

## ANNEX

This annex includes all the images used as examples of the various note-taking methods, the transcription of the dialogue used in the survey and the structure of the survey carried out on 16 bachelor graduate students of “Linguistic and Intercultural Medation”.

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Image 1: Example of Linear Notes – Mandela's notes 1994

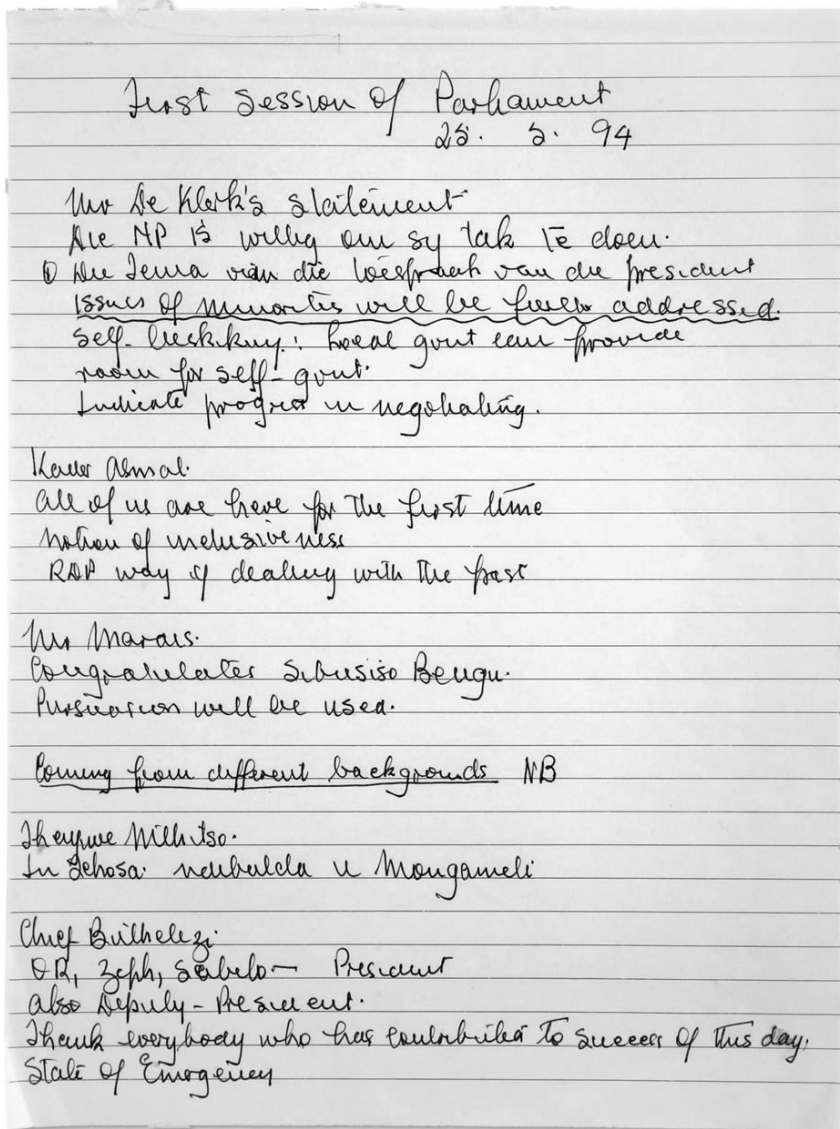


Image 2: Example of Linear Outlining Method – Body language

Body Language and Oral Presentations	Traditional Format
I. BODY LANGUAGE (conveys your state of mind)	
A. Movement	
<ol style="list-style-type: none"> <li>1. Strive for natural movement.</li> <li>2. Control distracting mannerisms. (pacing, pen-clicking).</li> <li>3. Develop natural style               <ol style="list-style-type: none"> <li>(a) Move forward to stress points.</li> <li>(b) Step back and focus attention on screen.</li> </ol> </li> <li>4. Hold objects so audience can see them. (Never pass them around.)</li> <li>5. Avoid excessive and uncontrolled movement.</li> </ol>	
B. Facial Expressions	
<ol style="list-style-type: none"> <li>1. Smile.</li> <li>2. Appear relaxed and friendly.</li> </ol>	
C. Gestures	
<ol style="list-style-type: none"> <li>1. Use natural gestures to emphasize what you're saying.</li> <li>2. Integrate and coordinate gestures with text.</li> <li>3. Examples               <ol style="list-style-type: none"> <li>(a) number of fingers = number discussed.</li> <li>(b) sizes, shapes – tall, short</li> </ol> </li> <li>4. Use gestures to help pace yourself.</li> <li>5. Use gestures based on audience size.</li> </ol>	
D. Posture	
<ol style="list-style-type: none"> <li>1. Practice good posture.</li> <li>2. Don't prop up against wall or desk.</li> <li>3. Don't sit unless it's part of presentation.</li> </ol>	

