

<b>Title:</b> K-12/15 Educational Interpreting Series – High School Level		<b>Actor(s):</b> Steven Simmon (D)	
Region X Interpreter Education Center, WOU: 2003 Videotape			
<b>Overview:</b> This presentation, given by Steve Simmon, focuses on a project that showcases the history of the American School for the Deaf (ASD) in Hartford, Connecticut. This videotape is designed to provide educational interpreters with ASL to English (sign to voice) skills development.			
<b>Target Audience:</b> Educational Interpreters (Secondary level)			
<b>Source Language</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for</b>	<b>Consecutive Int.</b>	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Numbers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	Prosodic		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
Good pace for newer interpreters. Clear, deliberate signs and fingerspelling. No voice over. Incorporates history of Deaf education. Opening segment provides opportunity for preparation. NOTE: Signer wears light color shirt; limited contrast to hands. Approx. 15 minutes.			

<b>Title:</b> K-12/19 Educational Interpreting Series – Middle School Level		<b>Actor(s):</b> Todd Murano (D)	
Region X Interpreter Education Center, WOU: 2003 Videotape			
<b>Overview:</b> This presentation, given by Todd Murano, focuses on Fossils as part of the Science curriculum for middle school students. This videotape is designed to provide educational interpreters with ASL to English (sign to voice) skills development.			
<b>Target Audience:</b> Educational Interpreters (Secondary level)			
<b>Source Language</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Numbers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>How Space Used</b>	<b>Comparative</b>	Characterization	Geographic
	Prosodic		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
Good pace for newer interpreters. Clear, deliberate signs and fingerspelling. Signs influenced by English structure.			
No voice over. Includes vocabulary items printed on white board (on camera). Includes pictures from Science text book. Approx. 12 minutes.			

<b>Title:</b> K-12/20 Educational Interpreting Series – Elementary School Level  Region X Interpreter Education Center, WOU: 2003 Videotape		<b>Actor(s):</b> Heath Goodall (D)	
<b>Overview:</b> This presentation, given by Heath Goodall, focuses on storytelling as part of the Language Arts Curriculum for elementary school students. This videotape is designed to provide educational interpreters with ASL to English (sign to voice) skills development.			
<b>Target Audience:</b> Educational Interpreters (Elementary level)			
<b>Source Language</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Numbers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent</b>	Minimal	Moderate	<b>Extensive</b>
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	Prosodic		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b> Lecture – good pace for newer interpreters. Target audience is elementary age students so pace is slow with clear signs and standard ASL sentence structure.  Story re-telling – based on children’s book, “When Sophie Gets Angry...Really, Really Angry” by Molly Bangs (Scholastic, NY, 1999). Interpreters can read the book as preparation for interpreting the re-telling of the story in ASL.  No voice over. Approx. 8 minutes.			

<b>Title:</b> K-12/17 Educational Interpreting Series – High School Level		<b>Actor(s):</b> Kim Mihan (D)	
Region X Interpreter Education Center, WOU: 2003 Videotape			
<b>Overview:</b> This presentation, given by Kim Mihan, focuses on dialogue journals as part of the Language Arts Curriculum for High School Students. This videotape is designed to provide educational interpreters with ASL to English (sign to voice) skills development.			
<b>Target Audience:</b> Educational Interpreters (Secondary level)			
<b>Source Language</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace</b>	Slow	Moderate	Fast
<b>Classifiers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	<b>Comparative</b>	Characterization	Geographic
	Prosodic		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b> English influence on signing style. Heavy English mouthing. Fingerspelling not always clear, though understandable in context.  No voice over. Incorporates Approx. 12 minutes.			

<b>Title:</b> K-12/18 Educational Interpreting Series – High School Level		<b>Actor(s):</b> John Covell (D)	
Region X Interpreter Education Center, WOU: 2003 Videotape			
<b>Overview:</b> This presentation, given by John Covell, focuses on money as part of the Math Curriculum. This videotape is designed to provide educational interpreters with ASL to English (sign to voice) skills development.			
<b>Target Audience:</b> Educational Interpreters (Secondary level)			
<b>Source Language</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Numbers Extent</b>	Minimal	<b>Moderate</b>	Extensive
<b>Numbers Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
Tape divided into two lessons: Lesson 1 – approx. 18 minutes. Focus on history of money, particularly on coins and who/what is located on the heads and tails of coins. Introduction to lesson on Fractions using money.  Lesson 2 – approx. 5 minutes. Vocabulary lesson about how to sign money concepts in ASL.  Left-handed signer. Animated signer.			

<b>Title:</b> K-12/16 Educational Interpreting Series – High School Level		<b>Actor(s):</b> Diana Covell (D)	
Region X Interpreter Education Center, WOU: 2003 Videotape			
<b>Overview:</b> This presentation, given by Diana Covell, focuses on ASL and Deaf History as part of the Deaf Studies Curriculum for High School students. This videotape is designed to provide educational interpreters with ASL to English (sign to voice) skills development.			
<b>Target Audience:</b> Educational Interpreters (Secondary level)			
<b>Source Language</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace</b>	Slow	Moderate	Fast
<b>Classifiers Extent</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
Approx. 35 minutes; first 5 minutes deals with classroom management and disciplinary issues.			
Presenter is highly interactive with off-camera students. Clear, deliberate signs and fingerspelling. No voice over. Engaging presentation style. Vocabulary items written on white-board on camera.			
Interpreters can study Deaf history as preparation for ASL-to-English interpreting practice with this tape.			

