Mount Aloysius College 2nd Biennial Students of Interpreting Conference
April 10th - 12th, 2015

Friday, April 10th, 2015

5:00 - 7:00 pm Deaf Gathering (Cosgrave Meeting Rooms)

7:00 - 9:30 pm Andrew Fisher Performance

Saturday, April 11th, 2015

7:30 - 8:30 am Registration and Continental Breakfast

8:35 - 9:05 am Keynote Address:

9:15 - 11:15 am - Academic Hall Room 213
SWOT Analysis for Interpreters

Businesses have been using SWOT analyses (Strengths, Weaknesses, Opportunities and Threats) as a guiding tool for improving market share and profits. This modification of SWOT allows interpreters to recognize their strengths and develop strategies for areas that still need improvement in an organized and strategic approach. This workshop will provide an overview of how SWOT analysis can be applied to the interpreting process. It also allows participants to practically apply the concepts as they analyze their own work. Participants will demonstrate effective knowledge of SWOT analysis, as applied to the interpreting process. Participants will apply SWOT analysis to their own interpretation samples and identify strategies for improving their work.

-Brian Cerney
Agentless Passive Voice - Clarifying Reference to Achieve More Cohesive Target Texts

This workshop will focus on the need to disambiguate agentless passive voice while interpreting from English into ASL. Participants will be asked to simultaneously interpret a number of texts and then to do a text analysis to identify passive voice. A second interpretation will then be performed to see if there is application of theory to practice. During the presentation, the concept of passive voice and specifically agentless passive voice will be explored. According to Halliday and Hassan (1979), one means of creating cohesive texts if through reference. While ASL does permit agentless passive voice constructions, they might not occur with the frequency or in the same context as agentless passive voice in English.

-Campbell McDermid

The “Business” of Interpreting 101

This workshop will educate and prepare students going into the sign language interpreting field on how to best be prepared to hit the ground running as a business. We will discuss some common areas of concern when working for other agencies and working for yourself in private practice. It will also cover what you should have prepared before accepting your first assignment as a professional interpreter registered with RID. Topics and skills to be discussed include but are not limited to: Understanding that you ARE a business, basic needs of a start-up business, leveraging social media, marketing and data collection understanding that all contracts are not the same, insurance protection, basic spreadsheet set-up, knowing what you are worth, and filling in an invoice

-Jasper Fair
11:15 - 12:45 pm Lunch Break (Bertschi Center)

12:50 - 2:20 pm - Academic Hall Room 213
Watering the Roots of Self-Driven Motivation, a Positive Self-Theory and Life-Long Resiliency in Deaf and Hard of Hearing Children: An Educational Interpreters Role

A Deaf and Hard-of-Hearing (DHH) student often faces unique academic challenges. For example, there are fewer resources, unequal assessment measures, and unequal academic and linguistic access for DHH students, especially in mainstream environments (Karchmer & Mitchell, 2003; Marschark & Knoors, 2012; Schick, Williams & Kupermintz, 2006). Due to challenges, it is no wonder DHH students demonstrate lower academic achievement, especially in English reading/literacy knowledge (Easterbrooks & Beal-Alvarez, 2012; Qi & Mitchell, 2012; Swanwick, Oddy & Roper, 2005). While there may not be a quick solution to the academic challenges faced, how DHH students perceive themselves (their self-theory) is critical for developing self-driven motivation, life-long resiliency, skills, and mindsets that can be imperative for DHH children throughout their lives. Self-theory refers to how individuals implicitly perceive themselves, especially when confronted with a challenging situation (Dweck, 1999). Individuals tend to have one of two self-theories: a fixed mindset or a growth mindset. Which mindset someone has is strongly related to the patterns of praise they are given. What is the role of Educational Interpreters in terms of Self Theory? What are examples of fixed and growth mindset while interpreting? How can we implement feedback to the student utilizing self-efficacy and still stay in the role of an interpreter?

-Dr. Lisalee D. Egbert
12:50 - 2:20 pm - Academic Hall Room 213
AS: & English Semantics; Homonyms and Idioms

When you communicate with Deaf people, you may not be aware that a sign you use may have different meanings. How do you figure out the different meanings of language when dealing with a variety of words, phrases, sentences and idioms that have multiple meanings? In this workshop, you will learn how to interpret homonyms and idioms in English and American Sign Language equivalently.

