

ITP 262 (TRANSLITERATION II)

COURSE LEARNING OUTCOMES (CLOs)

1. Demonstrate your fluency in transliteration by volunteering your services.
2. Document skill building, volunteering and observing using appropriate confidentiality in journaling.
3. Use cultural diversity information from previous coursework to determine the most appropriate transliteration techniques to match clients' needs.
4. Apply Demand Control Schema in selected educational settings.
5. Select and use appropriate conceptually accurate vocabulary choices to transliterate selected material from history, mathematics, English, health and biological sciences, drama, and literature.
6. Given a selection of information from mathematics, voice-to-sign simultaneously transliterate, focusing on use of space.
7. Given a selection of information from English, sign-to-voice simultaneously transliterate incorporating meaning and form.
8. Given a selection of information from health and biological sciences, voice-to-sign simultaneously transliterate utilizing techniques for front-of-room demonstrations using overhead, PowerPoint, etc.
9. Given a selection of information from drama, voice-to-sign simultaneously transliterate, paying attention to passive and active voice.
10. Use appropriate sign-to-voice simultaneous transliterating techniques to produce equivalent messages of a selection from the field of literature and use appropriate switching techniques.
11. Use appropriate voice-to-sign simultaneous transliterating techniques to produce equivalent messages of a selection from the field of literature, incorporating appropriate switching techniques.
12. Given various interpreting scenarios, compare ethical considerations, citing tenets from the RID Code of Professional Conduct.
13. Demonstrate understanding of the Code of Professional Conduct and Demand Control Schema as it applies to transliteration by participating in an exit interview.

COURSE OUTLINE IS AS FOLLOWS:

1. Task 1: Volunteering, Observations and Skill Building

- 1.1. Network with your community by volunteering 5 hours of your services
 - 1.1.1 Complete a verification form
 - 1.1.2 Write journal entries using the guidelines for journal response
- 1.2 Observe working interpreters
 - 1.2.1 Complete 5 hours of observation
 - 1.2.2 Take notes
 - 1.2.3 Write journal entries using the guidelines for journal response
- 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 You-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 20 minutes increments of “conversational sign’ with deaf people in the ITP lab or on-campus
- 1.3.7 Watch signed videos/DVDs without sound, recording your voice transliteration, then listening to the actual voicing and critiquing the work you have done
- 1.3.8 Use www.dcmp.org, www.cfv.org, www.captionedmedia.org , <http://www.signs-of-development.org/>, www.deafnorthwest.com, <http://webgerman.com/languages/asl.htm>
- 1.4 Document 11 hours of skill building exercises, not including time in regular classes, ITP club, observations or tutoring as required as part of regular coursework
 - 1.4.1 Identification of the activity, including time, place and date practicing confidentiality
 - 1.4.2 Identification of participants in the activity
 - 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: Applying Demand-Control Schema (DC-S)**
 - 2.1 Review the 4 parts of Demand-Control Schema (DC-S)
 - 2.1.1 Describe the 4 aspects of demands and how they relate to the profession of transliteration
 - 2.1.2 Describe how controls fit the demands in the field of transliteration
 - 2.2 Practice identification of the 4 demands in educational settings
 - 2.3 Identify possible control options for each demand
- 3. Task 3: Conceptually Accurate Transliteration**
 - 3.1. Define conceptually accurate transliteration
 - 3.1.1. Given a selected text from history, identify accurate conceptual concerns
 - 3.1.2. Discuss and demonstrate choices for conceptual transliteration of selected text
 - 3.2 Identify appropriate sign vocabulary for selected text from history
 - 3.2.1 Recognize and use sign vocabulary
 - 3.2.2 Select and use appropriate glosses
 - 3.3 Select and use appropriate conceptually accurate vocabulary choices
 - 3.3.1 During voice-to-sign simultaneous transliteration
 - 3.3.2 During sign-to-voice simultaneous transliterating
 - 3.4 Review Registers by Joos covered in ASL V
 - 3.4.1 Incorporate register features in voice-to-sign simultaneous transliterating
 - 3.4.2 Incorporate register features in sign-to-voice simultaneous transliterating
- 4. Task 4: Voice-to-Sign Transliterating for Instruction in Middle School Environments**
 - 4.1 Given a selection of information from mathematics, prepare voice-to-sign simultaneous transliteration, especially considering use of space
 - 4.1.1 Identify specific vocabulary choices for mathematical selection
 - 4.1.2 Identify conceptually accurate considerations necessary for transliterating the selection
 - 4.2 Deliberate basic transliteration considerations for simultaneous transliteration in math classes
 - 4.2.1 Incorporate techniques for front-of-room demonstrations using overhead, power point, etc.
 - 4.2.2 Select and use “mirror” considerations during voice-to-sign simultaneous transliteration
- 5. Task 5: Sign-to-Voice Transliterating for Instruction in Middle School Environments**

