

Common Course Outline

INTR 227

ASL-to-English Interpreting

3 Semester Hours

The Community College of Baltimore County

Description

Sign-to-Voice Interpreting

Studies the principles and techniques necessary for interpreting from American Sign Language into spoken English. Practical experience will be acquired through the use of videotape in lecture and lab settings. Exercises begin sentimentally and proceed to full discourse.

Prerequisites: INTR 211 and completion of or concurrent enrollment in INTR 216

Overall Course Objectives

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

1. demonstrate the ability to voice interpret various types of ASL consecutively;
2. demonstrate the ability to voice interpret various types of ASL utterances simultaneously;
3. demonstrate the ability to voice interpret various types of ASL utterances with decalage;
4. demonstrate the ability to voice interpret into English a ten-minute monologic talk in ASL;
5. demonstrate the ability to read fingerspelled and numeric input in context.

Major Topics

1. Challenges to voice interpreting
2. ASL structures difficult to convey in english
3. Characteristics of an effective voice interpretation
4. Techniques for self assessment

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. A final project worth 12% of the final grade and seven homework assignments, worth 28% of the grade
4. At least two quizzes, one midterm, and a final exam

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.