Image 3: Example of Non-linear Clustering Notes - Money

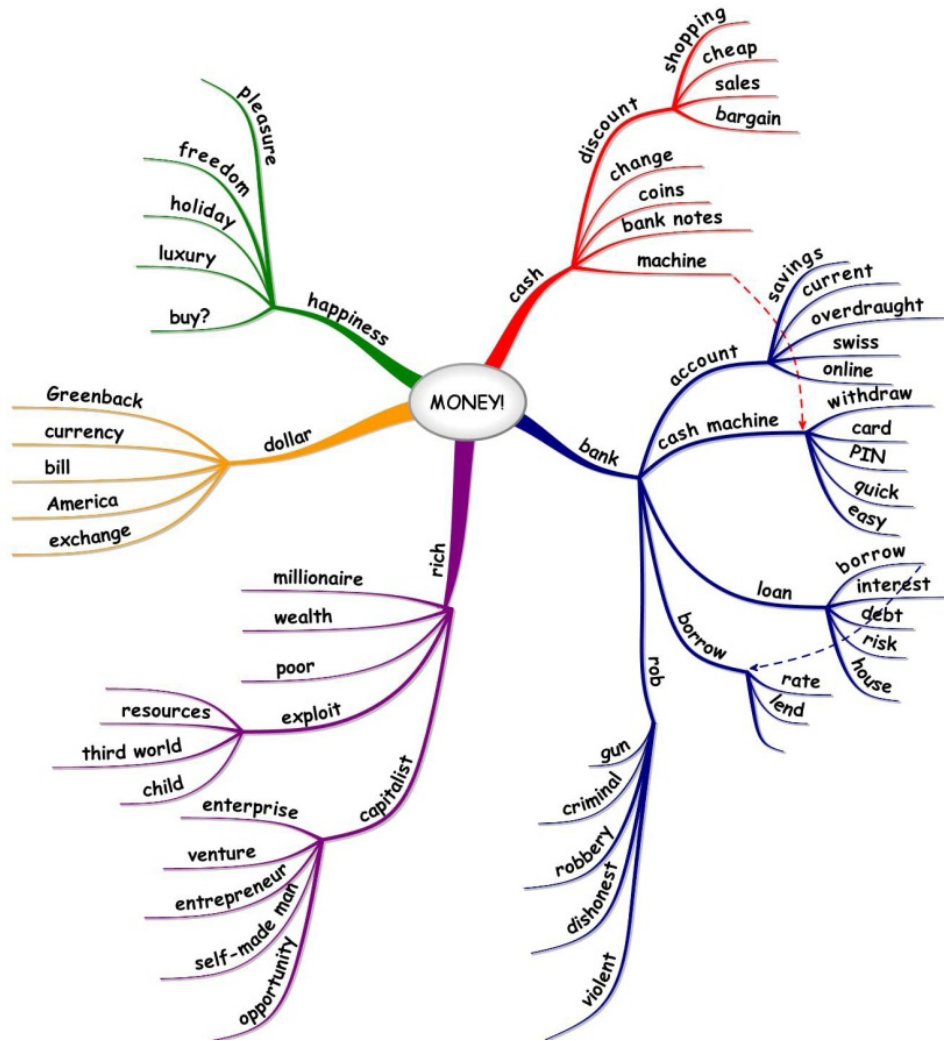


Image 4: Example of Non-Linear Cornell Method – US History

2.4: Cornell Note Activities

Tutor Handout 2.4.3 (3 of 8)

