

## ITP 261: TRANSLITERATION I

### **COURSE LEARNING OUTCOMES (CLOs)**

1. Observe working interpreters to increase your familiarity with transliteration.
2. Participate in a minimum of 11 hours of Skill Building Activities as part of study group or individually.
3. Document skill building and observations using appropriate confidentiality in journaling.
4. Review the four parts of DC-S: Environmental, Paralinguistic, Interpersonal and intrapersonal.
5. Compare and Contrast Transliteration to Interpretation.
6. Compare Oral Transliteration, Speech Reading and Sim-Com.
7. Select and use appropriate mouth movements for assigned sound-related concepts.
8. Use transliterating structures including use of space, idioms, subject-object agreement and non-manual markers with voice-to-sign transliterating (simultaneous) of basic Paragraphs from Elementary Education, grades K-3.
9. Use appropriate techniques of listings and comparisons during simultaneous voice-to-sign transliterating of basic paragraphs about sports and geography and conduct self and peer reviews.
10. Simultaneously sign-to-voice transliterate basic paragraphs (that include use of prepositions) about social studies and conduct self and peer reviews.
11. Change passive voice into active while performing simultaneous voice-to-sign transliterating with basic paragraphs about occupations in school with peer review and instructor critique.
12. Perform simultaneous voice-to-sign and sign-to-voice transliterating with basic paragraphs about arithmetic with peer review and instructor critique.
13. Simultaneously sign-to-voice basic paragraphs about reading and writing then conduct self and peer reviews.
14. Practice simultaneous sign-to-voice transliterating with basic paragraphs about occupations that visit the school and conduct self and peer reviews.
15. Perform simultaneous sign-to-voice and voice-to-sign simultaneous transliterating with basic paragraphs about art and music with peer reviews and instructor critiques.
16. Demonstrate understanding of the Code of Professional Conduct as it applies to transliteration by participating in an exit interview.

### **ITP 261 (TRANSLITERATION I) COURSE OUTLINE IS AS FOLLOWS:**

#### **1. Task 1: Observation, Skill building, Journaling and applying demand-control schema**

- 1.1 Observe working interpreters to increase your familiarity with transliteration
  - 1.1.1. Complete five (5) hours of observation
  - 1.1.2. Complete the "Observation" 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
  - 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

- 1.3 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
- 1.4 Review the four parts of DC-S: Environmental, Paralinguistic, Interpersonal and Intrapersonal
  - 1.4.1 Identify 5 demands in each of the four parameters in observation settings
  - 1.4.2 Identify 3 possible control options for each of those 5 demands

## **2. Task 2: Introduction to Transliteration and Fingerspelling**

- 2.1 Brief history of Transliteration and other Sign Systems
- 2.2 Introduction to Consumers of Transliteration
  - 2.2.1 Define ASL monolinguals, ASL-dominant bilinguals, Balanced bilinguals, English-Dominant bilinguals, English monolinguals, and Semi-Lingual
  - 2.2.2 Define and use diglossia
  - 2.2.3 Identify laws that impact consumers
- 2.3 Compare and Contrast Transliteration to Interpretation
  - 2.3.1 Similarities including clarity in sign and fingerspelling, use of non-manual markers, verb modulation, use of space, lexical choices, utilization and message conveyance
  - 2.3.2 Differences include processing time, word and phrase deletion and mouth movements
- 2.4 Mouth Movements in transliteration
  - 2.4.1 Introduce and define Oral Transliteration, Speech Reading and Sim-Com
  - 2.4.2 Compare Oral Transliteration, Speech Reading and Sim-Com
  - 2.4.3 Experience Speech Reading
- 2.5 Mouth movements and fingerspelling
  - 2.5.1 Identify appropriate mouth movements connected to fingerspelling
  - 2.5.2 Select and use appropriate techniques for assigned fingerspelled words
- 2.6 Mouth movements of words showing sound-related concepts
  - 2.6.1 Define sound-related concepts
  - 2.6.2 Select and use appropriate mouth movements for assigned sound-related concepts

## **3. Task 3: Transliterating Structures including Use of Space, idioms, subject-object agreement and non-manual markers with Voice-to-Sign Transliterating (simultaneous) Basic Paragraphs from Elementary Education, grades K-3**

