

Study Guide

EDI 133:

Skills Development Lab III

Educational Interpreting Certificate Program

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EDI 133: Skills Development Lab III

This is a skill development course focused on aspects of visual language, offered at a distance through the use of WebCT discussion forums, and through videotape exchange and feedback. You will be assigned a Deaf Language Mentor, who will work with you on an individual basis to foster your development of Major Features associated with fluent use of Sign Language/American Sign Language. As well, you will continue your application of self-analysis and transcription skills in an effort to enhance your ability to self-monitor your effectiveness as an Educational Interpreter.

Where Does This Course Fit In?

This course is the second in a series of skills development courses that explore your ability to communicate your 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.

EDI 124 / 131: Discourse Analysis and Interpreting Lab I

This is the Summer Skills Institute I where you were engaged in learning a ten-step Discourse Analysis process for exploring the meaning and complexities of both ASL and English texts. You learned about self-analysis and transcription and received individual feedback on your skills from peers and skills specialists.



EDI 132: Skills Development Lab II

This is the skills development lab II you've just completed this past semester. In it, you continued your process of analyzing and exploring the meaning of texts through completion of steps 1-6 of the 10-step Discourse Analysis model.

EDI 133: Skills Development Lab III

This class continues your work in analyzing, mapping and re-telling three additional ASL texts, and transcribing your work, conducting a self-assessment, and then sending each assignment to a Deaf Language Mentor for individualized feedback and recommendations. You will also redo the text based on feedback received.

Table of Contents

Course Overview	1
Purpose.....	1
Impact	1
Objectives	2
Portfolio Perspective.....	3
Portfolio Products	3
Portfolio Considerations.....	4
Materials Checklist	5
Course Preview	6
Course Roadmap.....	7
Assignments.....	9
Assignment Overview.....	9
Assignment 1 - WebCT Participation	12
Assignment 2-4 – Retelling of Signed Texts.....	14
Assignment 6 – Revised Skill Development Plan (SDP).....	22

Course Overview

Purpose

The purpose of this course is to provide you with a firm foundation in the Major Features associated with American Sign Language (ASL) so that you will convey more clear and meaningful signed messages, regardless of what signing system you may be using with the deaf and/or hard-of-hearing youth (and adults) for whom you are interpreting. This foundation in visual language principles is essential so that it can be used to strengthen and enhance your interpreting skill performance. If you do not have an adequate language foundation to support your interpreting process, you will be unable to deliver consistent and reliable work as an interpreter. Additionally, the language mentorship is for the purpose of increasing your ability to self-monitor and enhances your work through the use of transcription and self-analysis.

Impact

The research of Cokely indicates that bilingual competence is a pre-requisite to successful interpreting. Ironically, most interpreters begin their work prior to the full acquisition and mastery of ASL/Sign Language, and as evidenced by the research of Taylor, this lack of mastery impacts on the rate and severity of errors within interpreting. Therefore, before you will focus intensely on the furthering of your interpreting skills, it is necessary to first improve and enhance your language foundation. The impact of increasing your language competence prior to a focus on the interpreting process is that you will be able to move through the stages of semantic intent realization, determining equivalent messages, and constructing accurate messages more successfully with this language foundation in place.

Objectives

By the end of this course, you 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 your 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 your plan for continuing professional development upon completion of EICP.

Portfolio Perspective

EICP utilizes a Portfolio Assessment System (PAS) for measuring your entry-level mastery of fourteen (14) Core Competencies associated with your successful completion of EICP. You were introduced to the 14 Core Competencies and PAS during the first year of this program. The introduction provided you with an overview of how the process works and what you will need to do throughout the program as part of PAS. Here are the EDI 133 course objectives that specifically relate to some portion of the 14 Core Competencies:

- Generate coherent and meaningful retellings of ASL source texts into ASL.
- Identify and analyze your strengths and areas that need improvement in your ASL/ signed performance and/or that of your peers.
- Document your plan for continuing professional development upon completion of EICP.

Portfolio Products

The Portfolio products that will be developed from this course are the written transcription and analysis of your signing skills and any revisions to your Skills Development Plan (SDP) that will specify your primary goals for continued language/ communication skills development during the next course. These products will be improved and revised during future courses, but the accurate completion of these initial products will be instrumental in guiding your later assignments.