<p><b>Class Notes</b> If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>1800s</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>US History</u></p> <p>Period: <u>4</u></p> <p>Date: <u>1/11/03</u></p> <p>Notes:</p>
<p>What are carpet-baggers?</p>	<p>Carpetbaggers are people from the North who moved to the South during Reconstruction usually for the purpose of gaining money.</p>
<p>How many people are on the floor of Congress?</p>	<p>There are 33 people on the floor of Congress (p. 365)</p>
<p>Name the place where Lee surrendered to Grant.</p>	<p>Lee surrendered to Grant in Virginia.</p>
<p>What is amnesty?</p>	<p>The definition of amnesty is the general pardon by the government.</p>
<p>How many electoral votes were allotted to New York in 1876?</p>	<p>20 votes were given to New York in the election of 1876.</p>
<p>Summary: During Reconstruction the people who moved from the North to the South to gain money were called carpetbaggers. They were trying to benefit themselves after losses during the war.</p>	

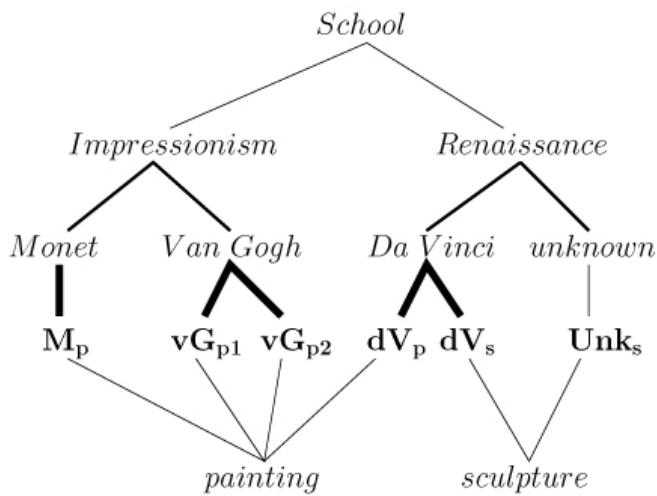
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Tutorial Support Curriculum Resource Guide

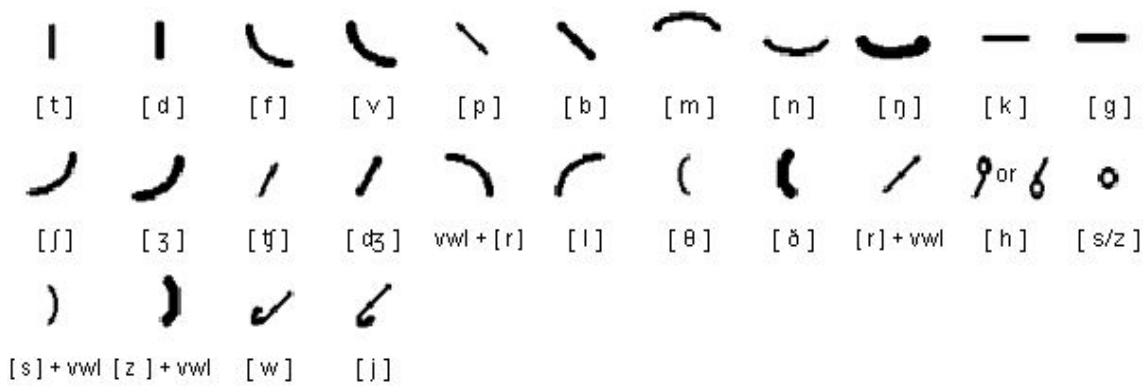
Image 5: Example of Non-Linear Charting method – Psychologists

THEORIST	COUNTRY OF ORIGIN	YEARS ACTIVE	STAGES OF CHILD DEVELOPMENT
Jean Piaget	Switzerland	1920s through 1970s	<ol style="list-style-type: none"> <li>1. sensorimotor (0-2)</li> <li>2. preoperational (2-7)</li> <li>3. concrete operational (7-12)</li> <li>4. formal operational (12-adulthood)</li> </ol>
Erik Erikson	Denmark (studied in Austria, emigrated to US in 1930s)	1930s through 1980s	<ol style="list-style-type: none"> <li>1. trust vs. mistrust (infants)</li> <li>2. autonomy vs. shame and doubt (toddler)</li> <li>3. initiative vs. guilt (preschool-K)</li> <li>4. industry vs. inferiority (elementary school)</li> <li>5. identity vs. role confusion (teen years)</li> </ol> <p>***See also stages of adult development.</p>

