INTR 210 – ASL and English Contrastive Analysis
Summer Semester 2019

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Office Hours: Online hours will be posted in Canvas. On campus will be discussed and decided onsite.

Class Location and Times: McKee 253 (see course map and daily schedule for more info on class times)

This class is conducted: Online: June 5 - June 19 AND On campus: June 24 - July 19

Course Description: Student compares and contrasts the differences between ASL and English texts with attention to discourse markers, tense, pronominalization, role shifting, cohesion, coherence, topic shifts, nonverbal/non-manual behavior, affect and register.

Pre-Requisites: INTR 102: ASL VI.

COURSE OBJECTIVES: Upon the completion of this course, students will be able to do the following:

1. Define translation according to various theories.
2. Discuss factors that contribute to the choice of a particular system of translation analysis.
3. Define and discuss various features and dimensions of ASL and English such as discourse markers, tense, pronominalization, role shifting, cohesion, coherence, topic shifts, nonverbal/non-manual behavior, affect and register.
4. Compare and contrast various features and dimensions of ASL and English texts.
5. Generate translation of ASL texts into English and English texts into ASL in a manner that creates message equivalence.
6. Identify and evaluate research related to translating processes based on a 5-step process of assessment: identify the claim, identify the basis for the claim, identify the argument, list examples, and provide supporting or counter examples.
7. Engage in research investigation by asking questions, reviewing literature, making claims, collecting data, develop analyses, make conclusions and prepare for counter arguments.

PORTFOLIO POSSIBILITIES: Related Entry-to-Practice Competencies

1.2 Demonstrate knowledge of linguistics and cross-cultural and interpreting theories by discussing the implications of each for the work of interpretation in various contexts.

1.2:3 Demonstrate knowledge of interpreting/translating theories.
1.2:3a Understand and delineate clearly the terms translation, interpretation, and transliteration, in general, as well as the way these terms specifically apply to interpreting between spoken and signed languages.

1.4 Compare and contrast linguistic characteristics in a variety of signed messages.

1.9 Demonstrate critical analysis of current literature in the interpreting discipline by writing a research paper.

REQUIRED MATERIALS:

Textbooks ([www.uncbooks.com](http://www.uncbooks.com))


Taylor, M. (2017). *Interpretation skills: English to ASL (2nd ed.)*. Edmonton, Alberta, Canada: Interpreting Consolidated. (Recommendation: Many people take this book to a printing service to add a spiral binding so the book can lie flat when open. See-through plastic covers add durability.)

Readings (eReserves)


GoReact -

You will be using GoReact to submit and to receive feedback on all your expressive assignments. The link to subscribe can be found in a Canvas Module that says GoReact. Until July 1, 2019 there is a $19.95 fee for the service which will be paid online in the GoReact site, or you can select a 5-year, unlimited use, license for $99.95. (If you have used GoReact before, make sure that the current class is highlighted as the active one under your Profile settings.)

**Price increase effective July 1, 2019:** After July 1, 2019, all students will pay $29.99 per course for GoReact, or $149.99 for a 5-year account.
Dvd

Videos found in Canvas
Bonni, E. (2007). Application of the 10-step discourse analysis process. Denver: University of Northern Colorado DO IT Center. [If you took INTR 113 you likely already have this.]

English Short Text Excerpts (n.d.) Taken from the Random House Book of 1,001 Questions and Answers. Denver: University of Northern Colorado DO IT Center.


Additional Course Materials found in Canvas
There are many handouts and forms used that are all in various Canvas Modules, or provided as needed in class. As you see them, feel free to download them so you have them available for when you need them.

Recommended, not required, ASL Reference

Everything you can do ahead of time saves you time and hassle later. Stay organized. Label everything. Summer session on campus moves fast.

COURSE REQUIREMENTS: This is a brief overview. Full instructions are in Canvas and/or discussed in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Participation</td>
<td>10</td>
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<tr>
<td>attendance</td>
<td>Attend all class sessions, complete all homework, and participate fully in class discussions and activities.</td>
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<td>Assignment 2</td>
<td>Larson reading and chapter summaries</td>
<td>5</td>
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<td>~~~ ONLINE ~~~</td>
<td>During weeks 1 &amp; 2</td>
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<td>• Read chapters 1 – 5 and chapter 33 and post a 2-3 paragraph summary of each chapter in the respective Canvas Discussion.</td>
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<td>• Complete the Larson Homework Questions for the chapters. Bring that completed form to class on campus for discussion.</td>
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<td>Patrie reading and unit questions</td>
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<td>• Read pages 11 – 23 and all content information through Unit 6; and, respond to the questions as specified in Canvas Discussions. Bring a copy of your answers for on campus class discussion.</td>
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<td>Assignment 3</td>
<td>Analyses</td>
<td>Total points: 40 (10 points for each part)</td>
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<td>(4 parts)</td>
<td>Complete a feature analysis of four English texts and four ASL texts, completing step 1-9 of the 10-Step Discourse Analysis Process in support of creating translations that convey equivalent meaning. Includes consideration of the following in the analysis: prosody, register, style, affect, cohesion and coherence, and transitional markers.</td>
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<td>→ Videos are done in GoReact.</td>
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<td>Assignment 4 (2 parts)</td>
<td><strong>Outline of a Structured Research Paper</strong>&lt;br&gt;Following the assignment and in-class discussion create a formal outline of your concurrent INTR 103 – ASL VII formal presentation with specific sections written out. The focus is on the structure of a research paper, basic literature review, and correct APA style formatting of citations and References.&lt;br&gt;• Part 1: Literature Review written section. (draft is due a few days earlier)&lt;br&gt;• Part 2: “Enhanced Outline” including&lt;br&gt;  o Introduction (paragraph)&lt;br&gt;  o Basic literature review including citations (paragraphs)&lt;br&gt;  o Outline of content – headings and sub-headings – with citations&lt;br&gt;  o Conclusion with recommendations for further research (paragraph(s)&lt;br&gt;  o References</td>
<td>15 pts.</td>
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<td>Assignment 5 (3 parts)</td>
<td><strong>Self-Assessment</strong>&lt;br&gt;1. Create a written self-analysis of your work from all four parts of Assignment 3, incorporating a discussion of the Major Features from the Taylor texts. This assignment is to be typed and include transcribed examples. More discussion on this process will be part of the onsite classes.&lt;br&gt;2. Write a one-page analysis of the factors you took into considerations when analyzing the salient linguistic features for steps 4 and 7 of the 10-Step Process.&lt;br&gt;3. Set two specific and measurable goals: One for improving your ASL to English skills and one for your English to ASL skills. Explain your rationale for these goals, supported by examples drawn from your analyses.</td>
<td>20 pts.</td>
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<td>Assignment 6</td>
<td><strong>Peer Review and Feedback</strong>&lt;br&gt;Complete peer reviews for Assignment 3, 10-Step work; Assignment 4, Self-Assessment; and Assignment 5 - Literature Review draft.</td>
<td>5 pts.</td>
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**Total score:** 100 points

**Evaluation Method:** The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A = 91 - 100** superior achievement of course objectives
- **B = 81 - 90** above average achievement of objectives
  - **(Reminder:** you must maintain at least a “B” per class to meet graduation requirements)
- **C/D = 61 - 80** below average achievement of course objectives
- 60 or below is considered not passing.
University Policies

**Student Code of Conduct:** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at [Student Conduct Code](https://www.unco.edu/student-conduct).

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](https://www.unco.edu/sexual-misconduct).

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at [https://www.unco.edu/dean-of-students/share-concern-complaint/](https://www.unco.edu/dean-of-students/share-concern-complaint/).