<b>Title:</b> LING-4 Batman™		<b>Actor(s):</b> David Rivera(D) Sign Master	
Gallaudet University, 2001 Videotape			
<b>Overview:</b> Three clips from Batman™ followed by signed representation of clip. And signed summary of entire movie. Batman™ used with permission from Warner Brothers™.			
<b>Target Audience:</b> Advanced signers.			
<b>Source Language</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	Consultative
	<b>Informal</b>	Intimate	
<b>Suitable for</b>	Consecutive Int.	Simultaneous Int.	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	Slow	Moderate	<b>Fast</b>
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace</b>	Slow	Moderate	Fast
<b>Numbers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace</b>	Slow	Moderate	Fast
<b>Classifiers Extent</b>	Minimal	Moderate	<b>Extensive</b>
<b>Use of Space Extent</b>	Minimal	Moderate	<b>Extensive</b>
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	Prosodic		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
<p>Movie clips in English with open captions. Each clip approx. 2-3 minutes. Each signed representation approx. 3-4 minutes.</p> <p>Signed representations consist of mostly Classifiers with very few signs and no fingerspelling. Also includes signed summary of the movie.</p> <p>This material is good for practicing creative story re-telling and use of classifiers. It is not appropriate for interpreting skills development.</p> <p>Approx. 21 minutes total</p>			

<b>Title:</b> LING-3 Space Jam™		<b>Actor(s):</b> David Rivera (D) Sign Master	
Gallaudet University, 2001 Videotape			
<b>Overview:</b> Three clips from Space Jam™ followed by signed representation of clip. And signed summary of entire movie. Space Jam™ used with permission from Warner Brothers™.			
<b>Target Audience:</b> Advanced signers			
<b>Source Language</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register</b>	Frozen	Formal	Consultative
	<b>Informal</b>	Intimate	
<b>Suitable for</b>	Consecutive Int.	Simultaneous Int.	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>DEAF PRESENTER</b>			
<b>Sign Pace</b>	Slow	Moderate	<b>Fast</b>
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace</b>	Slow	Moderate	Fast
<b>Numbers Extent</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace</b>	Slow	Moderate	Fast
<b>Classifiers Extent</b>	Minimal	Moderate	<b>Extensive</b>
<b>Use of Space Extent</b>	Minimal	Moderate	<b>Extensive</b>
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	Prosodic		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
<p>Movie clips in English with open captions. Each clip approx. 2-3 minutes. Each signed representation approx. 3-4 minutes.</p> <p>Signed representations consist of mostly Classifiers with very few signs and no fingerspelling. Also includes signed summary of the movie.</p> <p>This material is good for practicing creative story re-telling and use of classifiers. It is not appropriate for interpreting skills development.</p> <p>Approx. 23 minutes total</p>			



<b>Title:</b> Mirrored Math: Five Parallel Math Lessons in ASL and English; RSA Region V, the College of St. Catherine, MN; Sept. 2001 CD-Rom		<b>Actor(s):</b> Steven Fuerst (D) Harvey Schuldt (H)	
<b>Overview:</b> Introductory math (algebra) lessons presented in both ASL and English.			
<b>Target Audience:</b> Educational Interpreters (Secondary and post-secondary levels)			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	Interactive
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive (CI)	<b>Simultaneous (SI)</b>	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>DEAF PRESENTER</b>			
<b>Sign Pace:</b>	Slow	Moderate	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	Moderate	<b>Fast</b>
<b>Numbers Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>Numbers Pace:</b>	Slow	Moderate	<b>Fast</b>
<b>Classifiers Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>How Space Used</b>	<b>Comparative</b>	Characterization	Geographic
	Prosodic		
<b>HEARING PRESENTER</b>			
<b>Speech Pace</b>	<b>Slow</b>	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	<b>Extensive</b>
<b>Lends itself to Use of Space</b>	Minimal	Moderate	<b>Extensive</b>
<b>Comments:</b> Includes introduction by each presenter. ASL Presenter – highly energetic, quick signing pace, moderate interaction with off-camera students, large signing space. English Presenter – slow, dry pace, methodical presentation, moderate interaction with off-camera students  Five math lessons: 1) Perimeter, Area & Volume; 2) Number Lines and Comparing Numbers; 3) Translating English to Algebra (word problems); 4) Multiplying Rational Expressions (fractions); 5) Performing Operations with Square Roots.  Nice comparison to see how same topics are presented in both ASL and English.			

<b>Title:</b> D/FL-1 Goats, Trolls and Numbskills College of St. Catherine, 2003		<b>Actor(s):</b> Lisa Lunge-Larson (H) Doug Bowen-Bailey (I)	
<b>Overview:</b> Middle school lecture on Folklore Genres.			
<b>Target Audience:</b> Educational interpreters. Middle school.			
<b>Source Language:</b>	ASL	<i>English</i>	
<b>Dialogic/Monologic:</b>	Dialogic	<i>Monologic</i>	
<b>Register:</b>	Frozen	Formal	<i>Consultative</i>
	<i>Informal</i>	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<i>Simultaneous Int.</i>	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>			
	Slow	Moderate	Fast
<b>Fingerspelling Extent:</b>	Minimal	Moderate	Extensive
<b>Fingerspelling Pace:</b>	Slow	Moderate	Fast
<b>Numbers Extent:</b>	Minimal	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	Moderate	Extensive
<b>Use of Space Extent:</b>	Minimal	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	Prosodic		
<b>Speech Pace</b>			
	Slow	<i>Moderate</i>	<i>Fast</i>
<b>Lends itself to Fingerspelling</b>	Minimal	<i>Moderate</i>	Extensive
<b>Lends itself to Classifiers</b>	Minimal	<i>Moderate</i>	Extensive
<b>Lends itself to Numbers</b>	<i>Minimal</i>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	<i>Extensive</i>
<b>Comments:</b>			
Taped in 7 <sup>th</sup> grade classroom. No microphone on speaker or students. CD includes introduction to presenter in English with captions and to Deaf consumer (student) in ASL.			
Presenter is lively and engaging with students. Presentation on folklore genres. Six segments, each between 4-11 minutes long: 1) Introduction to topic ; 2) Cumulative genre ; 3) explanatory genre ; 4) Talking animal genre ; 5) numbskull genre ; 6) Fairy Tale genre.			
Includes fictional journal entries from interpreter as means of preparation. Includes sample interpretation.			
NOTE: Sound and picture not always in sync.			

