

Student's Name: Justin Morris

Fall 2024: Midterm Self-Analysis

Source: Cindy's Spiders

Part I: Directions for Initial thoughts

Watch your full interpreted video one time, all the way through without stopping or taking notes, then answer the following:

A. Three strengths I noticed throughout my interpretation are:

1. Best use of affect I have ever done
2. I was waiting until I had a good chunk of information most of the time instead of saying every sign
3. Kept composure when I wasn't understanding a large portion and able to recover with more information

B. Overall, during the interpretation (you are to only answer accurate or inaccurate)

1. My ability to match affect was: Accurate
2. My ability to process fingerspelling was: Accurate
3. My ability to control source language Intrusion was: Accurate

Part II: Directions for Transcription use

Transcription of your interpretation rendered (what you produced into English). Make it easy on yourself and use Live Transcribe or some other app to capture your voice on the video. Then, edit the written transcript as necessary, but do not change the content of what you produced into English.

Copy of General Transcript (from source language): *Use this sample interpretation to compare your work, which you will insert below*

Hi, I want to tell you a story but first I'm going to give you some background then I'll come back to my original story.

There was a deaf camp in Hunts Texas where deaf and hard of hearing kids would go every summer.

Every year I went to camp from when I like 7 to probably well. I don't know maybe for seven years I went every summer.

I really enjoyed that camp a lot/ There were different activities, so many different things to do and really, really enjoyed it.

So now back to my story.

I think I was about nine or ten this one year at camp.

One of the things I loved seeing was the daddy long leg spiders, you know, they have the large body and the huge legs.

We were like best friends. I would take them let them crawl on me. They would crawl up my arms. I really enjoyed playing with the spiders.

But all the other kids were scared of the spiders and I'm like what they don't bite. I didn't think anything about it, but they were terrified. "Oh, don't touch me. Don't touch me." I thought well, okay, whatever.

The spiders would tend to have webs or really it was a ball of a web in each corner of the walls and most of the time you'd find them in the bathroom.

Now in our room we all had bunk beds. And we were all in one great big room. There was one supervisor, who was hearing, who had a bed over on one side of the room. But everyone else was either deaf or hard-of-hearing – it varied.

So one day the supervisor told all of us that we had to take a nap and I'm like a nap? Oh, come on. I mean I can't nap. I couldn't fall asleep. Some other campers complained and some just went ahead and took a nap. So we all got on our bunk beds.

There was one girl in the bed next to me. Oh, she was terrified, really terrified of spiders. "Oh!, don't touch me. Don't touch me." The others wouldn't mind touching the spiders - just real quick. But she wasn't having any of it.

So we got on our beds and I'm just kind of sitting there staring at the ceiling board as all get-out. I look over and the supervisor is passed out cold. Then I look and see that this girl was passed out too. So I thought hmm. what can I do?

So, I got an idea and I got up and I went into the bathroom. I jumped up on the toilet seat. And I took down one of those huge webs with the spiders crawling all round.

I came out of the bathroom and some of the kids who were awake and were like, "Oh no, what are you doing?" And I'm like, "Shhhh" and they're like, "Oh no, that's crazy!" So, I went over, and I put it on the side of her arm.

Once I set it on her, the spiders started to come out of that web ball and crawl all over her. I went got back in my bed just waiting and watching what would happen.

Soon after she could feel something crawl up her arm and she woke up screaming and screaming then jumped out of her bed. The hearing supervisor came running over to her.

(Supervisor): "What happened? What happened?"

(Girl): Spider! There's a spider. She did it! It was her!"

(Cindy): I looked at her was like, "Me???"

The supervisor knew that I was could be mischievous, she knew it was me. She said, "Enough, come on. Get the spiders go put them back, go throw him outside." I said no,

I'm not going to throw them outside. No. The girl kept crying and carrying on. "I hate you!" I'm like "shesh"..such a baby. Alright fine. So I went and I gathered all the spiders back up and the supervisors again said, "Please go throw them outside." I said, "No. I'm going to take them home, put them back in the bathroom back in the corner of the wall."

At that point, the supervisor had had enough of me. I gathered up the spiders back in the web ball and put them back up in the corner of the bathroom wall, back home where they were good to go.

