steps of the 10-step process and retell another text. The key idea here is Practice, Practice, Practice!!! The more that they practice using this 10 step method, the more they will incorporate these steps into their daily interpreting and into their own professional development.

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# Implementing the Courses

## Background

An extended syllabus called a “Study Guide” and all textbooks and videotapes are sent to all DO IT Center students prior to the start of each course.

The Study Guide provides an overview of the course, a brief description of each assignment and a course roadmap that lists all the activities and assignments required in order to complete the course. Students often use this as a checklist for course completion.

In addition, for all Skill Development Labs, students receive a structured workbook that they use for the 10-step discourse analysis process. Students send their completed workbook exercises, along with their videotape samples to their Deaf Language Mentors for feedback.

When students access the online course, they gain access to the course calendar, assignment descriptions, resources, and the communication tools used for discussions and projects.

Students in DO IT Center programs attend courses in a cohort group – starting and ending each class together. In addition, discussion activities and projects have specific dates so that students can work together, much as they would in a face-to-face class.

A copy of the student Study Guide, Student Workbook, readings and assignments has been included in this model course for your adaptation.

## Online Course Structure

The online course for all the DO IT Center Skill Development courses provides a platform for communication between students and mentors along with the presentation of any content or articles that may support the labs.

Since the activities in the course basically provide a structure for completing the assignments, there is no significant content provided on the Web for these courses.

### **DO IT Center sample online course structure**

The following information summarizes what is available on the Web for Skill Development Labs II and III.

#### **Course Overview**

The overview information from the Study Guide is available in HTML or PDF format. This enables a student to gain access to this information if they don't have their hard copy Study Guide with them.

#### **Course Calendar**

Major dates from the Roadmap are entered into the course calendar.

#### **Assignments**

The detailed descriptions of the assignments are available in HTML or PDF format.

#### **Content**

Any articles or resources required are posted here.

#### **Discussions**

A discussion group is set up for each activity or assignment requiring discussion. This provides a place for the students and mentors to discuss the texts and the process. Students are required to participate in the discussions as a portion of their grade.

## Customizing the Course Content

Since these two courses are actually a “process” rather than a content related course, little customization would be required other than choosing videotape texts from resources at your institution.

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# Facilitating the Skills Courses

## Role of the Instructional Manager

All DO IT Center courses are monitored by an Instructional Manager who provides guidance and supervision for the facilitators or mentors. This person has a high level view of the courses and how they all fit and flow together, along with experience facilitating online courses. The Instructional Manager responds to questions and concerns of the individual facilitators or mentors and monitors the course for any issues or problems.

## Role of the Language Mentor

The Deaf Language Mentor helps each student accomplish the learning objectives of the skills courses. In this capacity, she or he has the following responsibilities:

- Provide general guidance for the preparation of the videotaped language samples
- Guide the WebCT discussions
- Supervise overall skills development
- Act as a resource
- Provide videotaped and written feedback on assignments.

They are not a "teacher" in the traditional sense (sage on the stage), but rather a "facilitator" (guide on the side).

The Deaf Language Mentors have access to a "Mentor Forum", a private discussion group that enables them to collaborate and discuss questions, issues, concerns, and learning points with other mentors in the course.

## Mentor/Student Ratio

The EICP uses a ratio of one mentor for six students. Remember that mentors are providing detailed videotaped feedback to each student, so limiting each mentor to six students enables them to allocate sufficient time to each student.

## WebCT Discussions

The discussions for the skills courses are used primarily as a way for students to collaborate with peers on workbook pages, share insights on self-assessment, and share mentor feedback.

Students from multiple mentors are combined so that there are 12 – 18 students in each discussion. This provides a larger base of colleagues with whom students can share information.

## Assignments

Assignments in skills courses consist of videotaped language samples from students. The recommended methodology for providing feedback to students is for the Deaf Language Mentor to videotape his/her own feedback to the student in ASL. Since ASL is a visual language, this method enables the Mentor to demonstrate and model use of the language in the appropriate mode.



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**Distance Opportunities for  
Interpreter Training Center**

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