<b>Title:</b> D/MED-3 Internal Discussions: An appointment in Gastroenterology College of St. Catherine, 2003		<b>Actor(s):</b> Cara Barnett Mary Dykstra Mary Jane Harrington Nancy Niggley	
<b>Overview:</b> Simulation of medical appointment with gastroenterologist.			
<b>Target Audience:</b> Interpreters who work in medical settings.			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	<b>Dialogic</b>	Monologic	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	<b>Consecutive Int.</b>	<b>Simultaneous Int.</b>	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>	Slow	<b>Moderate</b>	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Numbers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	<b>Extensive</b>
<b>Comments:</b>  Lectures presented in CI- and SI-friendly formats. Transcripts of English texts. Captions optional  Model interpretations provided by hearing interpreter and by Deaf interpreter. Provides theoretical framework for observing interpreters. Segment geared specifically to DIs.  Links to web based information and resources to help with preparation. Other preparation materials included on CD, including diagrams and vocabulary.  Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> .			

<b>Title:</b> D/MED-1 Stomach This: The Digestive System in ASL and English  College of St. Catherine, 2002		<b>Actor(s):</b> Paul Buppenhoff Cara Barnet	
<b>Overview:</b>  Same lecture about the digestive system presented in both ASL and English.			
<b>Target Audience:</b> Interpreters who work in medical settings			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen Informal	Formal Intimate	<b>Consultative</b>
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative <b>Prosodic</b>	Characterization	Geographic
<b>Speech Pace</b>	Slow	<b>Moderate</b>	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Numbers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	<b>Extensive</b>
<b>Comments:</b>  Written transcript of English presentation. Written notes of ASL presentation (not a translation or transcript.)  Includes introduction to instructors, list of specialized vocabulary with diagrams. Warm up lecture (approx. 5-6 minutes) followed by technical lecture (approx. 12 and 16 minutes.)  Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> .			

<b>Title:</b> D/MED-8 Birth Companions College of St. Catherine, 2005		<b>Actor(s):</b> Rania Johnson, Jerri Middlebrook-Vogel; Amy Wolff, Persis Bristol-Dodson; Kimberly Smith, Maria Wolff	
<b>Overview:</b> Perspectives on Doulas and Nurse Midwives in ASL and English.			
<b>Target Audience:</b> Interpreters who work in medical settings.			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	<b>Dialogic</b>	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>			
	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	Prosodic		
<b>Speech Pace</b>			
	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Lends itself to Fingerspelling</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Numbers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	<b>Moderate</b>	Extensive
<b>Comments:</b>			
Includes overview of CD; suggestions for working with the texts. Includes links to web resources. Multiple scenarios: Hearing Doulah with Hearing mom; Deaf Doulah with Deaf mom; Hearing mid-wife with Hearing mom.			
Transcripts of English texts. Summaries of ASL texts. Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> .			
Good model for seeing/hearing how this topic is discussed intra-lingually without going through an interpreter. Note: one signer has disfluent signing style.			

<b>Title:</b> D/1to1-1 In Transition: Interactive Situations for Interpreting Practice on Transition to College		<b>Actor(s):</b> Doug Bowen-Bailey, Ketsi Carlson, Nancy Diener, Jenie Langdon-Larson, Sharon Witherspoon	
College of St. Catherine, 2002			
<b>Overview:</b> Deaf H.S. Senior and her Deaf mother going through a series of meetings with officials at University of Minnesota at Duluth regarding admissions and financial aid.			
<b>Target Audience:</b> Educational interpreters, deaf students			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	<b>Dialogic</b>	Monologic	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>			
	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>			
	Slow	<b>Moderate</b>	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Numbers</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Lends itself to Use of Space</b>	<b>Minimal</b>	Moderate	Extensive
<b>Comments:</b>			
<p>Three scenarios – 16 min., 7 min., 16 min. Includes preparation materials on CD and strategies for practice. Includes transcripts of English sources and outlines of ASL sources.</p> <p>Scenarios have interpreter off-camera to allow for simultaneous practice. Timing does not allow for Consecutive practice unless source is 'paused' after each utterance.</p> <p>Good practice for interpreting for two Deaf consumers at the same time.</p>			

<b>Title:</b> D/1to1-2 Interactive Potpourri College of St. Catherine, 2002		<b>Actor(s):</b> Cheryl Blue (D), Doug Bowen-Bailey (H), Nancy Crane (D), Susan Lorenz (H)	
<b>Overview:</b> Six interactive situations for interpreting practice.			
<b>Target Audience:</b> Community interpreters			
<b>Source Language:</b>	<i>ASL</i>	<i>English</i>	
<b>Dialogic/Monologic:</b>	<i>Dialogic</i>	Monologic	
<b>Register:</b>	Frozen	Formal	<i>Consultative</i>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<i>Simultaneous Int.</i>	
<b>Captions</b>	Yes	<i>No</i>	
<b>Transcripts</b>	Yes	<i>No</i>	
<b>Sign Pace:</b>	Slow	<i>Moderate</i>	<i>Fast</i>
<b>Fingerspelling Extent:</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<i>Moderate</i>	Fast
<b>Numbers Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<i>Moderate</i>	Fast
<b>Classifiers Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Use of Space Extent:</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	<i>Prosodic</i>		
<b>Speech Pace</b>	<i>Slow</i>	<i>Moderate</i>	Fast
<b>Lends itself to Fingerspelling</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Classifiers</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Numbers</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Use of Space</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Comments:</b>			
Six scenarios – vary between 6-9 minutes each #1: School concerns; #2: Meeting with a Caterer; #3: What About my Baby?; #4: Career Changes; #5: Hearing Aid; #6: World Wide Travel.			
Scenarios have interpreter off-camera to allow for simultaneous practice. Timing does not allow for Consecutive practice unless source is 'paused' after each utterance.			
Good practice for interpreting for two Deaf consumers at the same time.			