After that, all the kids cautious of me, because of how mischievous I can be.

Thanks for watching my story.

NOTE: You do not need to have matched the same exact wording as in the above transcript. The goal is to have captured the *essence* of the story. Your phrasing and word choice may be different in some segments and that is fine, as long as it is similar in meaning to their message.

Part III – Directions on Self-assessment

Miscues Analysis: Using your typed interpretation rendered, annotate your transcript to reflect the following miscues. Annotations are to be made by hand using the following key. When finished, take a picture of the annotated transcript and upload in this section.

Omissions	Strike through the words/phrases in green
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Additions	Place an + at the site of the addition and highlight the material added by the interpreter in blue
Fingerspelling	Place a # at the site of the incorrect rendition of fingerspelled items and highlight the word in purple (add correct word)
Source Language intrusion	Rewrite what you could have said more accurately Box this area of translation in Red .
Vocabulary	Strike out the incorrect word in orange and write in the correct word.

(Copy and paste your typed and annotated form below this sentence.)

Alright, I'm going to tell you a story. This happened in Hunts Texas. A lot of deaf people and hard of hearing people went to this deaf camp. I was about 7 to 8 years old when I went. Many different activities, lots of sign practice. So I was around 9 or 10 when I went to this camp. So yearly I went and there's this spider, big legs... and people were able to hold it and let it run along their arms, pass along to kids. So I thought, yeah sure no biggie it's not going to bite me. So there were these signs around that had uh- most of them tend to be for the bathroom, but they were all over the ceiling. There were bunch of different beds, they were bunk beds and there was a section for hearing people, or hard of hearing people, deaf people, all included. And there's a curfew where you had to sleep at a certain time, but I wasn't tired. So the beds all around me, and there's this person who was next to me that- she was scared of the spider and it touching her. I'm like "oh wow yeah I understand" I was sitting there listening. I was bored, looking around. My supervisor was yelling over at me saying "you need to be quiet, you need to go to sleep!". But I said "alright I need to use the bathroom". And there were these cages with the spiders, so I went to grab one. I said "be quiet I'm going to do something really funny here" and so I opened the cage in the room and all the spiders got loose and I watched to see what happened. Let them feel the spiders on their arm as they woke up and started crying, I was laughing. Supervisor came over to see what was going on, started scolding me but... Told- telling me to gather up all the spiders and go put them back. I'm like "alright" I gathered them all up, put them back. Put them back in their cages, everything looked good. I was a very mischievous kid. Thank you for listening to my story.

~~Alright~~ Hi, I'm going to tell you a story ~~but first I'm going to give you some background then I'll come back to my original story.~~ This happened in Hunts Texas. A lot of deaf ~~people~~ kids and hard of hearing ~~people~~ kids went to this deaf camp ~~every summer.~~ I was about 7 to 8 years old when I went I went every year from age 7 for about 7 years. Many different activities, +lots of sign practice. So I was around 9 or 10 when I went to this camp. So yearly I went and there's this ~~daddy long leg~~ spider, ~~they have the large body and~~ big legs... ~~we were like best friends~~ and ~~people were~~ I was able to hold it and let it run along ~~their~~ my arms, +pass along to kids. ~~But all the other kids were scared of the spiders~~ So I thought, yeah sure no biggie it's not going to bite me. ~~So there were these signs around that had uh- most of them tend to be for the bathroom, but they were all over the ceiling.~~ The spiders had big balls of webs in each corner of the walls and you'd usually find them in the bathroom. ~~In our room~~ There were a bunch of different beds, they were bunk beds ~~There was one supervisor, who was hearing, who had a bed over on one side of the room~~ and there was a section for +hearing people, or hard of hearing people, deaf people, all included. ~~And there's a curfew where you had to sleep at a certain time~~ One day the supervisor told us all to nap, but I wasn't tired. So the beds all around me, and there's this ~~person~~ girl who was next to me that- she was scared of the spider and it touching her. +I'm like "oh wow, yeah I understand" I was sitting there listening,

