Mohawk Valley Community College

**Department for Education & Language Studies**

**Course Outline**

**EI 205 – Introduction to Transliteration C-3, Cr-3**

**Course Description:**

This course introduces the task of sign language transliteration. It covers the ability to translate simultaneous from a spoken English message into an equivalent signed message while retaining English features. The focus is on transliterating in Pre-K – 12 grade educational settings. Topics include analysis and interpretation of the macrostructure and microstructure of academic texts, transliteration of frozen texts, an introduction to team interpreting, and production of transliterations appropriate for contact language situations.

**Co-requisite**: EI250 Practical and Ethical Applications of Interpreting.

**Student Learning Outcomes**:

The student will be able to:

1. compare and contrast the products of transliteration and interpretation.
2. analyze and differentiate between the process of interpretation and transliteration.
3. analyze appropriate situations in which transliteration would be appropriate or required.
4. decipher the meaning of spoken language while transliterating.
5. produce an equivalent message utilizing English Compression techniques while transliterating a signed message.
6. analyze written, spoken, animated messages in preparation for transliteration.
7. present a demonstration of a comparative sample between interpretation and transliteration.
8. analyze and critique the similarities and differences among transliteration, interpretation and Signed English.
9. present a demonstration of a comparative sample of transliteration and Signed English.
10. analyze musical text and poetry for its’ transliterating aspects.
11. present a sample of transliterated music or poetry.
12. transliterate for consumers with various forms of contact language signing.
13. analyze linguistic features and prepare translations of frozen English texts.
14. present a translation of a frozen English text.
15. explain the uses and opportunities for the use of transliterating in pre-K – 12th grade educational settings.
16. evaluate in writing interpreted texts for areas of strength and weakness.
17. analyze interpreted messages and provide diagnostic feedback.
18. create a vocabulary

**Major Topics**:

Introduction to the Transliteration Modality as an Interpreter

Compare/Contrast: Transliteration and Interpreting

Techniques of transliteration & Analyzing/Preparing a message for Translit

Identifying consumer groups: Interpretation or Transliteration

Transliteration compared to: Signed English/Interpreting/contact Sign

Decision-making regarding modalities utilized by Interpreters/transliterators

Music, plays, poetry, and other register: preserving the ‘words’ as a transliterator

March 2017