



Monterey Institute of International Studies

A Graduate School of Middlebury College

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

Fall 2013

TISP 8637

ADVANCED INTERPRETATION I-SIMULTANEOUS: SPANISH INTO ENGLISH

Instructor: Barry Slaughter Olsen

Class Time: Monday 2:00 p.m. - 3:50 p.m.

Venue: CF446 / SL1

E-mail: barry.olsen@miis.edu

Phone: (831) 647-4628

Office: IIRC 5

CRN: 90313

Office Hours: Tuesdays & Wednesdays 9:00 a.m. - 10:00 a.m. (Or by appointment)

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

Course Prerequisites: Normally a B grade or better in the following courses:

TISP 8501 Introduction to Interpretation,

TISP 8525 Intermediate Interpretation (Consecutive)

TISP 8537 Introduction to Simultaneous Interpretation

1. COURSE DESCRIPTION

This second year course is offered during the third semester of the GSTILE interpretation curriculum and builds on the introductory course to simultaneous interpretation taught during the previous spring.

As students' skills progress, more difficult topics and texts will be used. During the semester the content, complexity, tone, register, speed and length of speeches chosen will become more challenging, as will in-class performance goals, assessment and expectations.

The course will begin with a general review of strategies acquired. Topics will initially be drawn from current affairs, moving on to international economic/financial events and then scientific/technical materials.

Sight translation in and outside of class is considered to be an important component of this course. In addition to supporting simultaneous interpreting strategies in general, sight

translation will be gradually integrated into simultaneous exercises in the form of simultaneous interpretation with text.

We will work with a range of source language oral discourse materials: transcripts, audio & video recordings, podcasts, guest speakers, student presentations, etc. Occasionally guest speakers will be invited to class: native Spanish speakers visiting students participating in this class will receive a warm welcome as guest speakers!

The overarching goal of this course is for students to be able to provide an accurate interpretation of approximately 20-25 minutes of moderately challenging Spanish discourse into English by the end of the semester.

2. COURSE OBJECTIVES

At the end of this course, students should feel confident they:

- ◆ have mastered the basic skills of simultaneous interpretation, i.e.
 - preparing for the task
 - anticipating the message
 - splitting attention between various ‘simultaneous’ and ‘consecutive’ tasks
 - recognizing meaning units
 - separating content from form (deconstructing and restructuring)
 - using optimal décalage (lag)
 - prioritizing information (speed)
 - abstracting (redundancy)
 - coping strategies
- ◆ can interpret materials drawn from more specific domains, especially economic/financial/technical texts,
- ◆ are able to prepare for more technical subject matter and draw up relevant glossaries for sharing,
- ◆ can interpret and manage a document at the same time (sight translation),
- ◆ demonstrate that they have learned and can apply basic/more advanced techniques and emergency strategies
- ◆ have the stamina to be able to interpret a 20-25 minute segment of discourse from Spanish into English accurately (meaning, nuance, detail, terminology, etc.), with attention to style (register, word choice, etc.) and presentation (voice, pace, etc.),
- ◆ be able to provide a decent relay interpretation for interpreters working in a different language combination

Specifically, the skills expected to be in place are:

- | | |
|--------------------|--------------------------------|
| ■ active listening | ■ separating message from form |
| ■ concentrating | ■ maintaining accuracy |

- pacing the interpretation well
- coping with different accents and registers
- integrating glossary items at short notice
- managing stress and energy
- using good presentation and delivery skills (voice)
- working with a text in the booth (in advance, ad hoc)

3. COURSE MECHANICS

All GSTILE/TILM professors are normally native speakers of the target languages of the class (Olsen Spanish>English), although some students may be admitted into the class to work in a different language combination.

The class will normally meet every week. The professor will brief students on the content and pedagogical objectives of each class. The subject matter will generally be announced one week in advance. The first classes of the semester will review the basics before moving on to more complex materials. The professor will provide all materials for the simultaneous component, including audio files. Do not send any sound files to the professor's MIIS e-mail address. They will be deleted instantly! Students should bring a digital audio recorder to every class to record their own performances. (A good starting point for a self-assessment review is always a performance recorded in class.)

Peer observation and feedback: Students are encouraged to exchange recordings among themselves to offer feedback to peers (for example, meaning, voice, pacing, backtracking, redundancy, concision and clarity of ideas, and language interference).

