



Monterey Institute of International Studies

A Graduate School of Middlebury College

Graduate School of Translation, Interpretation and Language Education (GSTILE)

**TISP 8501
INTRODUCTION TO INTERPRETATION
SPANISH TO ENGLISH**

Fall 2013

Instructor: Barry Slaughter Olsen

Class Time: Section A : Tuesday 10:00 a.m. - 11:50 p.m. **Venue :** B109

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Moodle site: <http://ilearn.miis.edu>

Other resources available on Course Hub.

Syllabus

COURSE DESCRIPTION:

This course introduces students to conference interpretation in general and consecutive interpretation in particular. It lays a foundation for the development of professional skills in consecutive interpretation, emphasizing the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner. The course develops students' ability to identify, analyze and paraphrase the meaning in the SL and establish logical relations between its components. Its emphasis is placed on active listening and concentration skills, memory, the ability to abstract information for subsequent recall, and the development of a personal system of note-taking that supports these skills.

In class, students practice listening to and repeating the content of passages of increasing length and difficulty, first monolingually and then bidirectionally between Spanish and English. They also hone their public-speaking skills by developing and delivering speeches. Topics of texts and exercises are drawn from daily life, current events and the media, as well as general areas of personal interest to students. Course assignments include readings and research on class topics, presentations, practice, graded exercises and peer and self-assessment.

COURSE OBJECTIVES:

By the end of this course, students should be comfortable speaking in public, able to consecutively render 3-4 minutes of discourse in Spanish accurately and coherently into English, using the appropriate register and stylistic choices, and be prepared to begin the introductory simultaneous interpretation course in the spring semester.

Specific objectives:

- to develop and hone active listening skills
- to anticipate the message
- to expand concentration and apply focus
- to deconstruct the complexity of the source language
- to separate meaning from form and extract the message
- to grasp the logic of the original
- to recognize meaning units
- to exercise the memory in order to retain and recall the message of the original
- to use visualization as a mnemonic aid
- to restructure in order to produce coherent output
- to maintain accuracy
- to produce a message that is stylistically congruent with the original
- to cope with different text types
- to pace the interpretation
- to integrate a note-taking system for consecutive interpretation
- to deliver a polished and professional interpretation

EXPECTATIONS:

Students are expected to attend each class, to be on time, and to prepare and practice adequately. Those not actually interpreting in front of the class will be expected to follow attentively as if they were interpreting. **Each student must have a digital recording device so that in-class and practice sessions can be recorded and evaluated. Laptops will not be allowed in class unless the instructor specifies otherwise.** Teamwork will be a very important feature: regular practice sessions (at least two hours for each hour spent in class) must complement classroom performance. Students are required to keep practice logs reflecting on their progress during class and practice sessions and documenting problems that arise for discussion in class or during the instructor's office hours. Periodically, the instructor will require logs to be submitted for review.

Students are also expected to keep up with current events, which will be demonstrated by their performance on pop quizzes. They will be asked to give presentations with a view to improving language proficiency at higher registers and public speaking skills. They will develop familiarity with some of the basic patterns of speeches in this language combination. These presentations will serve as material for pre-interpreting and interpreting

practice. In this first semester, more emphasis will be placed on type or category of speech (i.e., informative, visual, descriptive, emotional) and the interpreting process rather than on specific subjects.

Interpretation Practice Log: All students are required to record and review their performance and keep a practice log so that problems, successes, and questions that arise may be discussed in class. Students should use the format provided under “Course Documents” in the “Zero Box” on the class Moodle page. **I will review your logs three times during the semester (September 17, October 29, and November 26).** The updated practice logs should be uploaded using the link in the box corresponding to the day the log is due. I also reserve the right to review student practice logs at any class. This document may be maintained electronically or in written form. However, it must be submitted electronically via the Moodle site. If you keep the log in written form, you will need to scan it and upload it in pdf format. It will be a personal semester progress record and serve as a basis for additional feedback from the professor. Constant maintenance of this document will be a part of your final grade but more importantly will contribute to your success in the class and as an interpreter. An example entry is provided below:

SIMULTANEOUS INTERPRETATION PRACTICE LOG					
	Date	Time	Place	Speech	Practiced with
+					
Student Name:	John Doe				
Lang. Combo:	English into Spanish				
Class:	TISP 8647				
Week 1	2/3/12	10am to 12 noon	SL3	A. <u>Stambouli</u>	Jane Doe, <u>Pepe Pérez</u>
Notes: Struggled with accent of speaker. Specific examples: I couldn't tell if he was saying " <u>problema</u> " or " <u>problemas</u> ." Aspirated "s" drives me crazy. " <u>Régimen</u> " gets used a lot in this speech. Not sure if it should always be "regime" in English. Good question to ask Professor Olsen in class after I research it myself.					
Week 1					
Notes:					

Reading: Students are required to read extensively (for example, a weekly a week, a monthly a month) in all their languages, in order to keep abreast of the national and international current economic events.

Instructor Absences and Make-up Classes: All GSTILE TILM faculty are professional translators and/or interpreters, currently active in their respective fields. Some classes will need to be rescheduled in order to accommodate professional commitments of the instructor of record.

Course Evaluations: Students will perform an on-line, official, confidential evaluation of the course, using their own laptop computers in the absence of the instructor. Evaluations will take place in class towards the end of the semester. Students are also **highly encouraged** to offer regular, informal feedback directly to the instructor of record.

Final Exam: The class final will be on December 3, 2013, with individual consultations taking place on December 10, 2013. Please make travel arrangements accordingly.

TOPICS:

1. Basic Skills and Active Listening

How to practice (oralization, brainstorming, preparing the topic, practice-group organization)

Study skills

Listening to understand

Developing the habit of critical thinking

Getting the big picture (the outline, working backwards, working back to main idea from a detail)

Anticipation

Learning about one's thinking, listening and memory patterns

Visualization

Tone of the speech

Categorizing types of speeches in terms of discourse

2. Note-taking

Drawing

Symbols

Diagonalization

Grammatical analysis and Subject/Verb/Object technique

3. Public Speaking Skills and Presentation

Professionalism

Convincing the audience

Maintaining attention

“Oralization”

GRADES AND EXAMINATIONS:

The final grade will be based on:

Graded assignments and performance: 20%

Mid-term examination: 30%

Final examination: 50%

Grades	A/A-	= Outstanding > very good in all/most aspects
	A-/B+	= Very good > good in all/some aspects

B+/B = Good > acceptable in all/some aspects
B- = Unacceptable in all/some aspects
C+ and below = Completely unsatisfactory

SUGGESTED READING

Jones, Roderick, *Conference Interpreting Explained*, St. Jerome, 1998. P306.2.J65 1998

Gillies, Andrew, *Note-taking for consecutive interpreting: a short course*, St. Jerome, 2005. P306.2.G58 2005.

Gillies, Andrew, *Conference Interpreting: A Student's Practice Book*, Routledge, 2013, P306.5.G56 2013.

Rozan, Jean-François, *La Prise de notes en interprétation consécutive*, Editions Georg. Reserve.

Seleskovitch, Danica, *A Systematic Approach to Teaching Interpretation*, translated by Jacolyn Harmer. P306.2.S3513 1995.

Taylor-Bouladon, Valérie, *Conference Interpreting: principles and practice*, Adelaide: Crawford House Publishing, 2001. P306.2.T375.