

DIS-2300: TRANSLITERATING

Cuyahoga Community College

Viewing: DIS-2300 : Transliterating

Board of Trustees:

2015-05-28

Academic Term:

2015-08-24

Subject Code

DIS - Deaf Interpretive Services

Course Number:

2300

Title:

Transliterating

Catalog Description:

Theoretical and practical approach to process of sign language transliterating. Students render spoken English messages into signed English, as well as signed English syntax into spoken English through role-play. Role-playing and vocabulary-building in English structures, including idiomatic phrasing.

Credit Hour(s):

2

Lecture Hour(s):

1

Lab Hour(s):

3

Requisites

Prerequisite and Corequisite

ASL-2412 Advanced American Sign Language I, and DIS-1310 Interpreting I.

Outcomes

Course Outcome(s):

Effectively facilitate communication providing an equivalent message between Deaf/Hard of Hearing individuals who use English based signing methods and individuals who use spoken English.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Recognize and produce equivalent messages that include spoken English idioms, idiomatic phrasing, and aphorisms.
2. Demonstrate understanding of facial and body grammatical features that reflect statements, questions, sarcasm, and commands.
3. Change passively stated English syntax to active English syntax reflecting the original meaning.

Course Outcome(s):

Identify and apply aspects of American Sign Language that are used in a variety of Signed English systems.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Use fingerspelling to express proper names, places, and words that do not have an ASL equivalent in the English language.

2. Use space to convey location of people, places, and objects.
 3. Use non-manual facial and body features to indicate questions, statements, and emotions.
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Methods of Evaluation:

1. Objective and subjective written and signed tests
2. Class projects
3. Quizzes

Course Content Outline:

1. English signs
 - a. SEE 1
 - b. SEE 2
 - c. SE
 - d. CASE
 - e. LOVE
2. ASL signs
 - a. Parameters
 - b. Non-manual markers
 - c. Space
 - d. Message conveyance
 - e. Fingerspelling
3. Differences between ASL, Contact Sign Language, and Signed Exact English
 - a. Processing time
 - b. Message equivalence
 - c. Sentence structure
 - i. Additions
 - ii. Deletions
 - iii. Restructuring
 - iv. Subject object agreement
 - v. Direct and indirect address
 - vi. Conjunctions and prepositions
 - vii. Passive and active voice
 - d. Affixes
4. Role-play exercises
 - a. In-class exercises
 - b. Videotaped presentations
5. Transliterating in various settings
 - a. Educational
 - i. Elementary
 - ii. Secondary
 - iii. Post-secondary
 - b. Community
 - i. Platform
 - ii. Interview
6. English vocabulary and idioms
 - a. Vocabulary notebook
 - b. English idiom usage
 - c. Idiomatic phrasing

Resources

Bornstein, Harry and Karen Saulnier. *The Signed English Starter. (Book and Video)*. Washington, D.C.: Clerc Books, 1984.

Dicker, Leo. *Facilitating Manual Communication for Interpreters, Students, and Teachers*. Washington: National Registry of Interpreters for the Deaf, 1978.

Gustason, G., D. Pfetzing, and E. Zawolkow. *Signing Exact English*. Los Alamitos, CA: Modern Sign Press, 1993.

Massoud, Linda Lee. *Practical Demonstrations: Interpreting vs. Transliterating*. Flint, MI: Sign Quest, 1991.

Seal, Brenda. *Best Practices in Educational Interpreting*. 2nd ed. Boston, MA: Allyn and Bacon, 2004.

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