-Ronald Jui

2:30 - 5:00 pm - Academic Hall Room 213
Office for the Deaf & Hard of Hearing (ODHH)

With sign language interpreter students graduating from colleges and universities, it is critical for the interpreters to understand what Act 57 is and how to register with the Office for the Deaf and Hard of Hearing. This presentation will summarize Act 57 and how ODHH can assist the interpreters through the process of being state-registered in Pennsylvania. ODHH will speak about other resources that could assist you to such as the resource directory and the library collection at Hiram G. Andrews Center.

-Benjamin Moonan and Sharon Behun
2:30 - 5:00 pm - Academic Hall Room 214

Ten C’s of Effective Target Texts

The Ten Cs of Effective Target Texts is a feedback tool designed to focus on discrete linguistic elements of interpretations and translations between any two languages. Built from the basis of the RID CI and CT rating scales, these forms help interpreters, mentors and interpreter educators to focus on observable behaviors and patterns within an interpretation.

This workshop will provide an overview of the feedback tool combined with practical application as participants use the tool to identify areas of success and areas of needed improvement within sample interpretations.

Participants will demonstrate effective knowledge of linguistic terminology.

Participants will apply the Ten Cs Evaluation tool to analyze and evaluate various interpretation samples and document their findings.

-Brian Cerney

7:00 - 9:00 pm Sean Forbes Performance

Sunday, April 14th, 2013

8:00 - 9:00 am Registration and Full Breakfast
To truly interpret from English into ASL might require the explicitation of implied meanings. In particular, a target text in ASL is more successful if the interpreter can determine what to establish in space prior to it being explicitly stated. This we will refer to as the stage or central image. In this workshop, participants will be asked to do a text analysis of a number of long and short written English texts to determine what could be included in their ASL target texts. They will also be asked to perform a sight translation once they have completed a focuses text analysis.

-Campbell McDermid
Presenter Biographies

Dr. Brian Cerney is an Assistant Professor of American Sign Language and Interpreting at Keuka College in the Fingerlakes of New York State. He has been working as a professional interpreter and interpreter educator since the late 1980s. He holds RID CI and CT certification and is also holds ASLTA-Professional certification. He served as an RID certification rater and rater trainer. He is the author of The Interpreting Handbook series and related workbooks, which are now available as e-books.

Campbell McDermid, PhD has over 30 years of practical experience in the field of interpretation and two decades of experience as an interpreter educator. His dissertation, “Adult second language pragmatic enrichment: The case of ASL” explored the transferability of meaning from complex English structures (function words) at the level of pragmatics into American Sign Language by second language learners (English speakers) in support of the Explicitation Hypothesis.

Benjamin Moonan is a Commonwealth of Pennsylvania Office for the Deaf and Hard of Hearing (ODHH) Representative located in the Johnstown office. He has been working with ODHH for three years. Prior to joining ODHH, Benjamin has worked for over six years with Pressley Ridge School for the Deaf in Pittsburgh as a Teacher/Counselor, Master Teacher/Counselor and a Program Supervisor for their Residential program. Since birth, Benjamin is profoundly deaf in both ears. Benjamin attended public schools as a mainstream student from kindergarten through high school. A graduate of Allegany-Limestone Central in Allegany, NY, Benjamin obtained a Bachelor’s of Science degree in Sports and Recreation Management from the University of Pittsburgh at Bradford campus. In the fall of 2012, Benjamin obtained his Master’s degree in Organizational Leadership from Robert Morris University.
Sharon Behun was appointed director of Pennsylvania’s Office for the Deaf & Hard of Hearing (ODHH) on Sept. 21, 2006. As Director of ODHH, Behun oversees the advocacy, information and referral services the commonwealth provides to all Pennsylvanians. In addition, Behun has oversight of the Sign Language Interpreter & Transliterator State Registration Act. ODHH is the administrator of act, enforces it and maintains the database of registered sign language interpreters. Behun holds a Bachelor of Science degree in sign language interpreting from Bloomsburg University, and is certified in transliterating and interpreting by the Registry of Interpreters for the Deaf (RID).

Ronald Jiu is working as Assistant Professor of American Sign Language/English Interpreting at Mount Aloysius College for more than two years. He hailed from Chicago and has been transforming from a Windy City boy to a Keystone mountain man.

Jasper Fair is a CODA (Child Of Deaf Adults), utilizes American Sign Language fluently, and understands Deaf culture and expectations. He holds a NIC certification with RID (Registry of Interpreters for the Deaf) and is also registered with Pennsylvania’s Office of Deaf and Hard of Hearing (ODHH). He established Fair Interpreting, LLC in 2009 in South Central PA and has over 10 years of professional interpreting experience.