

Common Course Outline
INTR 221
English-to-Sign Transliterating
3 Semester Hours

The Community College of Baltimore County

Description

Voice-to-Sign Transliterating

Provides the opportunity to study principles and techniques involved in transliterating from spoken English to a signed form of English; examines transliterating skills such as restructuring, mouthing and use of ASL features.

Prerequisites: INTR 211 and 216.

Overall Course Objectives

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

1. consistently select conceptually accurate signs and appropriate mouth movements to represent the meaning of the source message;
2. use decalage/processing time appropriately;
3. identify transliteration strategies in sample texts;
4. analyze English words/phrases and offer several possibilities for transliterating them;
5. transliterate the passive voice structure appropriately.

Major Topics

1. Challenge of superimposing English structure on ASL signs
2. Characteristics of an effective transliteration
3. Techniques for self-assessment
4. English vocabulary
5. English passive voice

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. Three projects worth 20% each of the overall grade
4. Weekly vocabulary quizzes

5. A final examination

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.