Source Material: Shakespeare's *Twelfth Night*
- http://www.online-literature.com/shakespeare/12night/
- Specific passages will be assigned to groups the week of April 21st.

Step 1: Consumer/Context Profile   DUE: Monday, April 21, 2008

Students will be randomly assigned to groups in class. Each group will be responsible for identifying the context and audience for whom they will be translating the passage.

Identifying the context and developing a consumer profile:
- Where will the interpretation take place (theater, online, bubble, written text, voice over)?
- Who will be in attendance? Who will be experiencing the play directly (in the language of the play)? Who will be experiencing the play via interpretation?
- Create a profile for at least one of the audience members
    - Where did they go to school (Deaf school, mainstreamed, self-contained, magnet school where there was a large number of Deaf students, other)?
    - What is their family dynamic (Deaf or hearing, signers or no, oldest/youngest, Deaf siblings)?
    - What do you know about his or her reason for attending (class requirement, loves theater, loves Shakespeare, has a Deaf friend who invited them)?
    - Possible resources for **identifying** and developing your consumer profile (these are meant to get you thinking, not limit your thinking on possible resources)
        - Video blogs ("vlogs") on the internet (www.joeybaer.com is a good place to start but there are tons of these)
        - Videotapes (for ASL or English samples)
        - Internet audio clips
        - Books on tape
        - Create your own by asking for friends' help

Translation Team Expectations
Each team will take on each role at some point during the process. The roles are as follows:

> *Translator* – this is the person who will be ultimately responsible for the final translation of their assigned texts
>
> *Back-translator* – this person will be responsible to provide a back translation of the Translators' 1st draft translation
>
> *Tester* – this person will be responsible to test (variety of methods possible) the Translators' 2nd draft translation
>
> *Reviewer* – this person will be responsible to provide feedback to the Translator about their final product.

Step 2: Text Analysis   DUE: Monday, April 28, 2008
- Perform an individual Think-Aloud Protocol (TAP) for your group's ASL source passage. A TAP is a way of accessing the initial mental processes that you are going through as you begin your translation task. This individual TAP will need to be recorded.
- Perform a group Think-Aloud Protocol (TAP). This will need to be recorded.
- Read/review the following article

Witter-Merithew, A. (2001). "Understanding the Meaning of Texts and Reinforcing Foundation Skills Through Discourse Analysis". In C. Nettles (Ed.), Tapestry of Our Worlds, Proceedings of the 17th National Conference of the Registry of Interpreters for the Deaf, pp.177-192. (http://www.unco.edu/doit/Articles/The%20Meaning%20of%20Texts.pdf)

- o Follow the 10-step discourse analysis process that begins on page 7. You will be expected to complete the 1st 9 steps of the process and have documentation that shows your work.
- o You may choose to split this up however you like within the group – making sure that all members of the team are actively involved in some aspects.

Step 3: First Draft of Translations   DUE: Monday, May 5, 2008

- o Develop your first draft translation for the ASL text. It will need to be recorded. You will need to make two copies of your translation (DVD) or have it available online. One copy will be submitted to the instructor and the second copy provided to the other team for back-translation work.

Step 4: Back-Translations   DUE: Monday, May 12, 2008

- o Each team will be expected to provide a back-translation for the draft translation they received in Step 3. This back-translation should be as accurate and complete as possible.
    - o Be sure that you remain UNFAMILIAR with the original source text so as to not taint your back-translation work.
- o On the due date you will be expected to provide a completed back-translation to the original translation team.

Step 5: Second Draft of Translations   DUE: Monday, May 19, 2008

- o Each translation team will be expected to review the back-translation product and reflect on the areas in which the message was equivalent, coherent, and clear and the areas in which those factors were lacking. Consider the lacking areas and decide on ways to more effectively handle translation of those pieces.
- o Prepare a second draft of your translations (both ASL and spoken English).
- o On the due date, be prepared to submit your second draft to the other team for testing.

Step 6: Testing the Translations   DUE: Wednesday, May 28, 2008

- o Each team will be expected to "test" the second draft translations. Testing can look a lot of different ways. For ideas on how to test a translation, see Chapter 37 in Larson and Unit 7 in Patrie. Some ideas:
    - o Take it to a native, monolingual, speaker of the target language and test of coherency.
    - o Ask a professional interpreter to provide a back-translation of the text.
    - o Asking the instructors for feedback on the drafts.
    - o See the chapter for further ideas, or do some googling online to see what other ideas you can come up with – creativity is encouraged.
- o On the due date you will need to be prepared to provide the results of your "testing" to the original translator.