Portfolio Considerations

As you enter the skills portion of your EICP coursework, it will be important to keep organized records of your work, both written and taped. As part of the portfolio process, you will want to have evidence of your progress in skill development over the length of your EICP journey. To do this, you will need to have your self-assessments, peer reviews, and videotapes organized by class, assignment, and date. Recording this information in a clear manner on each written analysis, feedback form and/or videotape you create of your signing and/or interpreting will enable you to organize your work and retrieve examples quickly and efficiently.

At the conclusion of EICP, the comprehensive Portfolio you will have assembled will be useful to you in demonstrating your professional abilities to employers, government agencies, and your professional community. The resources and products accumulated in the Portfolio will be useful individually and collectively as you approach your daily work as an interpreter and as you forge continuing relationships within your professional community. The Portfolio also provides you with an established system for continuing to evidence your growth and development throughout your interpreting career. As you accumulate more learning, you can represent this learning through various products and resources that you continue to add to the Portfolio.

Materials Checklist

You will be using a variety of media for this course. You should have received the following instructional materials for this course:

- The Study Guide containing:
 - Course Overview, Roadmap
 - Appendices
 - Appendix A: Information about your Deaf Language Mentors and students in your section.
- EDI 133 Workbook
 - Contains work pages for completing Steps 1-6 of the three ASL texts for this course.
- Videotapes
 - Videotape #1: 3 ASL texts
 - Segment #1: “**Electrical Storms**”
 - Segment # 2: “**Rules of the Road**”
 - Segment # 3: “**IRS and Taxes**”
 - Videotape #2: Blank 60 minute tape for taping your retellings (and redo’s).
- Packaging
 - Three priority boxes, with labels, for sending assignments to your Deaf Language Mentor.

You’ll get the most out of the course if you “make it your own.” Each individual has his/her own unique “processing time.” This means that it may take you a while to absorb and really understand some of the information. That’s OK! You can go over the readings several times. Or watch the videos as many times as you want. That’s one of the advantages of being a distance learner!

Course Preview

Lesson 1

Be sure to sign-on in your WebCT discussion group forum and introduce yourself! You will do a review of pertinent skills feedback received from your Deaf Language Mentor so far. You will also revise the Skill Development Plan (SDP) you started with in EDI 132. Be sure to note these revisions via posting to your Mentor within the first week of this course. As well, you will plan a redo of the final text from your Fall EDI 132 course, incorporating feedback received from your Deaf Language Mentor. In addition, you will complete Steps 1-6 for the ASL text relating to the hazards of electrical storms for the purpose of preparing a retelling that will be sent to your Deaf Language Mentor for feedback. On-line discussion will focus on your observations about Major Features that emerged in the ASL text, notes you've jotted into your workbook on each of the Steps, and how you can engage in the transcription and analysis of your own signing skills.

Lesson 2

During this Lesson, you will complete Steps 1-6 in your workbook for the ASL text relating to rules of the road for the purpose of preparing a retelling that will be sent to your Deaf Language Mentor for feedback. On-line discussion will follow the same process as the previous lesson. In addition, you will plan a redo of the Lesson 1 text incorporating feedback received from your Deaf Language Mentor.

Lesson 3

During this Lesson, you will complete Steps 1-6 in your workbook for the ASL text relating to the preparation of tax forms for the purpose of preparing a retelling that will be sent to your Deaf Language Mentor for feedback. On-line discussion will focus on your observations about Major Features that emerged in the ASL text, notes you've jotted into your workbook on each of the Steps, and how you can engage in the transcription and analysis of our own signing skills. In addition, you will plan a redo of the Lesson 2 text incorporating feedback received from your Deaf Language Mentor.

Lesson 4

During this lesson you will have a very special opportunity – a **face-to-face Skills Development Workshop!** Skills Specialists will travel to various locations to work with you in groups on the top two skills as identified by the Deaf Language Mentors.



Course Roadmap

Use this as your “map” while traveling on your distance learning journey. Use the last column to check off each item as you complete it. Icons are used to indicate activities that carry points for grading. Dates within the lessons are designed to provide a guideline for you to help you pace your activities. **Due dates for assignments are firm.** All dates are in 2004.

