

ITP 251: INTERPRETING I

Course Description

This course is designed to prepare you with skills to enhance your ability in working with ASL vocabulary and grammar structure. You will do vocabulary development, receptive and expressive skill enhancement and speed and accuracy development. You will also use your skills to tutor others in ASL grammar and as you observe working interpreters. At the completion of this course, students will have been introduced to:

- Receiving information auditorally and expressing that information simultaneously in an equivalent message in paragraph form effectively, including affect, mood and inflection
- Using fingerspelling with accuracy and appropriate speed
- Simultaneous interpreting of basic informational paragraphs using elementary grade materials using conceptually accurate sign choices, non-manual markers and facial grammar to portray message information accurately
- Tutoring others in ASL structure and vocabulary
- Observing working interpreters and taking notes on your observations

You are **required** to have the following:

VHS videotape/DVD (1 is required; more is advised but optional)

ITP 251-Interpreting I workbook, newest edition

Audiotape/CD (1 is required; more is advised but optional)

There are 10 designated tasks in this course.

<u>Task</u>	<u>Topic</u>
1	Tutoring, Skill building and Journaling
2	Interpreting Process, Interpreting Shortcuts and Fingerspelling with Accuracy
3	Voice-to-Sign Interpret (simultaneous) Basic Paragraphs from Elementary Education, grades K-3
4	Sign-to-Voice Interpret (simultaneous) Basic Paragraphs from Elementary Education, Grades K-3
5	Voice-to-Sign Interpret (simultaneous) Paragraphs with Complex Terminology from Elementary Education, grades K-3
6	Sign-to-Voice Interpret (simultaneous) Paragraphs with Complex Terminology from Elementary Education, Grades K-3
7	Voice-to-Sign Interpret (simultaneous) Basic Paragraphs from Elementary Education, Grades 4-6
8	Sign-to-Voice Interpret (simultaneous) Basic Paragraphs from Elementary Education, Grades 4-6
9	Voice-to-Sign Interpret (simultaneous) and Sign-to-Voice (simultaneous) Paragraphs with Complex Terminology from Elementary Education, Grades 4-6
10	Exit Interview to Determine Skills Levels

For this course, you will need two videotapes/DVDs, one labeled Instructor and one labeled Peer Review. You will be expected to conduct several self and peer reviews. You will watch videos/DVDs and produce sign-to-voice audiotapes/CDs. You will also listen to audiotapes/CDs and produce videotapes/DVDs. Your work must be completed in a timely manner according to the Course Content Guide (syllabus) due dates and by the end of the quarter in which you are registered for you to receive a passing grade.

COURSE LEARNING OUTCOMES (CLOs)

1. Demonstrate familiarity with ASL by tutoring others.
2. Participate in a minimum of 11 hours of Skill Building Activities as part of study group or individually.
3. Demonstrate confidentiality in journaling about skill building and tutoring.
4. Use cultural diversity information and apply appropriate ASL grammar principles acquired from ASL I-VI.
5. Fingerspell words in context with accuracy.
6. Sign-to-voice gloss fingerspelled words in selected text.
7. Voice-to-sign simultaneously interpreting basic paragraphs about sports, geography, reading, writing and conduct self/peer reviews.
8. Sign-to-voice simultaneously interpreting basic paragraphs about social studies and occupations that visit the school and conduct self/peer reviews.
9. Perform simultaneous voice-to-sign interpreting with basic paragraphs about occupations in school and science with instructor critique.
10. Perform simultaneous sign-to-voice interpreting with basic paragraphs about arithmetic and conduct an instructor critique.
11. Participate in an exit interview.

ITP 251 (INTERPRETING I) COURSE OUTLINE IS AS FOLLOWS:

1. Task 1: Tutoring, Skill building and Journaling

- 1.1 Demonstrate your familiarity with ASL by tutoring others
 - 1.1.1. Complete five (5) hours of tutoring
 - 1.1.2. Complete the "Tutoring Contact" Form
 - 1.1.3. Complete the "Tutor Verification" Form
- 1.2 Participate in a minimum of **11** hours of Skill Building Activities (not including time in regular classes, ITP club, observations or tutoring as required as part of regular coursework) as part of study group or individually by:
 - 1.2.1 Observations of Student Sponsored Events in Student Union Building or other sites
 - 1.2.2 Watch You-Tube or D-PAN (www.d-pan.com)
 - 1.2.3 Review vocabulary ASL&121, 122, 123, ITP 221, 222, and 223
 - 1.2.4 Review Culture Spots from ASL I and II without sound
 - 1.2.5 Participate in fingerspelling exercises: <http://www.tucows.com/preview/2025271>
 - 1.2.6 Engage in ½ hour increments of "conversational sign" with deaf person in lab or on-campus
 - 1.2.7 Look up events through WSRID and attend a workshop
 - 1.2.8 Look at and do the Conversational DVD exercises from Padden and Humphries Book
 - 1.2.9 Watch signed videos/DVDs without sound, audio-taping your voice interpretation, then listening to the actual voicing and critiquing the work you have done
 - 1.2.10 Look at www.dcmp.org, www.cfv.org, www.captionedmedia.org, or <http://www.signs-of-development.org/> for subscribed videotapes to done by mail; to www.deafnorthwest.com for local events; or <http://webgerman.com/languages/asl.htm> for free practice.
- 1.3 Journal about your **11** hours of skill building (not including time in regular classes, ITP club, observations or tutoring as required as part of regular coursework) and your 5 hours of tutoring
 - 1.3.1 Identification of the activity, including time, place and date
 - 1.3.2 Identification of participants in the activity, but remaining confidential

