CONTENTS

Editorial Advisory Board ix

Contributors xi

Preface xiii

List of Conferences and Proceedings Editors xvii

Part One: Two Snapshots from CIT Conferences

The Issue Is Advocacy (1979 Keynote) 3

Jeanne Audrey Powers

Reaching New Heights in Interpreter Education Through Deaf Eyes (2018 Endnote) 13

Thomas K. Holcomb

Part Two: Selected Papers and Responses

The Art of Critique: Strategies, Aids, and Skills for Trainers (1981) 21

Jeanne M. Wells

Response: The Art of Performance Analysis 27

Lisa Prinzi and Jeanne M. Wells

The Morning After the Night Before: Thoughts on Curriculum Sequencing (1986) 38

Dennis R. Cokely

Response: Hair of the Dog: An Appreciation of Cokely's "The Morning After the Night Before" 46

Rico Peterson

Evaluating Performance: An Interpreted Lecture (1986) 55
Cynthia B. Roy

Response: Evaluating Performance: Using Discourse Analysis to Enrich Interpreting Pedagogy, Practice, and Research 69
Cynthia B. Roy and Annie Marks

Process Diagnostics: The Deaf Perspective (1988) 80
MJ Bienvenu

Response: Engage, Imagine, and Align to Belong for Interpreter Training Programs 92
Kirsi Majuri-Langdon

Doing the Right Thing: Interpreter Role and Ethics Within a Bilingual/Bicultural Model (1990) 107
Jack Hoza

Response: "Doing the Right Thing" Revisited 125
Jack Hoza and Laurie R. Shaffer

A Vygotskian Perspective on Interpreter Assessment (1992) 146
Sandra Gish

Response: Social Construction and Working in the Zone of Proximal Development: Gish Revisited 169
Campbell McDermid and Lisanne Houkes

Assisting African American/Black ASL/IPP Students Navigate Between Learning in the Classroom and Outside the Classroom (1998) 178
Jackie Bruce

Response: The Twenty-Two Year Crawl: Recruitment and Retention of African American/Black Students in Interpreter Education Programs 191
Krystal Butler, Nicole Shambourger, and Leandra Williams

Learn to Use It! Taking the NMIP Curriculum Off the Shelf and Into the Classroom (2002) 202
National Multicultural Interpreter Project Team Members

Response: National Multicultural Interpreter Project 218
Glenn Anderson, Mary L. Mooney, Angela Roth, and Anthony Aramburo

Reconstructing Our Views: Are We Integrating Consecutive Interpreting Into Our Teaching and Practice? (2002) 234

Debra Russell

Response: Twenty Years Later: What's Old Is New? Revisiting Consecutive and Simultaneous Interpreting 247

Debra Russell and Jeanette Nicholson

Deaf Language Mentors: A Model of Mentorship via Distance Delivery (2002) 259

Anna Witter-Merithew, Leilani Johnson, Betti Bonni, Rachel Naiman, and Marty Taylor

Response: Deaf Language Mentoring: Case Studies, Outcomes, and Looking Forward 281

Anna Witter-Merithew, Marty M. Taylor, Leilani Johnson, and Elizabeth Bonni

Enhancing Critical Thinking and Active Learning in Online Courses (2006) 296

Betsy Winston

Response: Looking Back and Peering Forward 309

Betsy Winston

Effective Practices for Establishing Mentoring Programs (2006) 326

Lynne Wiesman and Eileen Forestal

Response: A Paradigmatic Shift in Effective Mentoring Practices 338

Eileen Forestal and Amy H. Drewek

Collaboration in Learning: Situating Student Learning in Real World Contexts (2016) 357

Annette Miner

Response: Extending the Situated Learning Continuum: Interpreter Education and Beyond 369

Annette Miner and Teddi Covey von Pingel

Social Justice in Interpreting Education: An Infusion Model (2016) 383

Dave J. Coyne and Joseph Hill

Response: Infusing Social Justice in Interpreting Education 394

Joseph C. Hill, Su Kyong Isakson, and Christine Nakahara

Deaf Translation: Socio-Cultural Perspective (2018) 408

Eileen Forestal and Janis Cole

Response: Deaf Translation: Pedagogical Perspectives 422

Janis Cole and Eileen Forestal

Part Three: Conclusion

A Place at the Table? Reflections on the Past, Present, and Future of Signed Language Interpreter Education in the United States 439

Elizabeth Bonni, Rachel E. Herring, Jeni Rodrigues, and Laurie Swabey

Index 453