<b>Title:</b> D/LING-3 Literacy Lessons: Storytelling in ASL and Cued Language  College of St. Catherine, 2002		<b>Actor(s):</b> Tracy Bell Koster Tori Erickson	
<b>Overview:</b> Model ASL Translations and Cued Transliterations of 3 stories by P.D. Eastman.			
<b>Target Audience:</b> Interpreters, educators			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	Simultaneous Int.	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace:</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	Prosodic		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b> Introduction to signer and cuer. <b>No sound with Cuer.</b> Strategies for signing children's stories in ASL. Tracy reads story and translates each page into ASL/  Strategies for expressing children's stories in Cued Speech. Tips for Cued reading. Tori reads/cues each story.  Three stories by P. D. Eastman: 1) Go, Dog, Go! (1961); 2) Are You My Mother? (1960); 3) Sam and the Firefly (1960)  Paper: Interlingual Space Travel: Contrasting construction of "ground" and "figure" in ASL and English, by Doug Bowen-Bailey.			



<b>Title:</b> D/LING-2 He Said, She Said: Monologues and Dialogues in ASL College of St. Catherine, 2003		<b>Actor(s):</b> Ketsi Carlson Jushua Hottle	
<b>Overview:</b> Opportunity to see how conversation happens between two Deaf people who know each other well and reflect on how what we see can be used in our interpretations to spoken English conversations.			
<b>Target Audience:</b> Interpreters, interpreting students, ASL students			
<b>Source Language:</b>	<i>ASL</i>	<i>English</i>	
<b>Dialogic/Monologic:</b>	<i>Dialogic</i>	<i>Monologic</i>	
<b>Register:</b>	Frozen	Formal	Consultative
	<i>Informal</i>	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<i>Simultaneous Int.</i>	
<b>Captions</b>	Yes	<i>No</i>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	Moderate	<i>Fast</i>
<b>Fingerspelling Extent:</b>	Minimal	<i>Moderate</i>	<i>Extensive</i>
<b>Fingerspelling Pace:</b>	Slow	Moderate	<i>Fast</i>
<b>Numbers Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<i>Moderate</i>	<i>Fast</i>
<b>Classifiers Extent:</b>	Minimal	<i>Moderate</i>	<i>Extensive</i>
<b>Use of Space Extent:</b>	Minimal	<i>Moderate</i>	<i>Extensive</i>
<b>How Space Used</b>	Comparative	<i>Characterization</i>	<i>Geographic</i>
	<i>Prosodic</i>		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>  Monologues: Source texts available in two speeds – regular and slow. Outlines provided for each text. One sentence synopsis of each segment provided Introduction for each signer. Very casual signing style for both signers. Very little English mouthing with both signers.  Ketsi – 4 monologues, average 1-2.5 minutes per segment (Ambidextrous signer) Joshua – 6 monologues, average 1-3.5 minutes per segment Ketsi and Joshua – 14 dialogues, average 2-4 minutes per segment. Camera angle: Ketsi faces camera but looks at Joshua; Joshua faces Ketsi so mostly side view of his signing.			

<b>Title:</b> D/LEGAL-1 By the Book: Interpreting an In-take at a County Jail College of St. Catherine, 2004		<b>Actor(s):</b> Cheryl Blue (D), Officer Lurye, Officer Elder, Susan Lorenz (Interp.) , Doug Bowen-Bailey (Interp.)	
<b>Overview:</b> Interpreting a booking at a county jail for person arrested for drunk driving.			
<b>Target Audience:</b> Interpreters who work in legal settings			
<b>Source Language:</b>	<i>ASL</i>	<i>English</i>	
<b>Dialogic/Monologic:</b>	<i>Dialogic</i>	<i>Monologic</i>	
<b>Register:</b>	Frozen	<i>Formal</i>	<i>Consultative</i>
	<i>Informal</i>	Intimate	
<b>Suitable for:</b>	<i>Consecutive Int.</i>	<i>Simultaneous Int.</i>	
<b>Captions</b>	<i>Yes</i>	No	
<b>Transcripts</b>	<i>Yes</i>	No	
<b>Sign Pace:</b>			
	<i>Slow</i>	Moderate	Fast
<b>Fingerspelling Extent:</b>	Minimal	<i>Moderate</i>	Extensive
<b>Fingerspelling Pace:</b>	<i>Slow</i>	Moderate	Fast
<b>Numbers Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Numbers Pace:</b>	<i>Slow</i>	Moderate	Fast
<b>Classifiers Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Use of Space Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	Prosodic	<i>Questioning</i>	
<b>Speech Pace</b>			
	Slow	<i>Moderate</i>	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	<i>Moderate</i>	Extensive
<b>Lends itself to Classifiers</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Numbers</b>	<i>Minimal</i>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	<i>Moderate</i>	Extensive
<b>Comments:</b> Information on 1) entering the facility; 2) working with corrections officers. Intake paperwork included on CD. Booking interview presented as individual utterances (230 alternating between English and ASL) to allow for Consecutive practice and as entire interaction to allow for Simultaneous practice.  Deaf person arrested for DUI simulates client who is lethargic, unconcerned, bored and/or tired. Hearing officer reads intake procedures and questions from forms. Intake vide shown in its entirety for practice and with interpreter for observing.  Includes framework for observing the interpretations. Interpreters provide reflections of their interpretation, on working with a person under the influence, and on working with a Deaf interpreter.			