Step 7: Final Draft Translations   DUE: Monday, June 2, 2008

- o Each translation team will need to consider the results from the tested translation and make adjustments accordingly.
- o Be prepared to have your final draft ready for the reviewer by the due date.

Step 8: Review Translations   *DUE: Monday, June 2, 2008*

    o   Students will be given time in class to review each team's translation and provide feedback/input to the team about enhancements that need to be made – if any are necessary.

Step 9: Final Translations   *DUE: Monday, June 9, 2008*

    o   Your final translations (on videotape along with a sample of each draft – videotape needs to be cued to the final translation) will be due for submission along with a reflection paper about the process of getting and receiving feedback and input on your translations. This will be a component of your portfolio as outlined in the syllabus.

Grading Criteria and Rubric

Your work sample will be graded per the following areas. Ratings of 1 to 6 are below expectations for this course, ratings of 7 to 8 are satisfactory/good and ratings of 9 and 10 are excellent/exceptional.

Your final translation will be the only one that will be "graded" by the instructor – other steps of the process will be reviewed and you will be provided feedback/input on them as needed by the instructor. Your final grade for the project will be impacted if any of the steps are not completed, here is how that will look:

- If the consumer/client profile is not completed, your final project grade will be lowered by the equivalent of a half a letter grade (a B becomes a B-).
- If the 10-step process is not completed on time, your final project grade will be lowered by the equivalent of a full letter grade (an A becomes a B).
- If the first and second drafts are not completed on time, your final project grade will be lowered by the equivalent of half a letter grade (a B becomes a B-).
- If the backtranslation, translation testing, or reviews are not completed on time, your final project grade will be lowered by the equivalent of half a letter grade (a B becomes a B-).

Given that this project is team oriented and will be submitted as a team, the final grade for the translation itself will be the same for all group members. Group members will also be required to grade one another's contributions to the project as a whole (forms will be supplied for this during the final week of each project). Grades/ratings assigned by each member of the group will be compiled and averaged for each individual on the team. Thus, even though the translation grade will be the same for each member of the group, individual's project grades may vary given the grades assigned by fellow team members. The grade from the group members will be worth **30%** of the overall project grade.

Understanding of function and purpose of interpretation:	Interpretation work clearly represents the goal of the speaker. Interpreter consistently take accountability for his/her own work when necessary/appropriate.
	<u>.25</u> X 1 2 3 4 5 6 7 8 9 10 = ___ /2.5
Meaning Based Work:	Main points and details conveyed, conveys implicit meaning when necessary/appropriate, and frames culturally rich ideas when necessary/appropriate. Choices within the translation are clearly consumer-driven.
	<u>**1.0**</u> X 1 2 3 4 5 6 7 8 9 10 = ___ /10
Interpreting	~~Moves through lexical, phrasal, and sentential levels as necessary. There is evidence of~~

Process:	textual processing throughout the work.
	<u>**1.0**</u> X 1 2 3 4 5 6 7 8 9 10 = ___ /10
Target Language Composition – ASL:	• Production of accurate and natural ASL (grammar, syntax, prosodic markers, etc) • Complete utterances • ASL discourse, cohesion and transition strategies • Appropriate use of boundary markers (sign markers, pausing, pacing, head nods, eye squints, etc) • Register reflects that of English speaker in the given context • Appropriate sign execution, clarity and emphasis • Conveys affect, style, mood and manner that appropriately reflects that of the English speaker • Appropriate incorporation of essential ASL features including finger spelling, numbers, classifiers, spatial agreement, constructed dialogue, NMS, negation, and eye gaze
	<u>**.75**</u> X 1 2 3 4 5 6 7 8 9 10 = ___ /7.5
Quality of the Interpretation:	Interpretation provided for consumers in the interaction was meaning based and consumer driven. Consumers would have been able to get their business accomplished with little to no hindrance from the interpretation.
	<u>**1.5**</u> X 1 2 3 4 5 6 7 8 9 10 = ___ /15
Demeanor and Attire:	Professional demeanor including posture, mannerisms, eye gaze and non-verbal communication. Appropriate attire for the given situation (contrasting, solid color as well as range of formality)
	<u>**.5**</u> X 1 2 3 4 5 6 7 8 9 10 = ___ /5

Final Grade: _____/50 ___

Comments: