

Syllabus

CCBC Fall 2013
INTR 230
CRN: 93149

School of Liberal Arts
Transliterating
W 5:45-8:40

Interpreter Preparation
Section C3A
ARTS 311

Course Description: Transliterating (3 credits) focuses on the development of transliterating skills in simultaneous monologic and dialogic texts. Students work with both rehearsed and spontaneous spoken-to-signed English and signed-to-spoken English texts. Students develop skills in assignment preparation, as well as application and analysis of transliterating principles.

Prerequisite: INTR 220

I. Basic Course Information:

- A. Instructor's name: Christina Healy, CI/CT, MA
- B. Office room number: Q303E
Instructor's contact information: 503-998-3101, c.healy03@gmail.com
- C. Instructor's office hours: Before and after class, and by appointment
- D. Department phone numbers: 443-840-4274, 4429
- E. Class meeting information: W, 5:45-8:40, ARTS 311, Catonsville
- F. This is a three credit course. You are expected to complete **at least six hours** of work **per week outside** of the class including reading, class preparation, homework, studying, etc.
- G. Materials:
Required: *Show Me The English* by Jean Kelly, *1100 Words You Need to Know*, articles on Blackboard
Suggested: *Grammar, Gesture, and Meaning* by Scott Liddell

II. Course Goals:

- A. **Overall Course Objectives:** Upon successful completion of this course students will be able to:
 - 1. identify the factors that impact consumer communication style, and the range of influences that create the need for transliteration;
 - 2. identify transliteration strategies in sample texts;

3. produce a coherent target language product in English-like signing including the main points and most supporting details, while maintaining the meaning and intent of the source message;
4. produce a coherent target language product in spoken English from an English-like signed source including the main points and most supporting details, while maintaining the meaning and intent of the source message;
5. clarify the message as necessary using additions, deletions and/or restructuring;
6. identify passive voice structures and process into a conceptually accurate signed construction;
7. appropriately repair inaccuracies that occur as a result of interpreter error;
8. demonstrate the ability to transliterate short dialogic interactions.

B. Major Topics:

1. Characteristics of an effective signed transliteration
 - a. Conceptually accurate signs
 - b. Consistent use of space and role shifts
 - c. Appropriate mouthing techniques
 - d. Modified idiomatic phrasing
 - e. Restructuring for clarity
2. English vocabulary development
3. English passive voice
4. Characteristics of English-like signing
5. Challenges of voice transliteration
6. Characteristics of an effective voiced transliteration
 - a. Use of situationally appropriate vocabulary
 - b. Appropriate processing time
 - c. Avoidance of intrusive vocal fillers
 - d. Maintaining the meaning and intent of the source message
7. Techniques for self-assessment
8. Effective pre-conferencing, teaming and note-taking techniques

C. Rationale: This course focuses on the development of transliterating skills in simultaneous monologic and dialogic discourse. Students work with both rehearsed and spontaneous spoken-to-signed English and signed-to-spoken English materials.

Students develop skills in assignment preparation as well as application and analysis of transliterating principles.

III. Evaluation:

A. **Requirements:** Nine projects, midterm examination, final examination, 11 vocabulary quizzes

B. **Grading policy:** Grades are based on a point system. All course assignments and activities are worth points. Your final grade will depend on how many points you have earned.

Activity	Points	Percentage
Transliteration Assignments: Eng Target (3)	225	22.5%
Transliteration Assignments: Eng Source (6)	450	45%
Vocabulary Quizzes (10)	50	5%
Contribution Points	25	2.5%
Midterm Presentation	100	10%
Final exam	100	10%
Total:	1,000	

Percentage	Letter Grade
92-100%	A
84-91%	B
75-83%	C
67-74%	D
Below 66%	F

C. **Attendance policy:** Attend class weekly. This is the ONLY way to make sure you keep up with the class. Each student is responsible for learning material covered in class. If a student is absent, that student needs to find out what was missed and master it outside of class. The instructor will not re-teach missed material or slow down the pace of the class because someone was absent. Each student is responsible to keep up with the class. Students need to be present for in-class projects and the final examination. Make-up tests will not be given. All assignments must be turned in on time.

D. **Audit Policy.** Students who audit this class are expected to attend class regularly and participate in all class activities. They may turn in homework, do course projects and take exams, but this is optional.