<b>Title:</b> D/LING-1 Navigating Discourse Genres: Parallel Texts in ASL and English on Canoeing in the Boundary Waters		<b>Actor(s):</b> Jenny Stenner (D), Eric Larson (H), Anthony Verdajo (Interp.)	
College of St. Catherine, 2002			
<b>Overview:</b> Study of discourse genres: Narrative, Procedural, Horatory or Persuasive, Explanatory, and Argumentative. Conversational example not included on CD.			
<b>Target Audience:</b> Interpreters, interpreting students, ASL students			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	<b>Informal</b>	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>Use of Space Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>How Space Used</b>	Comparative	<b>Characterization</b>	<b>Geographic</b>
	<b>Prosodic</b>		
<b>Speech Pace</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	<b>Extensive</b>
<b>Comments:</b> Information included on understanding discourse making connections and impact of genre on interaction. Strategies for practice. Framework for analysis of contrasting discourse genres, salient features of discourse, communicative functions of discourse. Includes background on Boundary Waters Canoe Area (BWCA) with links to web resources. Also includes print resources on CD. Introduction to each speaker and interpreter. Transcripts of English texts and outlines of ASL texts. Segments average 3-6 minutes each. Sample interpretation provided. Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> .			

<b>Title:</b> D/ISS-2 What's Going On...: Current and Not-so-current Events College of St. Catherine, 2003		<b>Actor(s):</b> Mike Cashman (D)	
<b>Overview:</b> 1. Talking about current events 2. Information on Minnesota State Academy for the Deaf Originally filmed 2002			
<b>Target Audience:</b> Interpreters, ASL students, Deaf students			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	<b>Informal</b>	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>			
	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>How Space Used</b>	Comparative	<b>Characterization</b>	<b>Geographic</b>
	Prosodic		
<b>Speech Pace</b>			
	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b> Includes bio of presenter and written summary of all texts.  Part 1. Talk on current events – 17 segments between 1.5 – 8.5 minutes each  Part 2. Info on MSAD – 9 segments between 1-5 minutes each Footage shot with hand-held camera; picture not always stable  Good practice for ASL-to-English as Deaf presenter addresses mostly Deaf audience.			

<b>Title:</b> D/MED-2 All in Due Time (2 Disc set) Perspectives on Childbirth from Deaf Parents		<b>Actor(s):</b> Six, Deaf couples	
College of St. Catherine, 2003			
<b>Overview:</b> 6 Deaf couples share their experiences and stories about pregnancy and childbirth			
<b>Target Audience:</b> Interpreters who work in medical settings. Deaf community.			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	<b>Dialogic</b>	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	Consultative
	<b>Informal</b>	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	Moderate	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>Fingerspelling Pace:</b>	Slow	Moderate	<b>Fast</b>
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	Moderate	<b>Fast</b>
<b>Classifiers Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	<b>Comparative</b>	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
Disc 1: Heidi and Jeff Branch; Stacie and Scott Miller; Brandi and Tim Rarus Disc 2: Egina and Jimmy Beldon; Christine and Roger Kraft; Melody and Russell Stein			
Segments range between 30 seconds and 18 minutes. Written summary of ASL texts provided. Provides preparation materials and research regarding childbirth: 1) anatomy, 2) procedures during pregnancy, labor and delivery; 3) overview of potential complications.			
Each couple shown together, sometimes talking to each other and sometimes talking to off-camera moderator. Natural, intimate signing styles with most signers.			
Good practice for interpreting intimate register and cross-talk between signers. Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> .			

<b>Title:</b> D/MED-5 To The Heart of the Matter: The Cardiovascular System in ASL and English		<b>Actor(s):</b> Paul Buppenhoff (H) Kendal Kail (D) Patty McCutcheon, (Interp.)	
College of St. Catherine, 2001			
<b>Overview:</b> Lectures in English and ASL regarding the cardiovascular system.			
<b>Target Audience:</b> Interpreters who work in medical settings.			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	<b>Comparative</b>	Characterization	Geographic
	Prosodic		
<b>Speech Pace</b>	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Lends itself to Fingerspelling</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	<b>Extensive</b>
<b>Lends itself to Numbers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	<b>Moderate</b>	Extensive
<b>Comments:</b> Same texts presented in ASL and English. Texts presented in warm-up format and technical format. Warm up lectures approx. 6 minutes; Technical lectures approx. 15 minutes ; sample interpretation approx. 15 minutes.  Includes introductions to each person. English transcripts for Hearing speaker. Notes/outline for Deaf speaker. Handouts printable from CD, including specialized vocabulary and diagrams.  Content material is dense. Deaf presenter's fingerspelling is not always clear.  Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a>			

<b>Title:</b> MC-14 Understanding Diversity in the Deaf Community: Mark Landreneau  Western Oregon University, 2001		<b>Actor(s):</b> Mark Landreneau Marthalee Galeota (Voice-over)	
<b>Overview:</b> Provides an understanding of multiculturalism and diversity in the Deaf and Deaf Blind communities. Mr. Landreneau is Deaf/Blind.			
<b>Target Audience:</b> Interpreters, ASL students, Deaf students, teachers of the Deaf			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>  39 minutes in length. In ASL with voice-over. Segments on growing up, attending residential schools and college, getting jobs, challenges of being Deaf/Blind. Easy, clear, casual signing style within smaller signing space typical of Deaf/Blind signers.			

<b>Title:</b> MC-13 Understanding Diversity in the Deaf Community: Shaheena Shamim		<b>Actor(s):</b> Shaheena Shamim Deb Kropf (Voice-over)	
Western Oregon University, 2001			
<b>Overview:</b> Provides an understanding of multiculturalism and diversity in the Deaf communities. Ms. Shamim is from Pakistan.			
<b>Target Audience:</b> Interpreters, ASL students, Deaf students, teachers of the Deaf			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	<b>Informal</b>	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
30 minutes in length. In ASL with voice-over. Segments on becoming deaf, family background, educational background, experience with interpreters, perspective as a cultural minority in the U.S. Also includes comparison of Pakistani and US Deaf communities and demonstration of signs used in Pakistan.			
Ms. Shamim is a non-native ASL user and exhibits linguistic features of a second-language learner.			



