

Common Course Outline

INTR 216

Pre-Interpreting Skills

3 Semester Hours

The Community College of Baltimore County

Description

Pre-Interpreting Skills

Introduces students to and provides practice in techniques of rephrasing and restructuring meaning in English; provides intralingual exercises that help students focus on meaning and on restructuring utterances in forms that are most suitable for ASL or English as a target language.

Prerequisite: INTR 206 with a minimum grade of “B” and completion of the ASLPI.

Overall Course Objectives

Upon successful completion of this course students will be able to:

1. identify the central theme, main points, supporting details and inferences of a given text;
2. delay spoken or signed shadowing while listening/viewing a recorded message;
3. paraphrase a given text using lexical and syntactic reconstruction while retaining appropriate meaning and pacing;
4. given a dual task (i.e. listening/viewing and writing/speaking), answer comprehension questions based on the listening/viewing task;
5. given a spoken text, verbally shadow (abstract) the text. Retain all main ideas and supporting details. Identify and delete redundancies, digressions, and extraneous information;
6. given a text with randomly deleted lexical items, fill in the blanks to complete the message;
7. identify structural components of an English text. Given these structural components, identify a structural equivalent in sign language;
8. given a visual text, interpret the visual images into spoken English using appropriate message content, grammar, affect, and pacing/pausing.

Major Topics

1. Visualization
2. Mainpoint and summary
3. Listening and comprehension
4. Auditory shadowing
5. Visual shadowing
6. Structuring and abstracting
7. Paraphrasing
8. Dual task
9. Cloze
10. Sight translation

Course Requirements

Grading procedures will be determined by the individual faculty member and will include the following:

1. Attendance and active participation in every class is expected
2. Complete all assigned readings, reports, and other class assignments by designated times
3. Completion of at least eight skill tests

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectation stated in the common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.