



South Carolina
EDUCATIONAL INTERPRETING CENTER

**Green Track
2023-2024**

**Blue Track
2023-2024**

September 09, 2023

University Center of Greenville
225 S. Pleasantburg Dr.
Greenville, SC 29607

Message Management and Processing I

“What to Keep and How to Remember It. Utilizing Gish and information analysis.”

By Dr. Deborah Cates

The process of interpreting is mentally taxing. Interpreters must analyze an incoming message on multiple levels, extract the most salient information, and restructure it in another language all while continuously analyzing new content. This process is hindered or facilitated by the interpreter's knowledge of the source material, fluency in the source language, fluency in the target language, and message processing skills. This workshop focuses on the message analysis skills part of interpreting. Guided by the Gish and Colonomous models, interpreters will have an opportunity to learn techniques for practical application to improve their message analysis skills. Activities will include summary skills development, working memory games, and intralingual and interlingual exercises. Interpreters will receive specific exercises to do between taking Parts 1 and 2.

Competencies R1A, R4B, R4D

Message Management and Processing I

Doug Stringham

Competency R IV F

October 07, 2023

Clemson’s Sandhill REC
900 Clemson Road
Columbia, SC 29229

“What to Keep and How to Remember It “

By Dr. Deborah Cates

In this workshop, interpreters will focus on Colonomos' "Concentrate" phase, where interpreters practice process skills and message management through guided practice.

Activities will include summary skills development, working memory games, and intralingual and interlingual exercises.

Message Management and Processing II

Doug Stringham

	Competencies R1A, R4B, R4D	Competency R IV F
<p><u>November 18, 2023</u> Clemson Design Center in Charleston, Cigar Factory 701 East Bay Street Charleston, SC 29403</p>	<p><u>Classifier Predicates I</u> <i>“What to Show and How to Show It”</i> By Dr. Deborah Cates</p> <p>In this workshop, we will be focusing on how Deaf signers use classifiers and the application of message analysis skills to select information from an English source that should be represented with classifiers in an ASL target.</p> <p>It takes longer to sign a single word in a signed language than it does to speak a single word in a spoken language. As a visuospatial language, ASL has mechanisms for representing concepts based on their visual or kinesthetic characteristics that require fewer "words" than parallel English descriptions. When interpreting from English into ASL, interpreters must make decisions about how to represent information spatially with the constraints of time imposed by following someone speaking. This workshop focuses on what classifiers are and how to use them effectively in interpreting work. Guided by the Gish model, interpreters will apply their message analysis skills to identify information that needs to be represented by classifiers. Then guided by the Colonomos "Represent" phase, interpreters will practice creating appropriate classifiers based on three guiding questions: <u>what does it look like, how do I use it, and what does it do?</u></p> <p>Competency R1 I</p>	<p><u>Classifier Predicates I</u> David Davenport</p> <p>Competency R II I</p>

<p><u>January 20, 2024</u> University Center of Greenville 225 S. Pleasantburg Dr. Greenville, SC 29607</p>	<p><u>Classifier Predicates II</u> <i>“What to Show and How to Show It”</i> By Dr. Deborah Cates Throughout this workshop, the primary focus will be on the application of skills carried over from Part One’s workshop to interpreting a variety of educational texts. Interpreters will receive specific exercises for application purposes.</p> <p>Competency R 1 I</p>	<p><u>Classifier Predicates II</u> David Davenport</p> <p>Competency R II I</p>
<p><u>February 17, 2024</u> Clemson’s Sandhill REC 900 Clemson Road Columbia, SC 29229</p>	<p><u>Fingerspelling I</u> <i>“What to Spell and When to Spell It”</i> By Dr. Deborah Cates Come learn how Deaf signers use fingerspelling and features of ASL discourse to convey key information, as well as the application of message analysis skills to identify words that need to be fingerspelled. Fingerspelling has a unique place in educational discourse. As a bridge to English print, fingerspelling promotes literacy and connects concepts in ASL and English. However, fingerspelling alone is not sufficient to create these connections. Interpreters must use fingerspelling in connection with chaining, sandwiching, and ASL discourse features such as use of 3D space, contrasting, scaffolding, faceting, describe then do, and explain by examples. Interpreters will receive specific exercises to do between taking Parts 1 and 2.</p> <p>Competencies R2B, R3E, R3F, R3H</p>	<p><u>Fingerspelling I</u> Doug Stringham</p> <p>Competency R II H</p>
<p><u>March 09, 2024</u> Clemson Design Center in Charleston, Cigar Factory 701 East Bay Street Charleston, SC 29403</p>	<p><u>Fingerspelling II</u> <i>“What to Spell and When to Spell It”</i> By Dr. Deborah Cates Throughout a variety of educational texts, the Gish and Colonomos models, will be used for interpreters to apply their message analysis skills and “planning” phase skills to identify words that need to</p>	<p><u>Fingerspelling II</u> Doug Stringham</p>

	<p>be fingerspelled in academic text while incorporating appropriate fingerspelling into their interpretations.</p> <p>Primary focus on the application of skills to interpreting a variety of educational texts will be practiced.</p> <p>Competencies - R3E, R3H</p>	<p>Competency R III E</p>
--	--	---------------------------

For each workshop, interpreters will need to bring a recording device laptop or iPad is preferred in addition to headphones.