<b>Title:</b> MC-11 Understanding Diversity in the Deaf Community: Mark Azure  Western Oregon University, 1999		<b>Actor(s):</b> Mark Azure Todd Agan (Voice-over)	
<b>Overview:</b> Provides an understanding of multiculturalism and diversity in the Deaf communities. Ms. Shamim is Native American.			
<b>Target Audience:</b> Interpreters, ASL students, Deaf students, teachers of the Deaf			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	<b>Informal</b>	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>			
	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	<b>Slow</b>	Moderate	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>			
	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
<p>One hour in length. In ASL with voice-over.            Segments about family background, educational background, attending residential school, issues of Deaf identity and Native identity at various times in his life, learning Native ways. Additional segments about experience working with interpreters and issues of language identity.</p> <p>Tape includes two, Native stories told in ASL without voice-over: "Star Woman" and "White Squirrel".</p>			

<b>Title:</b> MC-10 Understanding Diversity in the Deaf Community: Jessica Lee Western Oregon University, 2001		<b>Actor(s):</b> Jessica Lee Keri Brewer (Voice-over)	
<b>Overview:</b> Provides an understanding of multiculturalism and diversity in the Deaf communities. Ms. Lee is Korean-American.			
<b>Target Audience:</b> Interpreters, ASL students, Deaf students, teachers of the Deaf			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	<b>Formal</b>	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>			
	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>			
	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>  41 minutes in length. In ASL with voice-over. Segments about growing up deaf; family background; educational background; identity; experiences with interpreters; family communication issues; Deaf identity; experiences as ethnic minority.			

<b>Title:</b> MC-9 Understanding Diversity in the Deaf Community: Laurene Gallimore (Simms)  Western Oregon University, 1999		<b>Actor(s):</b> Laurene Gallimore (Simms) Julie Simon (Voice-over)	
<b>Overview:</b> Provides an understanding of multiculturalism and diversity in the Deaf communities. Ms. Gallimore is African-American.			
<b>Target Audience:</b> Interpreters, ASL students, Deaf students, teachers of the Deaf			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	<b>Formal</b>	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>			
	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>			
	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>  49 minutes in length. In ASL with voice-over. Segments about educational background; family background; identity as a Deaf person, as a Black person, as a female; experiences using interpreters.			

<b>Title:</b> MC-12 Understanding Diversity in the Deaf Community: Liz Halperin Western Oregon University, 2000		<b>Actor(s):</b> Liz Halperin Jody Mayer (Voice-over)	
<b>Overview:</b> Provides an understanding of multiculturalism and diversity in the Deaf communities. Ms. Gallimore is Deaf-Blind.			
<b>Target Audience:</b> Interpreters, ASL students, Deaf students, teachers of the Deaf			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	<b>Formal</b>	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>			
	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>			
	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
48 minutes in length. In ASL with voice-over. Segments about educational background; work history; becoming Blind; dealing with communication adaptations due to blindness; experiences with interpreters; communication needs and experiences; issues of identity; training and working with a guide dog.			

<b>Title:</b> D/ISS-1: Mentor to Mentor: Disc 1 Tips and Techniques for Deaf Mentors Working with Interpreters  College of St. Catherine, 2002		<b>Actor(s):</b> Albert Walla (Narrator), Rania Johnson (Language Model), Doug Bowen-Bailey (Interpreting Model)	
<b>Overview:</b> Overview about mentoring and techniques about how to mentor for Deaf people who want to become interpreters			
<b>Target Audience:</b> Deaf people who want to become mentors			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	<b>Formal</b>	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	Simultaneous Int.	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>			
	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	Minimal	Moderate	<b>Extensive</b>
<b>How Space Used</b>	<b>Comparative</b>	<b>Characterization</b>	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>			
	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b> Introduction about mentoring for Deaf people on how to work as language models for interpreters.  Written English summary of project with ASL video clips summarizing each section. Length of clips: 30 seconds to 5 minutes. Content includes: History, Training Model, Sponsorship and Focus, Mentors & Protégés, Process, What to Avoid, Mentor Characteristics, Protégé Characteristics.  Printed materials include Mentorship Agreement Form, Protégé Self-Evaluation, Journal form, Practical ideas for mentorship topics, Red & Yellow Sign choices.			

<b>Title:</b> D/ISS-1: Mentor to Mentor: Disc 2 Sample Mentoring Situations for Deaf Mentors Working with Interpreters  College of St. Catherine, 2002		<b>Actor(s):</b> Albert Walla, Michelle Jackson, Amy Wolff	
<b>Overview:</b> Disc 2 provides samples of how to mentor interpreters using techniques and ideas covered in Disc 1.			
<b>Target Audience:</b> Deaf people who mentor interpreters, or who are interested in becoming mentors			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	<b>Dialogic</b>	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	Simultaneous Int.	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	Prosodic		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>  Albert Walla demonstrates mentoring techniques while working with two interpreters: With Michelle Jackson – 3 segments, varying in length between 5-9 minutes each. With Amy Wolff – 2 segments, each approximately 8 minutes.  Demonstration of discussion followed by commentary from Mentor.			

<b>Title:</b> When the Law Meets Medicine College of St. Catherine, 2007		<b>Actor(s):</b> Doug Bowen-Bailey (H) Trudy Suggs (D)	
<b>Overview:</b> To help interpreters understand how to translate medical forms and texts from English into ASL			
<b>Target Audience:</b> Interpreters who work in medical settings			
<b>Source Language:</b>	<b>ASL</b>	English	
<b>Dialogic/Monologic:</b>	Dialogic	<b>Monologic</b>	
<b>Register:</b>	Frozen	Formal	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	Simultaneous Int.	
<b>Captions</b>	<b>Yes</b>	<b>No</b>	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	<b>Moderate</b>	<b>Fast</b>
<b>Fingerspelling Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Use of Space Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	<b>Prosodic</b>		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>			
Divided into three sections:			
A) Preparation: Goals, meet the author's, overview, translation approach, process for reviewing translation			
B) The Texts: Notice to Patients; Advanced Health Care Directives; Minnesota Patient's Bill of Rights; Notice of Privacy Practices			
C) Wrap-up: Final reflections			
Trudy Suggs discusses her process for translating printed materials into ASL. She demonstrates her ASL translation of each of the four texts and provides reflections of her process and product, including discussion of vocabulary selection.			
Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> or on DVD.			