Practice: Students are expected to practice regularly and reflectively. This approach combines well-chosen and delivered practice texts, goal-setting, self assessment, constructive feedback and journal keeping. Competency in simultaneous interpretation is acquired through practice. **Class attendance alone, without practice or preparation, is not enough for attaining the objectives of this course.**

Simultaneous 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 16, October 28, and November 25).** 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 "problema" or "problemas." Aspirated "s" drives me crazy. "Régimen" 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:					

Individual Glossary: All students are required to compile an individual glossary for this class using the template provided in the "Zero Box" of the Moodle page. Students should use the format provided under "Course Documents" in the "Zero Box" on the class Moodle page. I reserve the right to review glossaries during any class. An example is provided below. Replace "John Doe" with your own name and begin.

	A	B	C	D	E
1	TISP 8647 Glossary				
2	John Doe				
3		SPANISH	ENGLISH	EXAMPLES	NOTES
4	1	Con la venia de la sala...	With your / the court's permission...	Con la venia de la sala, procederé a dar lectura al informe.	"Venia" is a high register equivalent of "permiso."
5	2				
6	3				
7	4				
8	5				
9	6				
10	7				
11	8				
12	9				
13	10				
14	11				
15	12				
16	13				
17	14				
18	15				
19	16				
20	17				

4. COURSE CONTENT

Subject matter: Content areas include, but are not limited to, economics, commerce, business, management, global competitiveness, trade, international agreements, and other related areas. Some basic technical texts will be incorporated toward the end of the semester.

Topics may include:

- Economics & Trade
- Development
- Latin America
- Guest speakers
- Medicine / Health Care
- Climate
- IT / Internet
- Human Rights / Transparency
- Business

Materials: Speeches and reference materials for this course have been selected for their content and usefulness. Recordings of the material covered in class will be available on the course Moodle site for further practice.

5. POLICIES AND PROCEDURES

Teamwork: Students are expected to work in teams, including research activities, peer observation, and practice sessions. They are expected to make good use of available technologies on campus.

Preparation: Students are expected to a) prepare in advance for every class, b) ask and respond to questions during the Q/A session, if applicable, and c) adapt to any announcements in class concerning changes in due dates, make-up classes, examinations, special sessions, and schedules.

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

Instructor Absences and Make-up Classes: All GSTILE T&I professors are practicing professional interpreters and translators. Some classes will need to be rescheduled or taught by a colleague in order to accommodate professional commitments of the instructor of record.

6. EVALUATION/GRADING POLICY

Course Evaluations: Students are required to submit course evaluations mid-semester (for the instructor only, on paper) and will perform an on-line, official, confidential evaluation of the course, using their own laptop computers in the absence of the instructor. These official evaluations will take place in class towards the end of the

semester. All evaluations are anonymous and are intended to provide the professor with constructive feedback about the course and personal progress. In addition to these formal feedback opportunities, students are also **highly encouraged** to offer regular, informal feedback directly to the instructor of record.

Grading: The principal criteria for assessment are **interpretation strategy, meaning, style, and presentation**. A student's performance may be judged deficient on *any one* of these criteria. Students will receive a letter grade on a regular basis. The final grade will be based mostly on the final exam (50%). Participation and teamwork, journals/class notes, input from other sources, homework assignments account for 30% and the midterm exam for 20%. **Any grades given on a weekly basis, or mid-term will have indicative value only.**

Final Exam: The class final will be on December 2, 2013, with individual consultations taking place on December 9, 2013. Please make travel arrangements accordingly.

Grades:	A/A-	=	always outstanding>very good in all/most aspects ✓ interpretation extremely accurate and complete ✓ good stylistic and word choices ✓ correct terminology ✓ delivery smooth ✓ pacing and lag appropriate ✓ voice engaging, authoritative ✓ helpful, collegial team member
	A-/B+	=	very good>good in all/some aspects ✓ interpretation mostly accurate and complete ✓ most stylistic and word choices good ✓ terminology OK ✓ delivery usually smooth ✓ pacing and lag usually appropriate ✓ voice steady but some work still needed ✓ OK team member
			B+/B = good/satisfactory> borderline in all/some aspects ✓ interpretation patchy, not always accurate ✓ stylistic and word choices OK ✓ terminology generally OK ✓ delivery uneven ✓ pacing and lag sometimes uneven ✓ voice unsteady ✓ OK team member
	Below B	=	unsatisfactory ✓ interpretation hard to follow, imprecise, incorrect ✓ stylistic and word choices poor, inappropriate

- ✓ terminology incorrect
- ✓ delivery incomplete, jerky
- ✓ pacing and lag hard to follow on relay
- ✓ voice problems
- ✓ undependable team member

Please note that students should aim for a B or better in this class. Nevertheless, an acceptable>excellent classroom performance is not necessarily predictive of performance at Professional Certificate Exams.