

ITP 253: INTERPRETING III

COURSE LEARNING OUTCOMES (CLOs)

1. Demonstrate fluency in sign language during socializing with the Deaf community.
2. Demonstrate knowledge of ASL by tutoring others.
3. Document skill building, tutoring and socializing using appropriate confidentiality in journaling.
4. Describe the 4 aspects of demands and how they relate to the vocational environment.
5. Produce sign-to-voice interpretation of selected text from vocational (technical) fields.
6. Use acquired skills of discourse analysis of voiced or signed utterances during simultaneous voice-to-sign and sign-to-voice interpreting with vocabulary from high school Political Science/Civics/Government and Parliamentary Procedure.
7. Use acquired skills of discourse analysis and linguistic principles of voiced or signed utterances during simultaneous voice-to-sign and sign-to-voice interpreting with vocabulary from high school psychology and science.
8. Take part in a midterm evaluation by participating a voice-to-sign and sign-to-voice interpreting of selected text material in preparation for the capstone.
9. Use acquired skills of discourse analysis and linguistic principles of voiced or signed utterances during simultaneous voice-to-sign and sign-to-voice interpreting with vocabulary from Professions/Occupations and Career counseling.
10. Use acquired skills of discourse analysis and linguistic principles of voiced or signed utterances during simultaneous voice-to-sign and sign-to-voice interpreting with vocabulary from computers, technology and audiology.
11. Switch Transliterators during Sign-to Voice/Voice-to-Sign Interpreting for Instruction in High School and College Environments and using vocabulary from career counseling.
12. Use acquired skills of discourse analysis of voiced or signed utterances during simultaneous voice-to-sign and sign-to-voice interpreting with vocabulary from a variety of high school coursework, switching appropriately.
13. Apply the Code of Professional Conduct to Interpreting Assignments.

ITP 253 (INTERPRETING III) COURSE OUTLINE IS AS FOLLOWS:

1. Task 1: Socializing, Tutoring and Skill Building

- 1.1. Network with the Deaf community by socializing
 - 1.1.1 Attend 5 hours of social functions (Deaf Coffee, Deaf Pizza Night, etc.)
 - 1.1.2 Write journal entries using the guidelines for journal response
- 1.2 Demonstrate your knowledge of ASL by tutoring others
 - 1.2.1 Complete five (5) hours of tutoring
 - 1.2.2 Complete the "Tutoring Contact" Form
 - 1.2.3 Complete the "Tutor Verification" Form
- 1.3 Practice skill building activities
 - 1.3.1 Observations of Student Sponsored Events in Student Union Building or other campus sites
 - 1.3.2 Watch U-Tube or D-PAN
 - 1.3.3 Review vocabulary ASL&121-123
 - 1.3.4 Review Culture Spots from ASL I and II without sound
 - 1.3.5 Participate in fingerspelling exercises: <http://www.tucows.com/preview/2025271>
 - 1.3.6 Engage in ½ hour increments of "conversational sign" with deaf person in lab or on-campus
 - 1.3.7 Watch signed videos/DVDs without sound, recording your voice interpretation, then listening to the actual voicing and critiquing the work you have done.

1.3.8 Look up various web sites to practice your receptive skills, such as: www.dcmp.org, www.cfv.org, www.captionedmedia.org, <http://www.signs-of-development.org/>, www.deafnorthwest.com <http://webgerman.com/languages/asl.htm> (others are posted in the ITP lab)

1.3.9 Conduct other instructor approved assignments

1.4 Document 11 hours of skill building, not including time in regular classes, ITP club, observations or tutoring as required as part of regular coursework, 5 hours of socializing, and 5 hours of tutoring

1.4.1 Identification of the activity, including time, place and date

1.4.2 Identification of participants in the activity using confidentiality techniques

1.4.3 Specific identification of skill building focus

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

2. Task 2: Demand-Control Schema and Discourse Analysis in high school and vocational (technical) education learning environments

2.1 Review the 4 parts of Demand-Control Schema

2.1.1 Describe the 4 aspects of demands and how they relate to the profession of interpreting

2.1.2 Describe how controls fit the demands in the vocational environment

2.2 Produce voice-to-sign interpretation of selected text from vocational (technical) fields

2.2.1 Use appropriate sign vocabulary

2.2.2 Use English morphological markers

2.3 Analyze and evaluate voiced or signed utterances

3. Task 3: Discourse analysis of simultaneous interpreting with vocabulary from high school Political Science/Civics/Government and Parliamentary Procedures