<b>Title:</b> D/MED-7: Take These Meds: Interpreting Visits to a Pharmacy College of St. Catherine, 2005		<b>Actor(s):</b> Mike Swanoski (pharmacist), Various deaf participants, various interpreters	
<b>Overview:</b> Scenarios to practice interpreting between a pharmacist and a Deaf patient.			
<b>Target Audience:</b> Interpreters who work in medical settings			
<b>Source Language:</b>	<b>ASL</b>	<b>English</b>	
<b>Dialogic/Monologic:</b>	<b>Dialogic</b>	<b>Monologic</b>	
<b>Register:</b>	Frozen Informal	Formal Intimate	<b>Consultative</b>
<b>Suitable for:</b>	<b>Consecutive Int.</b>	<b>Simultaneous Int.</b>	
<b>Captions</b>	<b>Yes</b>	No	
<b>Transcripts</b>	<b>Yes</b>	No	
<b>Sign Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Fingerspelling Extent:</b>	<b>Minimal</b>	<b>Moderate</b>	<b>Extensive</b>
<b>Fingerspelling Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Numbers Extent:</b>	<b>Minimal</b>	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	<b>Moderate</b>	Fast
<b>Classifiers Extent:</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Use of Space Extent:</b>	Minimal	<b>Moderate</b>	Extensive
<b>How Space Used</b>	Comparative Prosadic	Characterization	Geographic
<b>Speech Pace</b>	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Lends itself to Fingerspelling</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Lends itself to Numbers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	<b>Minimal</b>	Moderate	Extensive
<b>Comments:</b>  Segments include: A Pharmacist's Worldview (Monologue, English); Dealing with Asthma: Requesting a Refill (Dialogic, 1:23 minutes); Explaining Inhalers (Dialogic, 4:06 min.); A Med Review (Dialogic, 6:43 min.); On Bones (Dialogic, 9:30 min.).  Each segment is structured to allow for both Consecutive and Simultaneous practice; each segment also includes an interpreter model and reflections on work by interpreter. Transcripts of each segment.  Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> .			



<b>Title:</b> D/MED-6: Hurry Up and Wait: Interpreting a Visit to an Emergency Department  College of St. Catherine 2007		<b>Actor(s):</b> Rudy Kurtovich (Deaf patient), various hearing health care providers	
<b>Overview:</b> Follow a Deaf patient with heart palpitations through his visit to the Emergency Department.			
<b>Target Audience:</b> Interpreters who work in medical settings			
<b>Source Language:</b>	<i>ASL</i>	<i>English</i>	
<b>Dialogic/Monologic:</b>	<i>Dialogic</i>	<i>Monologic</i>	
<b>Register:</b>	Frozen	Formal	<i>Consultative</i>
	<i>Informal</i>	Intimate	
<b>Suitable for:</b>	<i>Consecutive Int.</i>	<i>Simultaneous Int.</i>	
<b>Captions</b>	<i>Yes</i>	No	
<b>Transcripts</b>	<i>Yes</i>	No	
<b>Sign Pace:</b>	<i>Slow</i>	Moderate	Fast
<b>Fingerspelling Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Fingerspelling Pace:</b>	<i>Slow</i>	Moderate	Fast
<b>Numbers Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Numbers Pace:</b>	<i>Slow</i>	Moderate	Fast
<b>Classifiers Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>Use of Space Extent:</b>	<i>Minimal</i>	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	Prosodic		
<b>Speech Pace</b>	Slow	<i>Moderate</i>	Fast
<b>Lends itself to Fingerspelling</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Classifiers</b>	<i>Minimal</i>	Moderate	Extensive
<b>Lends itself to Numbers</b>	<i>Minimal</i>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	<i>Minimal</i>	Moderate	Extensive
<b>Comments:</b>			
ASL: Deaf patient signs with one hand due to medical devices used on other hand. Sign space limited due to situation and equipment.			
Eight segments: Touring the Emergency Department (Monologic, English w/captions, 8 min.); Background information (paper); Initial interview by nurse (Dialogic, 6 min.); Getting an EKG (Dialogic, 3:38 min.); Evaluation by the Physician (Dialogic, 5:40 min.); Drawing Blood (Dialogic, 1:28 min.); The Physician's Assessment (Dialogic, 1:19 min.); Being Discharged (Dialogic, 2:31 min.)			
Each segment is structured to allow for both Consecutive and Simultaneous practice; each segment also includes an interpreter model and reflections on the work. Transcripts of each segment.			
Study packet available at <a href="http://www.stkate.edu/catie">www.stkate.edu/catie</a> .			

