

Table of Contents

Gonzalez, Javier - #859 - Visit from Professional Court Interpreter and Managing Interpreter Alice Ehr	1
IRA Activity Budget	3
IRA Additional file	7

Application Summary

Competition Details

Competition Title: IRA Applications for 2021-2022

Category: Internal Funding

Award Cycle: 2021-2022

Submission Deadline: 11/12/2021 11:59 PM

Application Information

Submitted By: Javier Gonzalez

Application ID: 859

Application Title: Visit from Professional Court Interpreter and Managing Interpreter Alice Ehr

Date Submitted: 03/16/2021 3:24 PM

Personal Details

Applicant First Name: Javier

Applicant Last Name: Gonzalez

Applicant Department: Global Languages and Cultures

Email Address: javier.gonzalez@csuci.edu

Phone Number:

Additional Applicant Name:

Additional Applicant Email:

Additional Applicant Department:

Application Details

Proposal Title

Visit from Professional Court Interpreter and Managing Interpreter Alice Ehr

Total Amount Request from IRA

500

Brief Activity Description

Ms. Ehr is currently the Managing Interpreter and Coordinator for Denver County Courts. She is certified at the state level as a court interpreter. Previous to this step in her career, she owned and ran a translation and interpretation business in the Denver, Colorado metropolitan area.

In SPAN 321, Intro to Spanish-English Interpretation, she covers a variety of situations in the courtroom, including a thorough review of procedures, vocabulary, and professionalism with examples from her extensive experience. She also shared aspects about starting and running the business, some of the challenges in interpretation, the process to take when assessing jobs, numerous anecdotes from her work in the field in her time before working in court, and gives advice to students on how to pursue a career in translation and interpretation, among other topics. She also answers any questions from students.

Activity or Event Date

10/12/2021

List all classes that relate to proposal

SPAN 321

Learning Outcomes & Relation to Course Offering

The learning outcomes of developing students' interpreting skills between English and Spanish in the main three modes of interpretation (sight, consecutive, and simultaneous), offered simulated interpreting exercises to give students the chance to build fluency in Spanish improve listening comprehension in Spanish and English and improve speed and accuracy in information processing and conversion. She offered exercises in some of the skills practiced in the course including mental agility (i.e., memory development, summary techniques) voice control (i.e., breathing techniques, diction), and language control (i.e., interpreting register). Students will become knowledgeable of various interpreting issues including interpreting as a profession the role of the interpreter ethics and decision-making interpreting models processing and information management skills and professional standards, along with specific legal vocabulary and its nuances.

Is this activity off campus ?

No

Off Campus - Describe benefit brought back to campus

IRA Activity Budget

Activity Title: Visit from Court and Medical Interpreter and

Name of Sponsor: Javier González

Account	Operating Expenses	Amount
A. Artist/ Performer/Speaker		
613802	Honoraria (Price set by CI)	
613802	Honoraria (Price set by CI)	
613801	Professional Svcs/ Speaker Fees (Price set by vendor)	\$500.00
601801	Special Consultants (existing CI employees)	
613801	Other Consultants /Other Professional Services	
613001	Independent Contractor(s)	
	Other: Transportation costs	
	Artist/Performer/Speaker/Consultant TOTALS	\$500.00
B.. Supplies & Services- Other		
660002	Printing	
660017	Advertising (such as in a magazine or publication)	
660831	Copier Chargeback	
660090	Event Signage (wayfinding on day of event)	
660835	Event or Parking-related Staffing	
660825	Rentals or Leases	
660833	Promotional Items (with logo)	
660834	Awards	
660890	Registration- Conferences & Meetings	
660003	Supplies & Services- Other	
660003	Supplies & Services- Other	
660003	Parking (please describe)	
	Other (specify)	
	Other (specify)	
	Supplies & Services- Other TOTALS	\$0.00
TOTAL EXPENSES		\$500.00
C. Revenue		
	A. Course Fees	
	B. Ticket Sales	
	C. Additional Sources of Funding	
TOTAL REVENUE		\$0.00
D. TOTAL REQUESTED FROM IRA		\$500.00

E. Other Expenses

660832	OPC Chargebacks & Facility Use Fees	
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	Other (not requested from IRA)	
	Other (not requested from IRA)	
TOTAL OF OTHER EXPENSES		\$0.00

Entrepreneur Alice Her

PLEASE EXPLAIN: Comments/Notes

Comments/Notes

Instructionally Related Activities Report Form

SPONSOR: Javier González

PROGRAM/DEPARTMENT: Global Languages and Cultures

ACTIVITY TITLE: Zoom visit from professional interpreter and translator Alice Ehr to SPAN 451 and SPAN 321