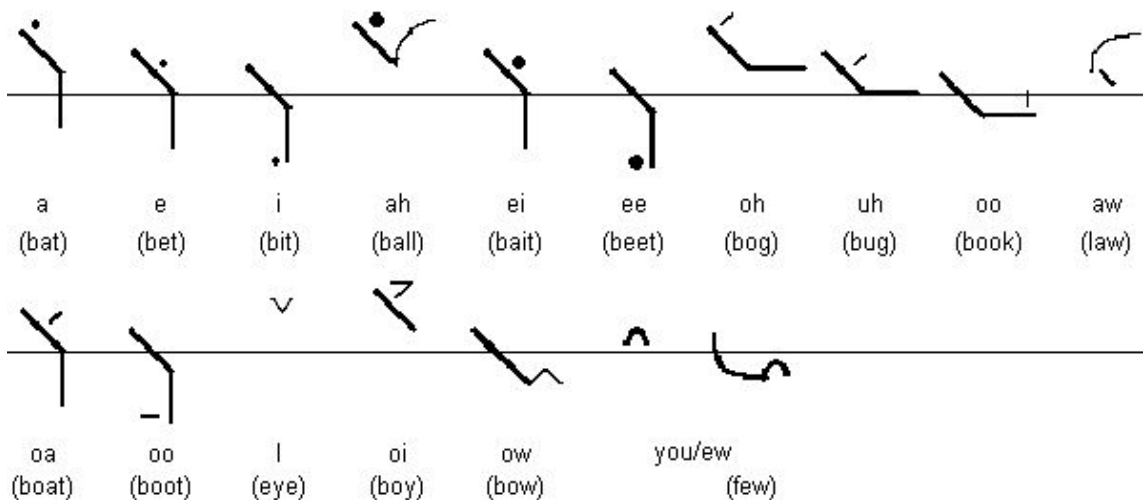
**Image 6:** Example of Non-Linear Semantic Network – Arts



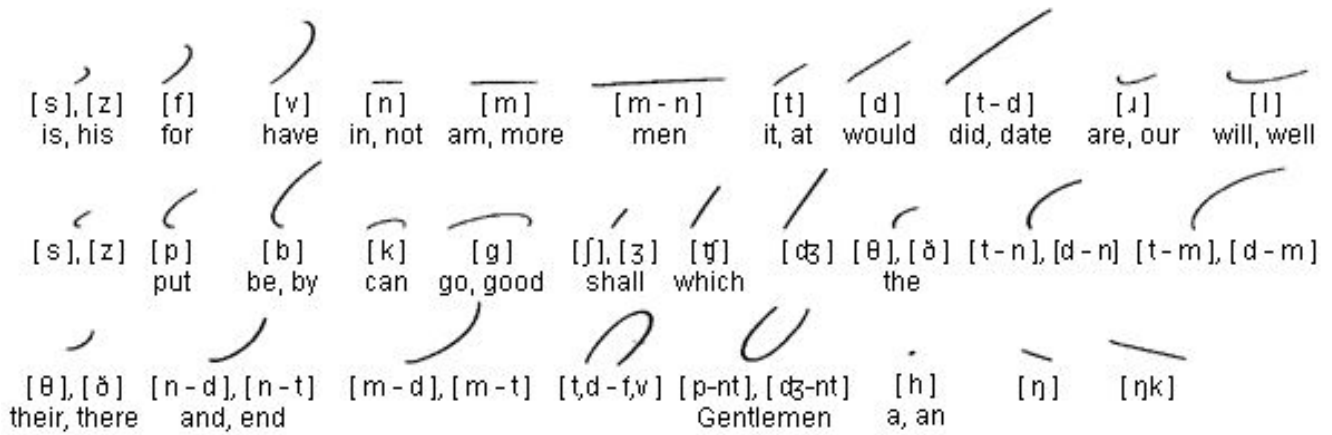
**Image 7:** Example of Pittman's Shorthand – Consonants



