

SPI 114
ANALYTICAL SKILLS IN SPANISH INTERPRETING

COURSE DESCRIPTION:

Prerequisites: SPI 113

Co-requisites: None

Course Hours Per Week: 3

Semester Hours Credit: 3

This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization, and logic. Emphasis is on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between Spanish and English.

COURSE OBJECTIVES:

In this course, the student will:

1. Continue to practice note-taking techniques.
2. Learn about the component skills in Consecutive Interpretation.
3. Learn about The Loftus Model (visual/auditory processing).
4. Learn the basic principles of note-taking techniques.
5. Public Speaking Skills and Presentation.
6. Learn how to interpret in medical situations.
7. Complete an interpreting assignment at a local hospital or medical center as part of his graduation requirements.

OUTLINE OF INSTRUCTION:

1. **Note-taking techniques:**
 - A. Drawing.
 - B. Symbols.
 - C. Diagonalization.
 - D. Grammatical analysis and Subject, Verb, Object technique.

E. The Golden Rule (i.e. stop writing when you don't understand).

2. Component Skills in Consecutive Interpretation:

- A. Accuracy: in order to interpret accurately, the Interpreter has to be aware of subtleties in word choice, ambiguity, register, and paralinguistic elements.
- B. Memory.
- C. Note-taking.
- D. Situational control.
- E. Good public speaking skills.
- F. Knowledge of Code of Ethics.
- G. Good judgment on the part of the Interpreter.

3. Loftus Model:

- A. *Visual* memory versus *auditory* memory.
- B. Processing of *concrete* information versus *abstract* information.
- C. *Language dominance* as another aspect that affects the Interpreter's ability to retain information.
- D. Retention of meaningful information.

4. Basic Principles of Note-taking Techniques:

- A. Note-taking as a visual process.
- B. A-lingual notes: oriented to concepts rather than words.
- C. Notes as an "aid" to your memory.
- D. "Vertical" notes (concepts written up and down, one idea per line).
- E. Identification of different thoughts contained in the message.
- F. Use of symbols and math signs in note-taking.
- G. Use of abbreviations in note-taking.

5. Public Speaking Skills and Presentation:

- A. Looking professional.
- B. Convincing the audience.
- C. Maintaining attention.

6. Learn How to Interpret in Medical Situations:

- A. Sight translation of a myriad of medical texts, ranging from Patient Information Forms to Accident Reports.
- B. Consecutive Interpretation Situations:
 - a) Medical History
 - b) Hospital Admissions
 - c) Getting a Prescription
 - d) Laboratory Tests
 - e) Pediatrician
 - f) Dentist
 - g) Orthopedist
 - h) Labor and Delivery
 - i) Emergency Room
 - j) Neurologist
 - k) Internist
 - l) Hospital Care
 - m) Cardiologist
 - n) AIDS Clinic
 - o) Psychiatrist

REQUIRED MATERIALS

The Oxford Spanish Dictionary/ Spanish-English, English-Spanish.

Complete English Dictionary. Recommended: *Collins Cobuild English Dictionary.*

Complete Spanish Dictionary. Recommended: : *Diccionario de Uso del Español* de María Moliner;
Diccionario de la Real Academia Española; Diccionario del español actual de Manuel Seco.

Bilingual Medical Dictionary. Recommended: *Spanish-English, English-Spanish Medical Dictionary.*

OPTIONAL MATERIALS

Mikkelson, Holly. *The Interpreter's Rx*. A training program for Spanish/English Medical Interpreting. USA: ACEBO, 1994.

(A manual and three tapes. To be used in class for practice.)

STATEMENT OF STUDENTS WITH DISABILITIES

Students who require academic accommodations due to any physical, psychological, or learning disability should request assistance from the Disability Services Coordinator within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to the Disability Services Coordinator within the first two weeks of class. The Coordinator can be contacted by calling 686-3652 (V/TT), or by visiting the Student Services Office, Room 23, of the White Building.