		Assignment 1 – WebCT Participation Ongoing throughout the course.	<input type="checkbox"/>
Topic	Dates	Activities	Done!
Lesson 1			
	4 days	1.1 WebCT Introductions and review of your Skill Development Plan (SDP).	<input type="checkbox"/>
	4 days	1.2 Plan a redo of the text “Women and Work” incorporating feedback.	<input type="checkbox"/>
	4 days	1.3 WebCT Discussion: Steps 1-5 for ASL text “Electrical Storms.”	<input type="checkbox"/>
	↓	1.4 Workbook: Steps 1–5 for ASL text: “Electrical Storms.”	<input type="checkbox"/>
	Next day	1.5 Complete a redo of previous text and Step 6, Retelling on videotape.	<input type="checkbox"/>
	1 week later	Assignment 2 – Transcription and Self Analysis of Retelling of “Electrical Storms” text. Feedback from Mentor to be postmarked by 2/17/04.	<input type="checkbox"/>
Lesson 2			
	10 days	2.1 WebCT Discussion: Steps 1-5 from your workbook pages. Collaborate with your peers and share your self-analysis process and feedback from your Mentor.	<input type="checkbox"/>
	1 week	2.2 Workbook: Steps 1–5 for ASL text: “Rules of the Road”.	<input type="checkbox"/>
	3 days	2.3 Plan for redo of Assignment 2 based on Mentor feedback.	<input type="checkbox"/>
	3 days	2.4 Prepare a videotape of your redo of Assignment 2, incorporating feedback from your Mentor as well as your Step 6: Retelling of “Rules of the Road.”	<input type="checkbox"/>

Topic	Dates	Activities	Done!
	10 days later	Assignment 3 – Transcription and Self Analysis of Retelling of “Rules of the Road” text. Feedback from Mentor due to be postmarked back to you by 3/22/04.	<input type="checkbox"/>

Lesson 3

	10 days	3.1 WebCT Discussion: Steps 1-5 from your workbook pages. Collaborate with your peers and share your self-analysis process and feedback from your Mentor.	<input type="checkbox"/>
	5 days	3.2 Workbook: Steps 1—6 for ASL text: “IRS and Taxes.”	<input type="checkbox"/>
	3 days	3.3 Plan for redo of Assignment 3 based on Mentor feed back.	<input type="checkbox"/>
	3 days	3.4 Prepare videotaped redo of Assignment 3 and retelling of “IRS and Taxes.”	<input type="checkbox"/>
	10 days later	Assignment 4 – Transcription and Self Analysis of Retelling of “IRS and Taxes” text. Feedback from Mentor due to be postmarked back to you by 4/26/04.	<input type="checkbox"/>

Lesson 4

	1 week	4.1 WebCT Discussion: Revisions to your Skill Development Plan (SDP).	<input type="checkbox"/>
	Next day	Assignment 5 – Special On-site Skills Development Workshop.	<input type="checkbox"/>
	2 days	Assignment 6 – Post your Revised Skill Development Plan (SDP) to the dropbox.	<input type="checkbox"/>
		Complete on-line course evaluation.	<input type="checkbox"/>
		Congratulations, you have completed another course!	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Points	Due Dates
Assignment 1	<p>Post an introduction in your WebCT discussion. (Activity 1.1)</p> <p>WebCT Participation</p> <p>Participate weekly in on-line discussions with peers and mentor regarding various aspects of your preparation work for Assignments 2-4. You will be expected to post an original posting (discussion question, idea, or observation) at least ten times (10) during the semester (NOT all at once, but regularly over the term) and to respond to at least ten (10) postings initiated by others.</p>	10	Date on-going during the semester
Assignment 2	Redo the last text of Fall class based on feedback received, and transcribe and analyze your videotaped retelling of the ASL text, "Electrical Storms" and send it along with your completed Steps 1—6 pages from your workbook to your Deaf Language Mentor for feedback.	25	Date
Assignment 3	Redo the "Electrical Storms" text based on feedback received, and transcribe and analyze your videotaped retelling of the ASL text, "Rules of the Road" and send it along with your completed Steps 1—6 to your Deaf Language Mentor for feedback.	25	Date
Assignment 4	<p>Redo the second text, based on feedback received, and transcribe and analyze your videotaped retelling of the ASL text, "IRS and Taxes" and send it along with your completed Steps 1—6 to your Deaf Language Mentor for feedback.</p> <p>Note: Hold on to Assignment 4 feedback, as you will redo this assignment based on the feedback as part of the first assignment in the Summer Institute.</p>	25	Date