- 3.1 Idiomatic versus Literal Transliteration
  - 3.1.1 Identify idiomatic phrases in English
  - 3.1.2 Practice techniques of rendering an equivalent message of English-based Idioms
- 3.2 Clarify the message using additions, restructuring, and deletions
  - 3.2.1 Identify how additions are use in Transliteration
  - 3.2.2 Identify how restructuring is done to clarify messages in Transliteration
  - 3.2.3 Identify how deletions are use in Transliteration
  - 3.2.4 Practice voice-to-sign transliterating using additions, restructuring and deletions in basic paragraphs about sports and geography and conduct a self review
- 3.3 Identify use of space as used in direct address

- 3.3.1 Define direct address
- 3.2.2 Use appropriate techniques of direct address voice-to-sign transliterating basic paragraphs about sports and geography and conduct a peer review
- 3.4 Demonstrate transliterating focusing on subject-object agreement, non-manual markers
  - 3.4.1 Define Subject-Object Agreement used in Transliterating
  - 3.4.2 Define Non-Manual Markers as used in Transliterating
  - 3.4.3 Define Listing and Comparisons as used in Transliterating
  - 3.4.4 Use appropriate techniques of subject-object agreement and use of non-manual markers in simultaneous voice-to-sign transliterating basic paragraphs about sports and geography then conduct a self review.
  - 3.4.5 Use appropriate techniques of listings and comparisons during simultaneous voice-to-sign transliterating basic paragraphs about sports and geography and conduct a peer review

**4. Task 4: Meaning and Form with Sign-to-Voice Transliterating (simultaneous) Basic Paragraphs from Elementary Education, Grades K-3**

- 4.1 Introduce how parts of speech (noun, verbs, pronouns adjectives, adverbs and interjections) are used in Transliterating
  - 4.1.1 Define and use “meaning” versus “form”
  - 4.1.2 Describe how noun, verbs, pronouns adjectives, adverbs and interjections affect Transliteration
  - 4.1.3 Define how to appropriately transliterate pluralization of nouns
- 4.2 Introduce the use of Conjunctions and Prepositions in Transliterating
  - 4.2.1 Define coordinating and subordinating conjunctions
  - 4.2.2 Select and use appropriate conjunctions during simultaneous sign-to-voice transliterating basic paragraphs about social studies and then conduct a self review
  - 4.2.3 Practice simultaneous sign-to-voice transliterating basic paragraphs (that include use of prepositions) about social studies and conduct a peer review

**5. Task 5: Passive and Active Voice with Voice-to-Sign and Sign-to-Voice Transliterating (simultaneous) Paragraphs with Complex Terminology from Elementary Education, grades K-3**

- 5.1 Introduce the attributes of passive and active voice
  - 5.1.1 Define what is meant in English by the “voice” of a verb
  - 5.1.2 Practice identification of the voice of verbs while simultaneously voice-to-sign transliterating basic paragraphs about occupations in school then conduct a peer review
- 5.2 Compare active and passive voice
  - 5.2.1 Identify voice in selected texts of paragraphs with complex terminology
  - 5.2.2 Change passive voice into active voice while simultaneously voice-to-sign transliterating basic paragraphs about occupations in school and conduct a peer review
  - 5.2.3 Change passive voice into active voice while performing simultaneous voice -to- sign transliterating with basic paragraphs about occupations in school and conduct an instructor critique

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

- 6.1 Practice simultaneous sign-to-voice transliterating with basic paragraphs about arithmetic and conduct a peer review
- 6.2 Perform simultaneous voice-to-sign transliterating with basic paragraphs about arithmetic and conduct an instructor critique

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

- 7.1 Practice simultaneous voice-to-sign transliterating with basic paragraphs about reading and writing then conduct a self review
- 7.2 Practice simultaneous voice-to-sign transliterating 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 transliterating with basic paragraphs about occupations that visit the school and conduct a self review
- 8.2 Practice simultaneous sign-to-voice transliterating with basic paragraphs about occupations that visit the school and conduct a peer review

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

- 9.1 Practice simultaneous voice-to-sign transliterating with basic paragraphs about art and music and conduct a peer review
- 9.2 Perform simultaneous sign-to-voice transliterating with basic paragraphs about art and music then conduct an instructor critique
- 9.3 Practice simultaneous sign-to-voice transliterating with basic paragraphs about art and music then conduct a peer review
- 9.4 Perform simultaneous sign-to-voice transliterating 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 Submit a completed application form
  - 10.3.2 Submit a current resume including your skill building and practicum experience
  - 10.3.3 Be appropriately dressed
  - 10.3.4 Take an online examination about ethical scenarios
  - 10.3.5 Participate in an interview regarding your skill building and practicum experience