3.1 Perform simultaneous conceptually accurate interpreting with material from high school Political Science/Civics/Government and Parliamentary Procedures

3.2 Apply discourse mapping techniques to determination of conceptually accurate choices

3.3 Analyze and evaluate voiced or signed utterances

4. Task 4: Discourse analysis and linguistic principles of simultaneous interpreting with vocabulary from high school Psychology and Science

4.1 Perform simultaneous conceptually accurate interpreting with material from high school Psychology and Science

4.2 Discuss how appropriate directionality verbs and pronominal systems were used

4.3 Identify comparison/contrast, sequence or cause/effect considerations necessary for interpreting the selections

4.4 Analyze and evaluate voiced or signed utterances

5. Task 5: Midterm evaluation

5.1 Accurately complete an application form with current information

5.2 Prepare a current resume, incorporating suggestions from previous exit evaluations

5.3 Prepare a cover letter appropriate to the job, incorporating suggestions from previous exit evaluations

5.4 Participate in an interview by:

5.4.1 submitting a completed application form, one week in advance

- 5.4.2 submitting a current resume, one week in advance
- 5.4.3 being appropriately dressed
- 5.4.4 submitting a cover letter, one week in advance
- 5.4.5 voice-to-sign interpreting without preview
- 5.4.6 sign-to-voice interpreting without preview

6. Task 6: Discourse analysis and linguistic principles of simultaneous interpreting with vocabulary from high school Professions/ Occupations and Career counseling

- 6.1 Perform simultaneous conceptually accurate interpreting with material from high school Professions/Occupations and Career Counseling
- 6.2 Analyze and evaluate voiced or signed utterances
 - 6.2.1 Justify use of clausal boundaries and affects
 - 6.2.2 Justify use of prosodic considerations, non-manual production and use of signing space

7. Task 7: Discourse analysis and linguistic principles of simultaneous interpreting with vocabulary from high school Computers, Technology and Audiology

- 7.1 Perform simultaneous conceptually accurate interpreting with material from high school Computers, Technology and Audiology
- 7.2 Analyze and evaluate voiced or signed utterances
 - 7.2.1 Describe use of “mirror” interpreting
 - 7.2.2 Justify use of morphology in production

8. Task 8: Switch and feed interpreters during instruction in high school and college environments using vocabulary from Career Counseling

- 8.1 Utilize effective and accepted techniques for switching and feeding of interpreters
- 8.2 Use appropriate sign-to-voice simultaneous interpreting techniques to produce equivalent messages of a selection from the field of career counseling
 - 8.2.1 Describe equivalent message considerations, following principles of discourse mapping
 - 8.2.2 Compare and contrast alternative equivalent messages
 - 8.2.3 Switch and feed interpreters during the selection
- 8.3 Use appropriate voice-to-sign simultaneous interpreting techniques to produce equivalent messages of a selection from the field of career counseling
 - 8.3.1 Describe equivalent message considerations following principles of discourse mapping
 - 8.3.2 Compare and contrast alternative equivalent messages
 - 8.3.3 Switch and feed interpreters during the selection

9. Task 9: Discourse analysis and linguistic principles of simultaneous interpreting with vocabulary from a variety of high school coursework

- 9.1 Given a selection of information from a high school or college subject area, perform voice-to-sign simultaneous interpreting, with attention given to non-manual information
 - 9.1.1 Utilize specific conceptual vocabulary choices for the selection
 - 9.1.2 Incorporate techniques for front-of-room demonstrations using overhead, power point, etc.
 - 9.1.3 Select and use “mirror” considerations during voice-to-sign simultaneous interpreting
 - 9.1.4 Discuss production and use of non-manual adverbial/adjective markers
- 9.2 Produce sign-to-voice interpreting of selected text
 - 9.2.1 Utilize specific conceptual vocabulary choices for the selection
 - 9.2.2 Incorporate techniques for front-of-room demonstrations using overhead, power point, etc.
 - 9.2.3 Select and use “mirror” considerations during voice-to-sign simultaneous interpreting

9.2.4 Discuss production and use of non-manual adverbial/adjective markers

10. Task 10: Apply the Code of Professional Conduct to Interpreting Assignments

10.1 Present to your peers in written form or electronically an ethical dilemma encountered during practicum, using appropriate confidentiality

10.1.1 Describe your application of the Code of Professional Conduct

10.1.2 Describe your use of Demand Control Schema

10.2 Be prepared to defend your ethical decisions in a class discussion with peer evaluations