Assignment Overview (continued)

	Description	Points	Due Dates
Assignment 5	<p>Skills Development Workshop</p> <p>Attend the full day Skills Workshop in your state. Focus of the workshop will be the top two skill features that will most benefit your cohort. Skills Specialists will be sent to various locations to work with you face to face. Locations to be posted in WebCT</p>	10	Date
Assignment 6	<p>Revise your Skill Development Plan (SDP) in preparation for your Summer Institute. Submit to dropbox.</p> <p>Note: The SDP's will be copied at the DO IT Center and given to the onsite Skills Specialists who will be working with you during the Summer Institute.</p>	5	Date

Activity 1.1 - WebCT Introduction



**Post an introduction to WebCT
(part of Assignment 1)**

Activity Description

Goal:

The goal of this activity is to help you re-familiarize yourself with the Discourse Analysis process and your own Skill Development Plan (SDP).

Objectives:

- To re-introduce you to your Deaf Language Mentor and colleagues.
- To revise your Skill Development Plan (SDP) as needed.

Approaching the Task

This activity gives you the chance to make sure that WebCT is working for you and to re-familiarize yourself with your classmates and Deaf Language Mentor.

Create a short introduction. Include the following information:

- Who are you? (Name, where you are from)
- Where do you work (and what grade level) as an Educational Interpreter?
- Your top 3 skill development priorities:
 - Review the Skill Development Plan (SDP) you followed during the Fall portion of this class
 - Identify your top 3 skill development priorities and post these as a part of your introduction.

Assignment 1 - WebCT Participation



**Introduce yourself in WebCT Discussion Group -
(Activity 1.1)**

Participate regularly on WebCT

Description

Goal:

The goal of regular participation in WebCT is to provide you with the opportunity to learn from your peers and share your experience with them.

Objectives:

- To learn from your peers.
- To contribute and share information with your peers.
- To communicate clearly and concisely in a professional manner.

Approaching the Assignment

PARTICIPATION is a critical component of all learning. This is an opportunity for you to interact, formulate your thoughts with peers, be exposed to other perspectives and to challenge one another's thinking.

The points for Assignment 1, although listed here, will be a reflection of your participation for the entire course. You will be expected to post an original posting (discussion question, idea, or observation) at least ten times (10) during the semester (NOT all at once, but regularly over the term) and to respond to at least ten (10) postings initiated by others.

This will give everyone the opportunity to learn from each other. You will have the opportunity to read each other's work.

Completing the Assignment

1. Look for opportunities to respond to the material you are reading or to your peers. As you are finding out, despite the wealth of information on language development and cognition, of what we do not know continues to outweigh what we know. It is critical that we keep an inquiring mind.
2. Set aside a time on a regular basis each week to access WebCT.
3. Review any new calendar entries.
4. Review the assignment pages.
5. Review any new discussion messages and reflect on the information in them.
6. If you wish to post something to the discussions:
 - Take a few minutes to outline what it is that you want to say. Be clear and succinct.
 - Practice writing in a way that will further develop your ability to communicate. This is another opportunity for you to develop your thoughts and to articulate them in a clear and understandable manner.
 - Use this experience to develop your writing skills. You might even want to compose your posting in Word, then copy it into the body of the discussion message. This is an effective technique, especially if you need spelling help!
 - When you begin your message, if it is a new topic, be sure to identify your topic in the SUBJECT LINE. Your name is automatically indicated in the message by WebCT.

Grading

This assignment is worth 10% of your final grade.

Participation is worth 10 points

Points will be assigned based on:

- Posting of an introduction (1 point will be subtracted if you do not post).
- Posting of the required number of messages (10 original, 10 replies).