I was bored, looking around. ~~My supervisor was yelling over at me saying “you need to be quiet, you need to go to sleep!”~~ I looked over and saw my supervisor asleep ~~as well as the girl, so I thought hmm what can I do?~~ But I said “alright I need to use the bathroom” So I got an idea and I got up to go to the bathroom. And there were these ~~eages~~ big webs with the spiders, so I went to grab one. ~~When I came back, some of the kids who were still awake asked what I was doing~~ I said “be quiet +I’m going to do something really funny here” and so ~~I opened the cage in the room~~ I put the web ball on her arm and all the spiders got loose and I watched to see what happened. Let them feel the spiders on their arm as they woke up and started crying, +I was laughing. Supervisor came over to see what was going on, ~~the girl said “spiders! It was her!”~~. ~~The supervisor knew I could be mischievous and knew it was me and~~ started scolding me but.... Told- telling me to gather up all the spiders and go put them back outside. ~~I said no I won’t put them back outside and the girl kept saying “I hate you!”~~. I’m like “alright but not outside” I gathered them all up, put them back. ~~Put them all back in their cages~~ Put them back in the web ball and back in the corner of the bathroom, everything looked good. ~~After that, all the kids were cautious of me because~~ I was a very mischievous kid. Thank you for listening to my story.

Part IV – Directions for Self-assessment Paragraph

Write a summary of your work below. Include your assessment on your ability to reach conceptual accuracy and message equivalence within your work on this video (use a % scale). Rate your work on your interpretation in this sample, as well as compare it to work you may have done before enrolling in this course. As no interpretation is ever truly perfect, note your ideas on how to keep improving through the semester and beyond. (Expecting 3-5 paragraphs of information)

Despite how many corrections were included in the analysis, I think overall the story I rendered would still have an equivalent message even if several details were missed. I felt very proud of my use of affect after I completed the assignment as I think it is the most expressive I have been in an ASL to English interpretation. I can definitely see the improvement from when I first started as I wasn’t as nervous to the idea of ASL to English interpreting compared to then. I have come a long way after learning so much about what goes into ASL reception and then producing it into English, which is much more than I initially thought.

I think if I received just my transcript of the story I'd get the gist of what the story was about which is the important part when determining message equivalency. I'd put my message equivalency at around 70-75% as there were some parts that would have confused me if I was reading my own transcript for the first time but I'd still understand what the story was about and the main points. In terms of conceptual accuracy, I would probably put it at around a 65-70% because there were many concepts mentioned that did not make any sense like the "signs for the bathroom" when it was talking about balls of webs and for that reason, I think it is lower than the overall message equivalency. Overall, I think it is one of the best renderings I have done, especially regarding affect.

During the interpreting I felt as if I was missing too much for it to even make sense but I was heavily focused on not being monotone as I have done in past assignments. I think it came out as my best ASL to English interpreting even with the mistakes. Before this class I would not know how to vocalize many of these ideas and concepts because I wouldn't know that processing time plays a huge role in producing complete thoughts. My previous renderings were very monotone with brief moments of expression, which is what I struggle with. My previous work also has much more miscues due to reception skills and also lack of allowing myself to process. Before I was missing so much information because I'd try to form my thoughts quicker and was failing to do so when in reality I have to intentionally choose to not put out information to increase the quality of the English that will be produced.

I think there are many things to be improved upon still and many skills that I personally need to practice. I think the biggest one being allowing myself to process and fall behind while not panicking. If I allow myself to do this it will let me focus on what is being signed and patiently building up a good thought to produce. I also need to work on putting words to classifiers because I struggle to add adjectives to certain shapes unless they are very exaggerated classifiers with mouth morphemes attached to them. I would like to be able to add more detail so it sounds natural when describing things that don't always have a sign associated with them, and also know when or when not to include those extra details. Another thing that I have not practiced much at all is my ability to do smooth repairs and recover from a situation where wrong information is relayed and it needs to be fixed. I tend to stay more on the quiet side when producing English from ASL (not filling the dead air with words) and for that reason I have not needed to practice my repairs due to a lot of the information being missed. I'd like to be able to comfortably admit mistakes and fix the information in a professional and subtle way. The last thing I think I could improve upon is adding words to gestures that are not necessarily signs that can help improve my use of affect. Utilizing this could make it sound more natural and human rather than monotone and robotic.