- 5.1 Given a selection of information from English, prepare sign-to-voice simultaneous transliteration, especially considering meaning and form
 - 5.1.1 Identify specific vocabulary choices for English selection
 - 5.1.2 Identify conceptually accurate considerations necessary for transliterating the selection
- 5.2 Deliberate transliteration considerations for simultaneous transliteration of an English selection
 - 5.2.1 Recognize and use appropriate glosses
 - 5.2.2 Select and use appropriate sign-to-voice techniques for equalizing the message

6. Task 6: Sign-to-Voice Transliterating for Instruction in Junior High School Environments

- 6.1 Given a selection of information from health and biological sciences, prepare sign-to-voice simultaneous transliteration
 - 6.1.1 Identify specific vocabulary choices for health and biological sciences selection
 - 6.1.2 Identify conceptually accurate considerations necessary for transliterating the selection
- 6.2 Discuss basic transliteration considerations for simultaneous transliteration in health and biological sciences classes
 - 6.2.1 Incorporate techniques for front-of-room demonstrations using overhead, power point, etc.
 - 6.2.2 Select and use “mirror” considerations during sign-to-voice simultaneous transliteration
 - 6.2.3 Incorporate register features in sign-to-voice simultaneous transliteration
 - 6.2.4 Select and use appropriate glosses

7. Task 7: Voice-to-sign Transliterating for Instruction in Junior High School Environments

- 7.1 Given a selection of information from drama, prepare voice-to-sign simultaneous transliteration, especially considering passive and active voice
 - 7.1.1 Identify specific vocabulary choices for the drama selection
 - 7.1.2 Identify passive/active voice considerations necessary for transliterating the selection
- 7.2 Use appropriate sign vocabulary from the field of drama
 - 7.2.1 Recognize and use conceptually accurate sign vocabulary
 - 7.2.2 Identify alternate choices for sign vocabulary
- 7.3 Discuss basic transliteration considerations for simultaneous transliteration of drama selection
 - 7.3.1 Incorporate techniques for dramatic presentations
 - 7.3.2 Incorporate appropriate affect in voice-to-sign simultaneous transliteration

8. Task 8: Switching Transliterators during Instruction in Junior High School Environments

- 8.1 Introduce effective and accepted techniques for switching transliterators
 - 8.1.1 Practice switching during sign-to-voice
 - 8.1.2 Practice switching during voice-to-sign
- 8.2 Introduce effective and accepted techniques for “feeding” transliterators
 - 8.2.1 Practice feeding during sign-to-voice
 - 8.2.2 Practice feeding during voice-to-sign
- 8.3 Use appropriate sign-to-voice simultaneous interpreting techniques to produce equivalent messages of a selection from the field of literature
 - 8.3.1 Describe equivalent message considerations
 - 8.3.2 Compare and contrast alternative equivalent messages
 - 8.3.3 Switch and feed transliterators during the selection
- 8.4 Use appropriate voice-to-sign simultaneous interpreting techniques to produce equivalent messages of a selection from the field of literature
 - 8.4.1 Describe equivalent message considerations

- 8.4.2 Compare and contrast alternative equivalent messages
- 8.4.3 Switch and feed transliterators during the selection

9. Task 9: Apply the Code of Professional Conduct in Interpreting Assignments

- 9.1 Identify the parts of the Code of Professional Conduct
- 9.2 Given various transliteration scenarios, compare ethical considerations incorporating DC-S

10. Task 10: Exit Evaluations to Determine Skill Levels

- 10.1 Accurately complete an application form
- 10.2 Follow guidelines to develop a resume and cover letter
- 10.1 Accurately complete an application form
- 10.2 Follow guidelines to develop a resume and cover letter
- 10.3 Participate in an exit interview by:
 - 10.3.1 submitting a completed application form one week in advance
 - 10.3.2 submitting a cover letter appropriate for the job one week in advance
 - 10.3.3 submitting a current resume including practicum experiences one week in advance
 - 10.3.4 be appropriately dressed
 - 10.3.5 taking an on-line examination about interpreting vs. transliterating and DC-S
 - 10.3.6 participating in an oral examination on the Code of Professional Conduct and DC