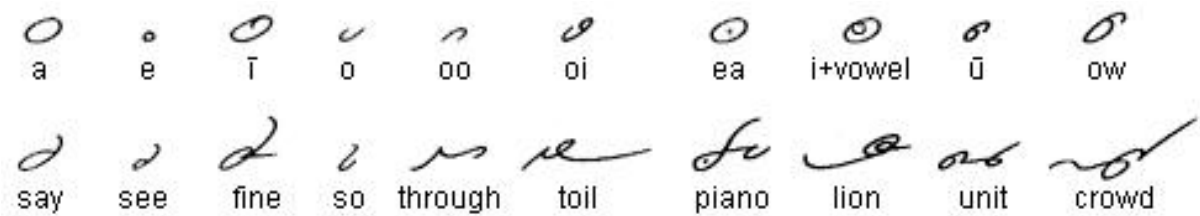
**Image 8:** Example of Pittman's Shorthand - Vowels



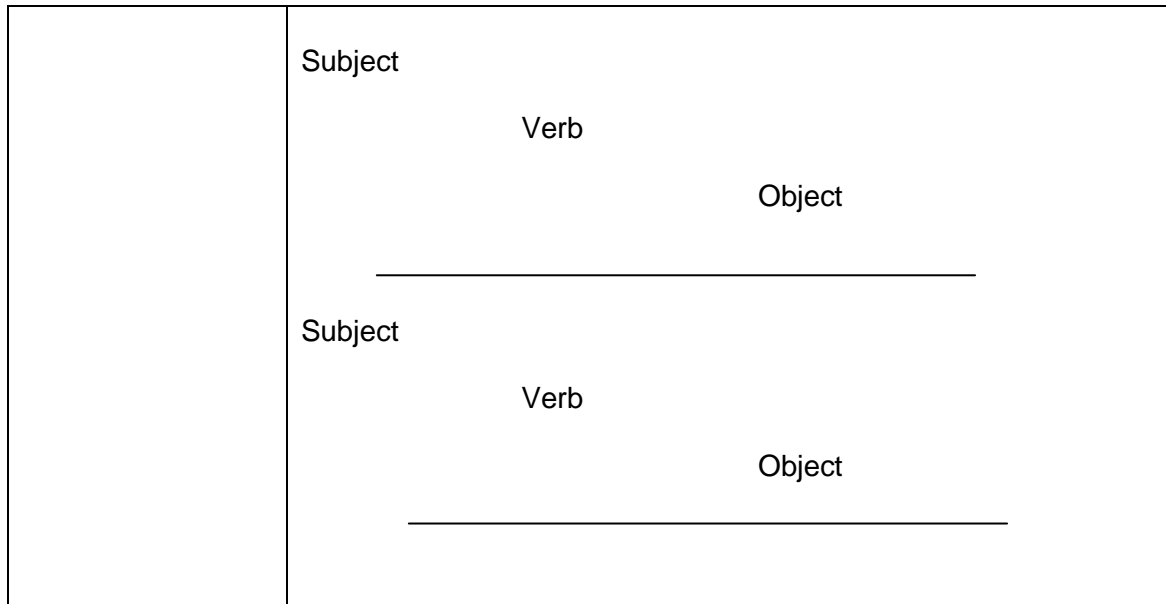
**Image 9:** Example of Gregg's Shorthand – Consonants



**Image 10:** Example of Gregg's Shorthand – Vowels



**Image 11:** Gillies SVO structure



## Dialogue Transcription

Presenter: Buonasera a voi! Nella puntata di oggi sentiremo il parere di due esperti Cinzia Rivieri e Christopher Blake sulla questione delle adozioni internazionali. Iniziamo dalla signora Rivieri. Ci dica, quali sono i requisiti per l'adozione e come è la strada che porta ad essa, quali tappe bisogna seguire, a chi fare riferimento, chi può adottare etc.