Assignment 2-4 - Retelling of Signed Texts



Steps 1-6 of the signed text including transcription and self-analysis (See road map and/or workbook for specific text and due dates for each individual assignment)

Assignment Description

Goal:

The goal of this assignment is to provide you with another opportunity to practice your ASL retelling skills and knowledge that you have learned so far in the course. You will have the opportunity to analyze your performance in relationship to the Major Features addressed in Taylor's text, *Interpretation Skills: English to ASL*, and to receive feedback from your Deaf Language Mentor related to your performance.

Objectives:

- To create a sample of your work for the purpose of self-assessment, mentor review and skill development enhancement.
- To enhance your discourse analysis skills by applying the principles associated with Steps 1-6 of the Discourse Analysis model.

Approaching the Assignment

Sometime prior to the due date, you should videotape yourself generating a retelling of the assigned ASL text. You should have reviewed this tape and completed steps 1-5 in your EDI 133 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 voicing are both accessible. Once the sample of your work has been completed, the transcription and analysis can begin.

Completing the Assignment

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

- Create a verbatim transcription of your signing and non-manual markings as per instructions in the Green Book article on transcription from your Summer Institute I- week 1 workbook and your lecture notes/ feedback notes on the transcripts you did during Summer Institute I.
- 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.
- Make a second copy of this transcription for use when you redo the assignment after feedback is received. See NOTE on the following page.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 133 Workbook to the transcript.

Part 2: Write an analysis of your retelling. View your tape 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 133 Workbook to the typed analysis. **NOTE:** This form *may* also be found online as a template. Check the homepage for updates.

Completing the Assignment (continued)

NOTE: When you receive your feedback on a completed assignment, you will be expected to redo the text, and attempt to incorporate the feedback. This is a very significant step. In order to assist the Mentor with tracking your changes you incorporated in the redo, you will highlight those areas on a clean copy of the original transcription you wrote out.

Mailing Instructions:

Mail the **tape, the transcription, the analysis and your workbook page(s) with steps 1-5** to your Mentor by the **DUE DATE** noted in the roadmap and/or workbook. 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 \$.55. (NOTE: If you are sending your materials to a Canadian address, you will need to fill out a Customs Declaration and Dispatch note with each mailing. This form is included in your packet.)

Grading

Each of these three (3) assignments is worth twenty-five (25) points. These points will be distributed in the following manner for each assignment.

- Assignment was postmarked by the required date. (2 pts.)
- All elements of the assignment were submitted. (2 pts.)
 - Videotape cued up to the appropriate spot
 - Retelling is visible and accessible on the videotape for mentor review
 - Transcription included
 - Self-analysis included
 - Workbook sheets for Steps 1-6 included

- Redo of previous text incorporating feedback (4 pts)
- Transcription (5 pts.)
 - Thorough (all information recorded)
 - Accurate (recorded information is accurate)
 - Conforms to standard conventions (symbols and manner of transcription consistent with established standards)
 - Includes line numbers for each line of the transcript
 - Readable and easy to follow
- Self-Analysis (6 pts.)
 - Addresses all Major Features
 - Identifies specific principle from Taylor
 - Provides appropriate citation of principle
 - Provides two examples for each Major Feature (as appropriate)
 - References the appropriate line number for each example
 - Identifies how the analysis supports established goals for the language mentorship
- Mentor Analysis of Skill (6 pts.)
 - Incorporation of Major Features during the retelling (particular attention will be given to the application of principles associated with the mentee's goal plan)
 - Incorporation of examples from the source text as modeled by the two signers
 - Clarity and production
 - Equivalency of meaning to the original source language (SL) text

Rubric for Language Mentorship (25 points possible)