1.3.3 Specific identification of skill building focus

1.3.4 Journal description of what you learned, what you did, and how you felt about it

2. Task 2: Interpreting Process, Interpreting Shortcuts and Fingerspelling with Accuracy

2.1 Introduce simultaneous interpreting process

2.2 Compensate for missed material while interpreting

2.2.1 Read and discuss information on Missed Material

2.2.2 Take the Missed Material test

2.3 Fingerspell words in context with accuracy and as a peer review

2.4 Sign-to-voice gloss fingerspelled words in selected text with accuracy and conduct a peer review

2.5 Sign-to-voice gloss fingerspelled words in selected text with accuracy with instructor critique

3. Task 3: Voice-to-Sign Interpret (simultaneous) Basic Paragraphs from Elementary Education, Grades K-3

3.1 Practice simultaneous voice-to-sign interpreting with basic paragraphs about sports and geography and conduct a self review

3.2 Practice simultaneous voice-to-sign interpreting with basic paragraphs about sports and geography and conduct a peer review

4. Task 4: Sign-to-Voice Interpret (simultaneous) Basic Paragraphs from Elementary Education, Grades K-3

4.1 Practice simultaneous sign-to-voice interpreting with basic paragraphs about social studies and conduct a self review

4.2 Practice simultaneous sign-to-voice interpreting with basic paragraphs about social studies and conduct a peer review

5. Task 5: Voice-to-Sign Interpret (simultaneous) Paragraphs with Complex Terminology from Elementary Education, Grades K-3

5.1 Practice simultaneous voice-to-sign interpreting with basic paragraphs about occupations in school and conduct a peer review

5.2 Perform simultaneous voice-to-sign interpreting with basic paragraphs about occupations in school and conduct an instructor critique

6. Task 6: Sign-to-Voice Interpret (simultaneous) Paragraphs with Complex Terminology from Elementary Education, Grades K-3

6.1 Practice simultaneous sign-to-voice interpreting with basic paragraphs about arithmetic and conduct a peer review

6.2 Perform simultaneous sign-to-voice interpreting with basic paragraphs about arithmetic and conduct an instructor critique

7. Task 7: Voice-to-Sign Interpret (simultaneous) Basic Paragraphs from Elementary Education, Grades 4-6

7.1 Practice simultaneous voice-to-sign interpreting with basic paragraphs about reading and writing then conduct a self review

7.2 Practice simultaneous voice-to-sign interpreting with basic paragraphs about reading and writing then conduct a peer review

8. Task 8: Sign-to-Voice Interpret (simultaneous) Basic Paragraphs from Elementary Education, Grades 4-6

- 8.1 Practice simultaneous sign-to-voice interpreting with basic paragraphs about occupations that visit the school and conduct a self review
- 8.2 Practice simultaneous sign-to-voice interpreting with basic paragraphs about occupations that visit the school and conduct a peer review

9. Task 9: Voice-to-Sign Interpret (simultaneous) and Sign-to-Voice Interpret (simultaneous) Paragraphs with Complex Terminology from Elementary Education, Grades 4-6

- 9.1 Practice simultaneous voice-to-sign interpreting with basic paragraphs about science and conduct a peer review
- 9.2 Perform simultaneous voice-to-sign interpreting with basic paragraphs about science and conduct an instructor critique
- 9.3 Practice simultaneous sign-to-voice interpreting with basic paragraphs about art and music then conduct a peer review
- 9.4 Perform simultaneous sign-to-voice interpreting with basic paragraphs about art and music then conduct an instructor critique

10. Task 10: Exit Evaluations to Determine Skill Levels

- 10.1 Accurately complete an application form
- 10.2 Follow guidelines to develop a resume
- 10.3 Participate in an exit interview
 - 10.3.1 have a completed application form
 - 10.3.2 have a current resume
 - 10.3.3 be appropriately dressed
 - 10.3.4 take a written examination about Interpreting
 - 10.3.5 take an oral examination on the Code of Professional Conduct