Cinzia Rivieri: Beh, i requisiti per l'adozione internazionale sono gli stessi che per l'adozione nazionale, e sono previsti dall'art. 6 della legge 184/83 che disciplina l'adozione e l'affidamento. L'adozione è permessa ai coniugi che stiano insieme da almeno tre anni. Riguardo all'età, la differenza minima tra adottante e adottato è, generalmente di 18 anni ma la questione cambia se si adottano fratelli e dall'autorità straniera del paese del bambino; Infine, gli aspiranti genitori adottivi devono essere capaci di educare ed istruire, e in grado di mantenere i minori che intendono adottare. È chiaro che per questi ultimi requisiti non si può procedere, con una semplice verifica formale, ma occorre una valutazione da parte dei Tribunali per i minorenni. Le tappe da seguire per l'adozione sono 7: La dichiarazione di disponibilità; l'indagine dei servizi territoriali; il decreto di idoneità; inizio della ricerca; l'"incontro" all'estero; il rientro in Italia; la conclusione.

Presenter: Signor Blake, cosa ci può dire riguardo a queste tappe di cui stavamo parlando nello specifico?

Christopher Blake: The 1st stage is the Declaration of availability: the first place for those desiring to adopt a foreign child to go is the Juvenile Court competent for the area of residence where they present the "declaration of availability" for Intercountry adoption. The aim of the institution of adoption is to meet the right of every child to have a family, and offer the possibility of having one to children who do not. The 2nd stage is the Enquiry by area services who have the important task of becoming acquainted with the couple and assessing their parental capacities, gathering information on their personal, family and social history. The work of the services leads to the drawing up of a report to be sent to the Court which will supply the judge with the elements for assessing the couple's request. Once the report has been received, the Court calls in the couple. At this point the judge decides whether to issue a decree of suitability or instead a decree attesting the absence of the requirements for adoption. This marks the conclusion of the 3<sup>rd</sup> stage. The couple with the decree of suitability must begin the Intercountry adoption procedure with which the 4<sup>th</sup> stage begins. At this stage the couple may opt for one of the countries where the agency operates. The agency follows the parents and handles the necessary steps throughout the procedure. The "meeting" abroad is the 5<sup>th</sup> and most delicate stage of the whole adoption procedure. In this stage the accredited body the couple has approached, takes up the search for the child in the chosen foreign country. The agency, once a child eligible for adoption has been identified, accompanies the aspirant parents to a meeting with the child and follows them through the stage of initial contact. 6th stage: Return to Italy Once the documentation on the meeting abroad and the assent to it by the couple has been received by the accredited body, the Commission for Intercountry Adoption authorizes the adopted child's entry to Italy and stay there. 7th stage is the Conclusion.



Once the child has entered Italy and any period of pre-adoptive fostering has elapsed the procedure is completed: that is to say, the child definitively becomes an Italian citizen and a member of the new “multi-ethnic” family that has just come into being.

Presenter: Ringrazio entrambi gli esperti che ci hanno permesso di avere una visione più completa sul delicato tema dell'adozione. Arrivederci e a presto.

## Survey Questions

Ascolta l'estratto prendendo appunti come se dovessi riprodurre il testo in una situazione di mediazione o interpretazione.

1) In termini di percentuale (0-100%), che grado di necessità di prendere appunti hai sentito? Indica gli interventi in cui non hai preso note.

2) Quanto sono importanti queste tecniche durante la tua presa di appunti? Dai un voto da 1 a 5

- Annotazione dell'idea generale

- Utilizzo di abbreviazioni

-Annotazione dei connettori

-Annotazione delle negazioni

-Annotazioni per sottolineare l'enfasi

-Verticalità

3) Usi spesso immagini o simboli durante la presa di note?