IV. Course Procedures

- A. This course is part of the training to become a professional interpreter. We will practice the skills necessary to interpret, as well as the practices and ethics required for the profession. Students will arrive on time for class, prepared and willing to contribute to class discussions, taking responsibility for his/her own learning, and supporting each other's learning. Because preparation is critical to the process, homework cannot be turned in late for points. However, because the assignments are crucial for learning, they may be turned in late to receive feedback, but not points. The reasonable timeline for these late assignments is determined on a case by case basis.
- B. For college wide syllabus policies such as the Code of Conduct related to Academic Integrity and Classroom Behavior or the Audit/Withdrawal policy, please go to the Syllabus Tab on the [MyCCBC page](#).
- C. Contact information for course-related concerns

Students should first attempt to take concerns to the faculty member. If students are unable to resolve course-related concerns with the instructor they should contact Sandy Brown, Program Coordinator, 443-840-4474, sbrown@ccbcmd.edu.

- D. See the attached schedule for a tentative outline of course topics and assignments. This course is student-driven, so the schedule will be adapted as necessary. Check Blackboard for the updated schedule throughout the term.

INTR ListServ

A helpful resource for some of these assignments is the CCBC Interpreting Club email list. You'll receive announcements about Deaf community events, volunteer opportunities, job postings, and more. Send a blank e-mail with SUBSCRIBE in the subject line to ccbcintrclub-subscribe@lists.ccbc



INTR230 TRANSLITERATION



tentative course schedule - subject to change

DATE		CLASS TOPICS	READ BEFORE CLASS	TURN IN BEFORE CLASS
Aug 28th	1	Introduction/Syllabus; Getting on the same page; ELAN		
Sept 4th	2	Identifying Eng/ASL features in a SE source	Kelly (2001) Introduction, Ch 1-2; <u>Supplemental Readings:</u> Stewart, & Luetke-Stahlman (SEE); Stewart & Luetke-Stahlman (Contact Sign)	Contribute to discussion on Blackboard forum; Prepare for Vocab quiz
Sept 11th	3	Peer mediation; Idioms, Prosody, and Polysemy; Mouthing	Kelly (2001) Ch. 3-4; <u>Supplemental Reading:</u> Hoza (Politeness in ASL)	Project 1 (Eng Target Translation); Blackboard Discussion; Prepare for Vocab quiz
Sept 18th	4	Fingerspelling; Direct vs. Indirect Address (constructed dialogue/ action); Depiction and Partitioning	Kelly (2001) Ch. 5-6; Metzger 1995	Project 2 (Eng Target warm Transliteration); Blackboard Discussion; Prepare for Vocab quiz
Sept 25th	5	Parts of Speech; False Friends (“cognates”); Passive/Active Voice	Kelly (2001) Ch. 7-10; <u>Suggested reading:</u> Villanueva	Find for approval article/paper for Midterm Presentation; Blackboard Discussion; Prepare for Vocab quiz;
Oct 2nd	6	Put it all together; Interjections and Register; Self-Directed Skill Development	Kelly (2001) Ch. 11-Appendix	Project 3 (Eng Target, cold Transliteration); Blackboard Discussion; Prepare for Vocab quiz
Oct 9th	7	Midterm Presentations		Midterm Presentations
Oct 16th	8	SD ² Plans; Working from English		<i>Prepare for Vocab, Week 20 (postponed)</i>
Oct 23rd	9	Interpretation vs. Transliteration		Project 4 (Eng Source) Prepare for Vocab, Week 20
Oct 30th	10	Mouthing; Direct vs. Indirect constructed dialogue	Review Kelly (2001) Ch. 4, Read: A different center (Padden & Humphries); Are you getting the message? (Tevenal & Villanueva)	Project 5 (Comparing an interpretation and transliteration); Prepare for Vocab, 21
Nov 6th	11	Depiction; Use of Space	Review Kelly (2001) Ch. 5-6 Read: Dudis, 2004	Project 6 (Eng Source, warm); Prepare for Vocab, Week 22
Nov 13th	12	Passive/Active voice; Prosody	Review Kelly Ch. 7-9 Read: Valli et. al.: Verbs; Deriving Nouns from Verbs; Basic Sentence Types	Project 7 (Eng Source, cold); Prepare for Vocab, Week 23
Nov 20th	13	Dialogic Transliteration	Hoza (Politeness in ASL)	Project 8 (dialogic, warm)

DATE		CLASS TOPICS	READ BEFORE CLASS	TURN IN BEFORE CLASS
Nov 27th		Thanksgiving Break, No class		
Dec 4th	14	Review	Review Kelly (2001) Ch. 11	Project 9 (dialogic, cold)
Dec 11th	15	Final Exam		