#### Processing • Translation • Interpretation • Transliteration



Effective Interpreting Professional Education Series™

Carol Patrie's name is synonymous with interpreter education. She is a national and international consultant on issues related to interpretation and teaching interpretation. From 1984 to 2000, she was a professor in the Department of ASL, Linguistics, and Interpretation at Gallaudet University. There, she was instrumental in the design of the Master of Arts in Interpretation Program and coordinated the program for ten years.

Patrie served as Project Director for the Rehabilitation Services Administration interpreter-training grant for the mid-Atlantic region for ten years. She is a past president of the Conference of Interpreter Trainers (CIT). In 1998, she was awarded the Outstanding Graduate faculty award at Gallaudet. Patrie is also the 1999 winner of the coveted Mary Stotler Award.

Carol Patrie has published numerous articles on various aspects of interpretation. Currently, she is preparing an extensive series of student workbooks, teacher's guides, and videos for publication by DawnSignPress of San Diego, CA.



To schedule a class in your area, contact: education@language-matters.com TOLL FREE 1-877-LMI-7333 v/tty



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# Effective Interpreting Professional Education Series™

designed by Carol Patrie, Ph.D., CSC, SC:L, CI, CT



Monitoring 
 Reception 
 Expression 
 Repair 
 Memory 

# interpretation on your mind...

- INTERPRETING FROM ENGLISH -

#### **Cognitive Processing in English (I-E)**

Prerequisite: Communicative Competence in English 1 semester hour This course presents information on the importance of rapid and efficient cognitive processing in English. Exercises include: comprehension, memory, acuity and discrimination, immediate and delayed repetition, pattern inference, and multi-tasking.

#### **English Skills Development (II-E)**

Prerequisite: Cognitive Processing in English (I-E) 1 semester hour This class presents information and exercises in English skill development for interpreters or future interpreters. The importance of distinguishing between form and meaning is emphasized. Lexical substitution, paraphrasing, main idea identification, and summarizing are also addressed.

#### **Translating From English (III-E)**

*Prerequisite:* English Skills Development (II-E) AND ASL Skills Development (II-A) 1 sem. hr. Translation can be a developmental skill or a professional tool. Basic approaches to creating and evaluating a translation from English to ASL are included. Practical experience in translation is an integral part of the course.

## **Consecutive Interpreting from English (IV-E)**

Prerequisite: Translating from English (III-E) 1 semester hour This course introduces the theoretical and practical basis for consecutive interpretation of monologues and dialogues where English is the source.

# Simultaneous Interpreting From English (V-E)

*Prerequisite: Consecutive Interpreting from English (IV-E) 1 semester hour* This introduction to the simultaneous interpretation of English monologues to ASL includes topics on effort in interpretation, restructuring, coping skills, monitoring and repair strategies.

#### - INTERPRETING FROM ASL -

#### **Cognitive Processing in ASL (I-A)**

Prerequisite: Communicative Competence in ASL 1 semester hour This course presents information on the importance of rapid and efficient cognitive processing in ASL. Exercises include: comprehension, memory, acuity and discrimination, immediate and delayed repetition, pattern inference, and multi-tasking.

#### ASL Skills Development (II-A)

Prerequisite: Cognitive Processing in ASL (I-A) 1 semester hour This class presents information and exercises in ASL skill development for interpreters or future interpreters. The importance of distinguishing between form and meaning is emphasized. Lexical substitution, paraphrasing, main idea identification, and summarizing are also addressed.

#### Translating From ASL (III-A)

*Prerequisite:* ASL Skills Development (II-A) AND English Skills Development (II-E) 1 sem. hr. Translation can be a developmental skill or a professional tool. Basic approaches to creating and evaluating a translation from ASL to English are included. Practical experience in translation is an integral part of the course.

#### **Consecutive Interpreting From ASL (IV-A)**

Prerequisite: Translating from ASL (III-A) 1 semester hour This course introduces the theoretical and practical basis for consecutive interpretation of monologues and dialogues where ASL is the source.

#### Simultaneous Interpreting from ASL (V-A)

*Prerequisite: Consecutive Interpreting from ASL (IV-A) 1 semester hour* This introduction to the simultaneous interpretation of ASL monologues to English includes topics on effort in interpretation, restructuring, coping skills, monitoring, and repair strategies.

## **Fingerspelled Word Recognition**

An analysis of the problem of fingerspelled word recognition as it affects signed language interpreters is presented. Research related to the nature of fingerspelled words and strategies for improvement are included. Practical experience in fingerspelled word recognition is an integral part of the course.

#### - TEACHING INTERPRETING -

#### **Teaching Cognitive Processing (I-T)**

*Prerequisite:* Experience interpreting between ENG and any other language. *1 semester hour* This course presents information and exercises for developing teaching strategies related to cognitive processing in interpretation. Major topics include teaching strategies for comprehension, memory, acuity, repetition, number repetition, pattern inference, and multitasking. Each topic includes evaluation strategies.

# **Teaching Language Skills Development (II-T)**

*Prerequisite:* Experience interpreting between ENG and any other language. *1 semester hour* This course presents information and exercises for developing teaching strategies related to intralingual skills. Intralingual skills serve as a foundation for interpreting. Major topics include teaching strategies for lessons in form and meaning, meaning and visual form, lexical substituion, paraphrasing, main idea identification, and summarizing. Source materials used in class are in English.

#### **Teaching Translation (III-T)**

*Prerequisite:* Experience interpreting between ENG and any other language. *1 semester hour* This course presents information and exercises for developing teaching strategies related to translating. Major topics include teaching strategies for preparing the translation project, analyzing the meaning of text, transferring the message, reformulating the message, priorities in translation, and testing the translation. Each topic includes evaluation strategies.

#### **Teaching Consecutive Interpreting (IV-T)**

*Prerequisite:* Experience interpreting between ENG and any other language. *1 semester hour* This course presents information and exercises for developing teaching strategies related to consecutive interpreting. Sample source materials used are in English. Major topics include teaching strategies for intralingual exercises, listening, notetaking, memory, reformulation, monitoring, and sources of error. Each topic includes evaluation strategies.

#### **Teaching Simultaneous Interpreting (V-T)**

*Prerequisite:* Experience interpreting between ENG and any other language. *1 semester hour* This course presents information and exercises for developing teaching strategies related to simultaneous interpreting. English monologic source materials are used as sample source materials. Major topics include teaching strategies for teaching models of interpretation, comprehension, memory, reformulation, monitoring, and sources of error grading practices in simultanous interpreting.



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