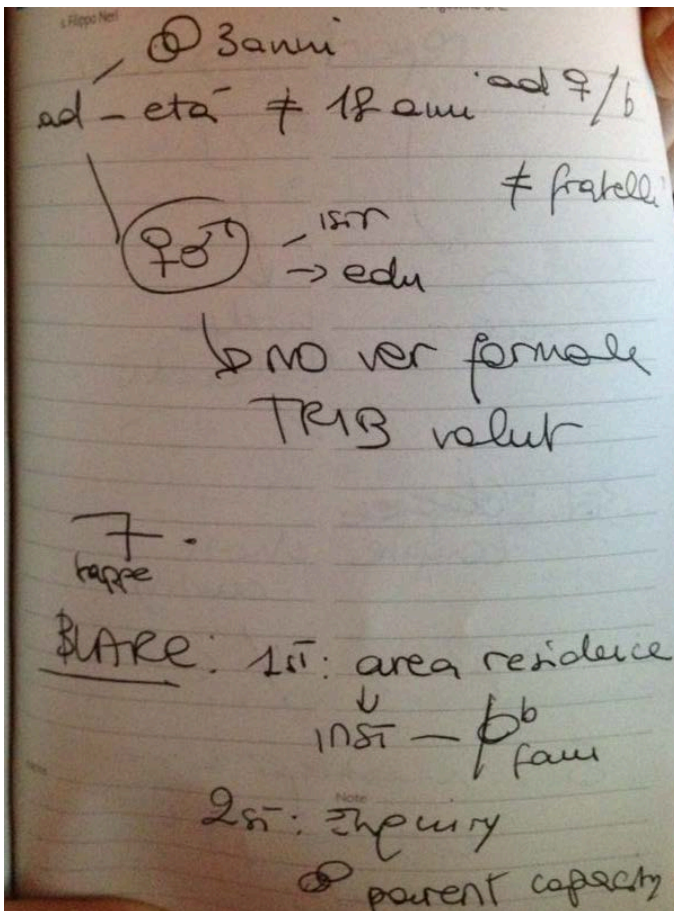
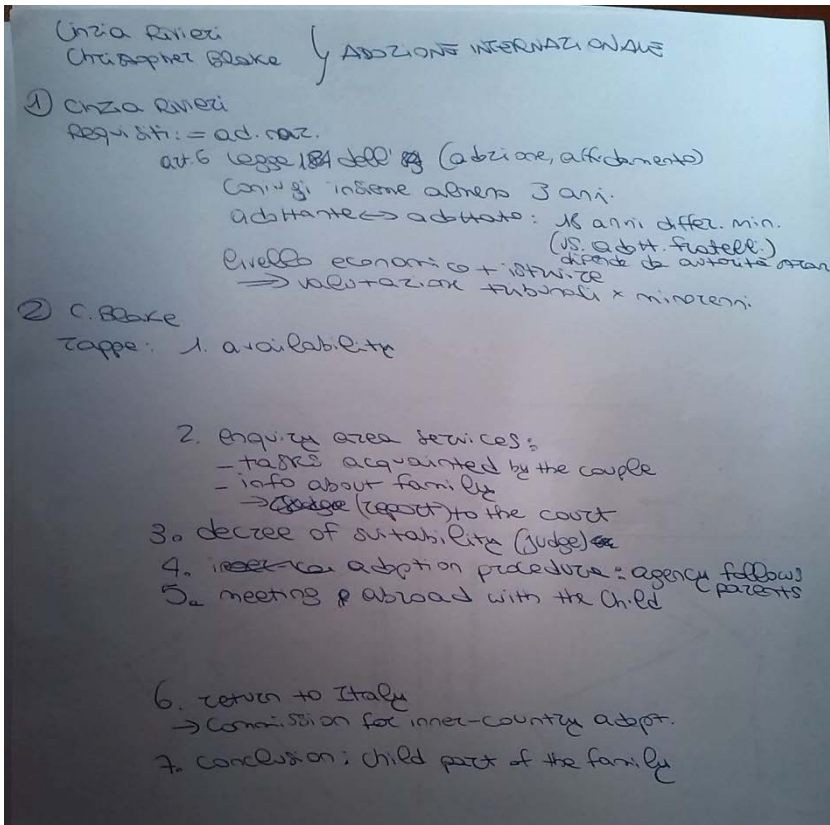
4) A livello percentuale, quando preferisci prendere appunti nella lingua di partenza e quando in quella di arrivo? Perché? Ci sono casi specifici e ricorrenti in cui usi una determinata lingua e non l'altra? (Es: 50% lingua di partenza, 50%lingua di arrivo; Dipende dal tipo di interpretazione e dal tema trattato. Uso sempre la lingua di arrivo con gli acronimi ufficiale per evitare confusione al momento della traduzione.)

5) Come hai rappresentato le seguenti parole? (disegno, abbreviazione, lingua di partenza, arrivo etc.)