CATEGORY	Excellent (A= 22-25 points)	Good (B= 19-22 points)	Satisfactory (C= 16 - 19)	Needs Improvement (D= 15-16)
Timeliness (2 pts.)	Assignment was postmarked by the required date. Loses one point per day late.			
Elements of Assignment (2 pts.)	All elements of the assignment were submitted. Videotape cued up to the appropriate spot, Interpretation is visible/audible and accessible on the videotape for mentor review, Transcription is included, Self-analysis is included, and Workbook sheets for Steps 1 – 5 are included (Step 6 is the Retelling) (Separate row addresses the quality of the workbook pages.)			
Redo of Previous Text (start with Assign. 3) (4 pts)	The redo of previous text is shown. Attempt is made to incorporate feedback suggested by mentor.			
Transcription Document (5 pts.) (9 pts for Assignment 2)	All the signed behaviors demonstrated in the videotape sample of the student's work are appropriately isolated and documented in the transcript and reflect a thorough understanding of the notation system associated with the transcription process. All lines are numbered. Transcription symbols are appropriate, as shown in the Green book index. The transcript is readable and easy to follow.	Most all of the signed and/or interpreted behaviors demonstrated in the student's sample of work are appropriately isolated and transcribed and reflect a general understanding of the notation system associated with the transcription process. Most lines are numbered. Most symbols are from the Green book, and are easily understood.	Several of the signed and/or interpreted behaviors are not appropriately isolated and transcribed OR the transcription reflects a lack of general understanding of notation system used for transcribing. Line numbering is inconsistent.	Several of the signed and/or interpreted behaviors are missing in the transcript and the transcript lacks an understanding of the notation system for transcribing. Line numbers are missing.
Self Analysis of Skill: Major Features from Taylor Addressed (4 pts.)	All the Major Features are addressed in the analysis with at least two (2) examples of each feature included, as appropriate. If no example is available, student makes note of it in the analysis.	Most of the Major Features are addressed in the analysis with at least two (2) examples of each feature included, as appropriate.	Some of the Major Features are addressed in the analysis but a few of the features have less than two (2) examples, when there could have been more noted from the student's work.	Several of the Major Features are not addressed AND several of the Major Features addressed have less than two (2) examples

<p>Self Analysis of skill: Appropriate Citation and Reference to the Feature and Error Type from Taylor, (2 pts.)</p>	<p>All of the appropriate citations and references are provided including: 1) Statement of the specific feature being addressed, 2) the error type, 3) the line of the transcription that relates to the example. Student identifies how the analysis supports his/her goals for the Language Mentorship.</p>	<p>Most of the appropriate citations and references are present in the analysis and student identifies how the analysis supports his/her goals for the Language Mentorship.)</p>	<p>Several of the appropriate citations and references to analysis OR are not accurate in terms of form or applicability. Little reference is made to own goals for Language Mentorship.</p>	<p>Several citations and references are missing from the analysis AND are not accurate in terms of form or applicability. No mention made of own goals.</p>
<p>Mentor's Feedback: Analysis of Skill (3 pts.)</p>	<p>Student incorporates all the possible major features during the retelling, applying principles associated with his/her own goal plan. Student incorporates examples from the source text as modeled by the 2 signers.</p>	<p>Student incorporates most of the major features during the retelling, applying many of the principles associated with his/her own goal plan.</p>	<p>Some of the major features are missing during the retelling, OR student did not apply some of the principles associated with his/her own goal plan.</p>	<p>Some of the major features are missing during retelling, AND some of the principles associated with his/her own goal plan are not applied.</p>
<p>Mentor's Feedback: Analysis of Skill (2 pts)</p>	<p>The retelling is produced clearly, with no sign errors, and the pacing was appropriate.</p>	<p>The interpretation has some sign errors, but did not interfere with the overall message OR the pacing was a little off at times.</p>	<p>The interpretation has numerous sign production errors, which could interfere with the overall message AND the pacing was a little off at times.</p>	<p>Sign production errors interfered with the overall message AND the pacing was inappropriate.</p>
<p>Mentor's Feedback: Student's Workbook pages (1 pt)</p>	<p>All 5 steps are appropriately filled out; the mind map shows clear separation of Main ideas and supporting details; student identifies clear linguistic features observed in the source text.</p>	<p>Some of the steps are filled out superficially. There is an attempt to do each of the steps prior to the retell.</p>	<p>Steps are missing, or not fully documented.</p>	<p>No work is evident on the workbook pages.</p>

Comments from Skills Specialist:

Assignment 2-4: _____/25 points

Assignment 5 - Skills Workshop



News Flash!

What: Skills Development Workshop for EDI 133

When: Saturday, May 1, 2004

Where: Locations around the US
(time and locations to be announced in WebCT)

This is a day-long opportunity for face-to-face work with a Skills Specialist!