<b>Title:</b> D/CI-1 and CI-1 Consecutive Interpreting: Parts I and II		<b>Actor(s):</b> Debra Russell (Narrator) Various interpreters and role play participants	
Western Oregon University, 2004			
<b>Overview:</b> Overview of Consecutive Interpreting, including opening research-based lecture and multiple scenarios.			
<b>Target Audience:</b> Interpreters, interpreting students, educators			
<b>Source Language:</b>	<i>ASL</i>	<i>English</i>	
<b>Dialogic/Monologic:</b>	<i>Dialogic</i>	<i>Monologic</i>	
<b>Register:</b>	Frozen	<i>Formal</i>	<i>Consultative</i>
	<i>Informal</i>	Intimate	
<b>Suitable for:</b>	<b>Consecutive Int.</b>	Simultaneous Int.	
<b>Captions</b>	Yes	No	
<b>Transcripts</b>	<b>Yes</b>	<b>No</b>	
<b>Sign Pace:</b>	<i>Slow</i>	<i>Moderate</i>	Fast
<b>Fingerspelling Extent:</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Fingerspelling Pace:</b>	<i>Slow</i>	<i>Moderate</i>	Fast
<b>Numbers Extent:</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Numbers Pace:</b>	Slow	<i>Moderate</i>	Fast
<b>Classifiers Extent:</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Use of Space Extent:</b>	Minimal	<i>Moderate</i>	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	<i>Prosodic</i>		
<b>Speech Pace</b>	<i>Slow</i>	<i>Moderate</i>	Fast
<b>Lends itself to Fingerspelling</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Classifiers</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Numbers</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Lends itself to Use of Space</b>	<i>Minimal</i>	<i>Moderate</i>	Extensive
<b>Comments:</b>			
Introduction – approx. 20 minutes; first in ASL without voice, second in English with open captions.			
Three Scenarios – Parent-Teacher Conference; Meeting with a Nurse; Meeting with a College Advisory. Each scenario is approximately 15 minutes long and has open captions.			
Part I: Scenarios have interpreters on-camera to model C.I. Each scenario is followed by an interview with the interpreter regarding his/her process. Interviews are approximately 10 minutes long.			
Part II: Scenarios have no interpreters on camera and can be used for CI practice.			
Scenario topics on Parts I and II are the same but use different participants.			
Includes written outline of opening lecture.			

<b>Title:</b> Interpreting in the American Legal Setting Front Range Community College, DO IT Center, 2003		<b>Actor(s):</b> Attorneys On-camera Interpreters	
<b>Overview:</b> This DVD was made in conjunction with course PAR 222, part of the Legal Interpreting program at the DO IT Center. Panel discussion with Public Defenders discussing their experiences working with Deaf clients and interpreters.			
<b>Target Audience:</b> Interpreters who work in the legal setting. Attorneys who work with Deaf clients.			
<b>Source Language:</b>	ASL	<b>English</b>	
<b>Dialogic/Monologic:</b>	<b>Dialogic</b>	<b>Monologic</b>	
<b>Register:</b>	Frozen	<b>Formal</b>	<b>Consultative</b>
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	<b>Simultaneous Int.</b>	
<b>Captions</b>	Yes	<b>No</b>	
<b>Transcripts</b>	Yes	<b>No</b>	
<b>Sign Pace:</b>			
	Slow	Moderate	Fast
<b>Fingerspelling Extent:</b>	Minimal	Moderate	Extensive
<b>Fingerspelling Pace:</b>	Slow	Moderate	Fast
<b>Numbers Extent:</b>	Minimal	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	Moderate	Extensive
<b>Use of Space Extent:</b>	Minimal	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	Prosodic		
<b>Speech Pace</b>			
	<b>Slow</b>	<b>Moderate</b>	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	<b>Moderate</b>	Extensive
<b>Lends itself to Classifiers</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Lends itself to Numbers</b>	<b>Minimal</b>	Moderate	Extensive
<b>Lends itself to Use of Space</b>	<b>Minimal</b>	<b>Moderate</b>	Extensive
<b>Comments:</b>			
Approx. 75 minutes. English with on-screen interpreters (Sharon Neumann Solow, Theresa Smith). Panel discussion divided into six (6) parts:			
Part I: Understanding the criminal justice system (11:22 min.); Part II: Case study re: arrest of Deaf man accused of arson, use of unqualified interpreter, application of 4 <sup>th</sup> and 5 <sup>th</sup> amendments (14:49 min.). Part III: Case study re: Deaf woman accused of murder, procedural issues, use of police officer as interpreter, issues of client's mental competence (15:59 min.); Part IV: Issues of how interpreters serve as facilitators and advocates, issues of trust with client and with interpreters (12:54 min.); Part V: Issues of working with other professionals involved in cases, cultural issues when working with Deaf clients (11:22 min.); Part VI: Critical stages/elements in criminal trial when working with Deaf clients, closing comments (7:46 min.)			

<b>Title:</b> Black Perspectives on Deaf Community Gallaudet University, 2005		<b>Actor(s):</b>	
<b>Overview:</b> DVD of Print articles from book of same name. 267 pages.			
<b>Target Audience:</b> Interpreters, Deaf community members			
<b>Source Language:</b>	ASL	English	
<b>Dialogic/Monologic:</b>	Dialogic	Monologic	
<b>Register:</b>	Frozen	Formal	Consultative
	Informal	Intimate	
<b>Suitable for:</b>	Consecutive Int.	Simultaneous Int.	
<b>Captions</b>	Yes	No	
<b>Transcripts</b>	Yes	No	
<b>Sign Pace:</b>	Slow	Moderate	Fast
<b>Fingerspelling Extent:</b>	Minimal	Moderate	Extensive
<b>Fingerspelling Pace:</b>	Slow	Moderate	Fast
<b>Numbers Extent:</b>	Minimal	Moderate	Extensive
<b>Numbers Pace:</b>	Slow	Moderate	Fast
<b>Classifiers Extent:</b>	Minimal	Moderate	Extensive
<b>Use of Space Extent:</b>	Minimal	Moderate	Extensive
<b>How Space Used</b>	Comparative	Characterization	Geographic
	Prosodic		
<b>Speech Pace</b>	Slow	Moderate	Fast
<b>Lends itself to Fingerspelling</b>	Minimal	Moderate	Extensive
<b>Lends itself to Classifiers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Numbers</b>	Minimal	Moderate	Extensive
<b>Lends itself to Use of Space</b>	Minimal	Moderate	Extensive
<b>Comments:</b>  Articles in book divided into four sections: Diversity, Identity, Education, Linguistic Variation  Articles printable from DVD.			