Es: Denaro: \$; National Health Service: NHS (abbreviazione lingua di partenza) etc

Affidamento		Acquainted	
Decreto		Accredited body	
Nazionale		Fostering	
Internazionale		Elapsed	
Tribunale		Pre-adoptive	

**Students Notes:** some of the notes taken by the students



parere 2 esperti      Cinnia Livieri  
 Gainsperger Blanke  
 adoloni intemas.  
 Cinnia  
 Requisiti? → stenti che per nazionale  
 Art. 6      Legge 184 '83  
 Adm. e affidamento  
 ↓  
 Consigli → almeno 3 anni  
 Diff. età → 18 anni  
 Fratelli / autorità straniera  
 protezione / mantenimento  
 → solutor. Tribunali per minori  
 Toppe 7 → disponibilità / servizi territoriali <sup>indagine</sup>  
 servizi idon. / inizio ricerca  
 incontri abroad / niente IT  
 conclusioni

Procura / Cinnia Livieri / Gainsperger Blanke  
 A) Assessorato  
 2 esperti → ① Ratti  
 ② Blanke  
 Ad. Int. □ :- Req.  
 - Cinnia  
 - Toppe  
 - Cinnia v. Gainsperger  
 B) Req. = N<sup>c</sup> □  
 b. art. 6. 184/83  
 adm. e Aff.  
 • 3 anni  
 • Ad<sup>ntc</sup> 18 anni Ad<sup>to</sup> → fratello  
 • □ c. // v. solutor. Trib. [18]  
 C) Toppe  
 - Dic<sup>2</sup> D<sup>13</sup> to → Ratti □  
 - Indagine serv. Terr. → incontri  
 - Dec. Idon. → London  
 - Inizio ric.

A) Blanke, Toppe?  
 1) Dec<sup>on</sup> Art. 13 = Juvenile Court for  
 Inter. □ Ad<sup>on</sup>  
 ↓  
 Family to which  
 related to par.  
 2) Enquiry by Ass: Acquainted with  
 ↓ top<sup>ic</sup> of Info f. case  
 REPORT → Judge → couple  
 3) - De vice sust<sup>g</sup>  
 - [No] →  
 ↓ BIF OK  
 4) Class □ → Agency helps.  
 5) Meeting Int. □ = delicate  
 the Au<sup>on</sup> 2 years related → Gato  
 6) Holy. OK  
 #7) CONCL

4th inner country  
 ↓ procedure  
 ↓  
 □ agency

Sh meet abroad  
 + delicate  
 couple → search in  
 in for  
 □  
 initial contact

---

6th → ~~initial~~ last □  
 ↓ entry →

---

Complete  
 ↓  
 ↓ → Italian  
 +  
 family

2 esperti → Anzia Rivieri  
 Christopher Blake  
 Adoz. Int.

R ? requisiti  
 strada tappe  
 chi

1 Rivieri ]  
 requ. int. = naz.  
 art 6 DL 184 '83 adoz.  
 e aff.

coniugi (→ 3 anni)  
 età: diff. 18 anni (≠ fratelli  
 paese)

genitori { educare } valutazione  
 mantenere } Tribunale Minor.

7 tappe:  
 dichiar. disponib.  
 indagine  
 idoneità  
 ricerca  
 incontro est.  
 rientro IT  
 concl

## **Webpages**

<http://www.abc.net.au/news/2013-12-06/1994---parliament-notes/2906512>

<http://www.utc.edu/center-advisement-student-success/images/outline-method.gif>

<http://anglais-facile.com/vocabulaire/talking-about-money/>

<http://peter-j-ellikers-final->

[project.wikispaces.com/file/view/Cornell.jpg/250523496/480x619/Cornell.jpg](http://project.wikispaces.com/file/view/Cornell.jpg/250523496/480x619/Cornell.jpg)

[http://images.flatworldknowledge.com/mcleanwrit/mcleanwrit-fig01\\_x003.jpg](http://images.flatworldknowledge.com/mcleanwrit/mcleanwrit-fig01_x003.jpg)

<http://www.jvrb.org/past-issues/3.2006/1114/museumnetwork.jpg>

<http://www.pcs.org/blog/item/modern-shorthand-techniques/>

<http://www.commissioneadozioni.it/>