The focus of the workshop will be the top two ASL skills areas of most benefit for you and your colleagues.

Be there!

Improve your skills!

Get ready for Summer Institute II

Attendance is required.

What a great way to earn 10 points!

Assignment 6 - Revised Skill Development Plan (SDP)



Using template, write up a revised Skill Development Plan (SDP) for use during the Summer Institute

Assignment Description

Goal:

This assignment will begin the transition of doing skill development at a distance to preparing for an intensive face to face course study in Denver during the Summer Institute II.

Objective:

- To create a plan for further skill development, for review by onsite staff during the Summer Institute II.

Approaching the Assignment

Sometime prior to the due date, you should begin reviewing all of the written and taped feedback you've received from your Deaf Language Mentor this past year. Identify patterns that have shown up in your work, and make note of your strengths and areas needing further attention. This assignment consists of:

1. Document your skills supported by examples that demonstrate your strengths and weaknesses:
 - Analyze your work noting patterns over the last year, and previous analyses from other skills courses.
 - Thorough and accurate identification of strengths and weaknesses in each of the first six (6) Major Features.
 - You will discuss your skills, strengths and weaknesses, as they relate to each Major Feature of Taylor's *Interpretation Skills: English to ASL*, textbook.
 - Under each Major Feature you will cite at least one area of strength and one area of weakness, supported by at least three specific examples each.
 - Discuss how these strengths and weaknesses affect the interpretation outcome.

Approaching the Assignment (cont.)

2. Prioritize your Strengths and Weaknesses:

- After you have discussed at least one strength and one weakness associated with each Major Feature, and supported each with at least three specific examples drawn from your yearlong mentorship and the feedback you have received over the past year, you will decide which skills require the least of your attention and which require the most.
- Determine which three skills need the least amount of development (strengths).
- Determine which three skills need the most amount of development (weaknesses). At least two of them must be knowledge rich skills.
- Prioritize all of these skills (with most need for development as first; least need for development as last). You should have a total of six (6) identified skills.

Completing the Assignment

1. Download the template of the Skill Development plan (SDP) from the Assignment 5 drop box to your desktop or hard drive.
2. To open the document, double-click on the SDP document on your desktop (or in one of your folders).
3. The document contains blank forms (2 for each Major Features from English to ASL book).
4. Complete the forms. Be as precise and thorough as you can be.
5. Don't forget to fill in the priority area on the last page.
6. Submit the completed document to the Assignment 6 drop box.

Grading

This assignment is worth 5 points and will be graded as follows:

- Thorough and accurate identification of strengths and weaknesses in each major feature supported by examples (3 points).
- Prioritizing your strengths and weaknesses (2 points).

Assignment 6, EDI 133

Name:

Date

PART I: For each of the 9 Major Features (Blue Book: Fingerspelling, Vocabulary, Classifiers, Space, Grammar), will write up an analysis of your English to ASL Skills.

Major Feature: Fingerspelling

Specific Skill (MT#):

Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Fingerspelling

Specific Error (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Numbers

Specific Skill (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Numbers

Specific Error (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Vocabulary

Specific Skill (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Vocabulary

Specific Error (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Classifiers/Size and Shape Specifiers

Specific Skill (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Classifiers/Size and Shape Specifiers

Specific Error (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Structuring Space

Specific Skill (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Structuring Space

Specific Error (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Major Feature: Grammar

Specific Error (MT#): Description:

Example #1:

Example #2:

Example #3:

Analysis (demonstration of Critical Thinking skills):

What is the observed pattern in this Major Feature area from your critiques, peers and Skills Specialists?

How does this Major Feature area affect a consumer's comprehension of my language production/expression?

Assignment 6, EDI 133

Priorities

Fingerspelling:

Choose the priority

Numbers:

Choose the priority

Vocabulary:

Choose the priority

Classifiers/Size and Shape Specifiers:

Choose the priority

Structuring Space:

Choose the priority

Grammar:

Choose the priority

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**Distance Opportunities for
Interpreter Training Center**

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Front Range Community College @ Lowry Campus



In Partnership with

US Department of Education,
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Rehabilitation Services Administration
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State Education Agencies and the Bureau of Indian Affairs
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