DATE (S) OF ACTIVITY: October 6 and 8, 2020

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Ms. Ehr is currently the Managing Interpreter and Coordinator for Denver County Courts. She is certified at the state level as a court interpreter. Previous to this step in her career, she owned and ran a translation and interpretation business in the Denver, Colorado metropolitan area. In SPAN 451, Intro to Healthcare Interpreting, she worked with students in developing their skills in simultaneous interpretation, an essential skill in the interpreting field. She also advised students on some of the ethical and linguistic difficulties that can arise in the field, shared several anecdotes from her work in the field, advised students on possibilities within the interpreting field, on starting in the profession and founding their own business, among other topics. Ms. Ehr brought training materials for the students as well. In SPAN 321, Intro to Spanish-English Interpretation, she covered a variety of situations in the court room, including a thorough review of procedures, vocabulary and professionalism with examples from her extensive experience. She also shared aspects about starting and running the business, some of the challenges in interpretation, the process taken when assessing jobs, numerous anecdotes from her work in the field in her time before working in court, and gave advice to students on how to pursue a career in translation and interpretation, among other topics.

- a) **HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?** Ms. Ehr's talk covered situations in the following of the course's learning objectives: a) Interpret accurately and completely between English and Spanish in various healthcare settings using modes of interpretation typically found in medical encounters (consecutive, simultaneous, sight, and whispered interpretation)* Ms. Ehr focused on simultaneous interpreting. b) Integrate appropriate medical terminology in both languages and enhance communication between a provider and patient during routine and complex medical encounters. c) Use culturally appropriate behavior and recognize and address instances that require intercultural inquiry to ensure accurate and complete understanding.



By providing numerous contexts and examples for the real world, it helped point students in the right direction when facing some of the many challenges that arise in the interpreting field.

For SPAN 321, she helped students with the learning outcomes of developing students' interpreting skills between English and Spanish in the main three modes of interpretation (sight, consecutive, and simultaneous), offered simulated interpreting exercises to give students the chance to build fluency in Spanish improve listening comprehension in Spanish and English and improve speed and accuracy in information processing and conversion. She offered exercises in some of the skills practiced in the course including mental agility (i.e., memory development, summary

techniques) voice control (i.e., breathing techniques, diction) and language control (i.e., interpreting register). Students will become knowledgeable of various interpreting issues including interpreting as a profession the role of the interpreter ethics and decision-making interpreting models processing and information management skills and professional standards, along with specific legal vocabulary and its nuances.

(2) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY? Giving students the opportunity to speak with professionals actively engaged in the field, hearing of their experiences firsthand, getting practical advice as to how to get started in the career, understanding some of the issues in a concrete sense and having the opportunity to have questions answered directly by this professional all complement the work done in the class. It is important for students to be able to interact with these professionals so that they can assess their own goals and address what they need to do to enter the profession. As some of the comments in the attached excel documents confirm, students were very pleased with the events overall and several of the students were in both of the classes in which she presented.

(3) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

The structure of the activity in 451 was well focused and there were no weaknesses beyond there being a lot of situations more related to the judicial interpreting field. Nonetheless, seeing that some of the same ethical and practical issues arise in that field helped students better understand the importance on focusing on those issues. The activity in SPAN 321 was structured to address several aspects of the court room. Students wanted more opportunity with her to practice interpreting and would have liked more visual materials to follow along. That said, the student response (see



attached excel forms) was, by and large, very positive and want her, as well as other interpreters, to present in our courses.

(4) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME? The activity accomplished its purpose. Because this was the third time Ms. Ehr visited the course, her presentations were more specifically tailored to our students and the courses. We will also use the feedback from these presentations to prepare her, or other guest speakers, to organize their presentations for our students.

(5) WHAT DID YOU LEARN FROM THE PROCESS? This was my first Zoom event and I am glad to say it went smoothly using the various tools that Zoom offers, mainly the survey tool that kept students very engaged in both courses. Ms. Ehr also gave me several ideas as to other points to focus on in each class. She also made connections with the students in the class who responded very well to her presentations (see attached feedback stats and excel files with full comments).

(6) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

See attached excel forms and screen shots with statistics. In general students were very pleased with her, her positive energy, the skills they acquired and the feedback was, by and large, very positive with students being very pleased at having a no-nonsense, relatable, down-to-earth, outstanding professional giving them advice on a wide range of topics in interpreting from starting your own business, study techniques, interpreting techniques, ethical dilemmas, among other topics.

(7) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.
Ms. Ehr was paid \$1400 for her presentations.

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

See attached rosters.



California State University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION

From our SPAN 321 Zoom session:





California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S