

### ITP 263: TRANSLITERATION III

**Course Description:** This is the final course in sign-to-voice and voice-to-sign transliteration. In this course, you will continue to increase your signed and spoken vocabulary, enhance receptive and expressive skills, and develop speed and accuracy in expressive and receptive fingerspelling. You will also improve your processing speed and accuracy during simultaneous transliterating. At the completion of this course, you should be able to:

- Receive and verbally express information effectively during simultaneous transliterating, using affect and inflection to match the source language in an appropriate timely fashion
- Receive information in verbal and/or signed form and use appropriate transliteration for high school and college educational situations
- Demonstrate appropriate switching techniques for sign-to-voice and voice-to-sign transliterating
- Use appropriate ethical practices in transliterating assignments

There are **ten tasks** in this course. Those tasks are:

<u>Task</u>	<u>Topic</u>
1	Volunteering, Observations and Skill Building
2	Demand-Control Schema and Discourse Analysis in high school and vocational (technical) education learning environments
3	Discourse analysis of simultaneous transliteration with vocabulary from high school Political Science/Civics/Government and Parliamentary Procedures
4	Discourse analysis and linguistic principles of simultaneous transliteration with vocabulary from high school Psychology and Science
5	Midterm evaluation
6	Discourse analysis and linguistic principles of simultaneous transliteration with vocabulary from high school Professions/ Occupations and Career counseling
7	Discourse analysis and linguistic principles of simultaneous transliteration with vocabulary from high school Computers, Technology and Audiology
8	Switch Transliterators during instruction in high school and college environments using vocabulary from Career Counseling
9	Discourse analysis and linguistic principles of simultaneous transliteration with vocabulary from a variety of high school coursework
10	Apply the Code of Professional Conduct to Transliterating Assignments

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

1. Demonstrate fluency in transliteration during volunteering.
2. Document skill building, volunteering and observing using appropriate confidentiality in journaling.
3. Describe demands and controls for those demands in selected vocational environments.
4. Correctly produce voice-to-sign transliteration of selected text from vocational (technical) fields.
5. Select and use appropriate conceptually accurate vocabulary choices from Political Science/Civics/Government and Parliamentary Procedure and English markers during voice-to-sign simultaneous transliterating.
6. Select and use appropriate conceptually accurate vocabulary choices from Political Science/Civics/Government and Parliamentary Procedure and English markers during sign-to-voice simultaneous transliterating, incorporating appropriate clausal boundaries and affect.

7. Correctly produce voice-to-sign and/or sign-to-voice transliterating with selected texts from high school psychology and science, using appropriate sign vocabulary and grammar.
8. Produce simultaneous transliteration of professions/occupations/career counseling selections, using appropriate glosses and sentence producing including speech production, clausal boundaries and affect.
9. Select and use appropriate sign-to-voice techniques, including prosodic considerations, non-manual production and use of signing space during voice-to-sign transliteration with vocabulary from professions/occupations/career counseling.
10. Produce appropriate simultaneous transliterating of a selection of materials from computers, technology or audiology fields.
11. Incorporate effective transliterating techniques for presentations involving computers, technology or audiology.
12. Describe equivalent message considerations following principles of discourse mapping.
13. Switch interpreters during the voice-to-sign transliteration of a selection.
14. Incorporate register features in sign-to-voice simultaneous transliterating.
15. Apply the Code of Professional Conduct to Transliterating Assignments.

**ITP 263 (TRANSLITERATION III) 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 from ASL&121-123 and ITP 221-223
  - 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 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](http://www.dcmp.org), [www.cfv.org](http://www.cfv.org), [www.captionedmedia.org](http://www.captionedmedia.org) , <http://www.signs-of-development.org/>, [www.deafnorthwest.com](http://www.deafnorthwest.com), <http://webgerman.com/languages/asl.htm>
  - 1.3.9 Conduct other instructor approved assignments
- 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 a 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 transliterating
  - 2.1.2 Describe how controls fit the demands in the vocational environment
- 2.2 Produce voice-to-sign transliteration 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 transliteration with vocabulary from high school Political Science/Civics/Government and Parliamentary Procedures**

- 3.1 Perform simultaneous conceptually accurate transliterating 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 transliteration with vocabulary from high school Psychology and Science**

- 4.1 Perform simultaneous conceptually accurate transliterating 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 transliterating 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 transliterating without preview
  - 5.4.6 sign-to-voice transliterating without preview

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

- 6.1 Perform simultaneous conceptually accurate transliterating 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 transliteration with vocabulary from high school Computers, Technology and Audiology**

- 7.1 Perform simultaneous conceptually accurate transliterating 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” transliterating
  - 7.2.2 Justify use of morphology in production

**8. Task 8: Switch and Feed Transliterators 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 transliterators
- 8.2 Use appropriate sign-to-voice simultaneous transliterating 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 transliterators during the selection
- 8.3 Use appropriate voice-to-sign simultaneous transliterating 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 transliterators during the selection

**9. Task 9: Discourse analysis and linguistic principles of simultaneous transliteration 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 transliterating, 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 transliterating
  - 9.1.4 Discuss production and use of non-manual adverbial/adjective markers
- 9.2 Produce sign-to-voice transliteration 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 transliterating
  - 9.2.4 Discuss production and use of non-manual adverbial/adjective markers

**10. Task 10: Apply the Code of Professional Conduct to Transliterating 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