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| 1. Based on your reading this semester, compare and contrast 'transliteration' and 'interpretation.' Explain your reasoning. (A) |  |
| 2. Based on what you've learned this semester, explain what three factors you think most directly impact the *output* of a transliteration? (A) |  |
| 3. Explain 'contact sign.' Justify how is it relevant to our work as transliterators. (A) |  |
| 4. Create profiles of typical consumers and producers of transliterated work. In what types of settings would this type of work be demanded? (S) |  |

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| 5. You learned about several contemporary and historical examples of 'MCEs' this semester. What is an MCE? On a comparative spectrum, decide the relative placement of one MCE to another and give a brief description of the properties of each MCE you list. (K, A) |  |
| 6. Discuss the use of mouthing and the oral component of transliteration. How does it impact transliterated work? (E) |  |

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| 7. We discussed several parts of speech (lexicality) of both English and ASL during class this semester. List as many of the parts of speech as you can and identify both a spoken English and ASL example of each part of speech you identify. (K, E) |  |
| 8. Assess these two texts: what layers of the text — discoursal, syntactical, grammatical, or lexical — would you need to consider to produce an accurate transliteration. Transcribe your transliteration. (C) | “The city of Syracuse issued an emergency boil notice Monday morning, citing a problem in the cities’ water system.”  (Bonus for recognizing any abnormalities in the written text.) |
|  | “Now, I didn’t plan to lose the list and I didn’t want to admit I had. I finally found the list, where I thought I left it, in my desk, where I now keep all important papers.” |

Rubric: Transliteration (Spoken English to English-bound Sign) Knowledge

ASL 3380 Transliteration

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| **Language Form and Structure** | Complete (6) | Average (4) | Unsatisfactory (2) |
| Based on your reading this semester, compare and contrast 'transliteration' and 'interpretation.' Explain your reasoning.  (analysis) 6 | Answer includes discussion of keeping English form/word order; simultaneous product; comparison of L1 > L1 ≠ L1 > L2; resulting product lacks standardization |  | Omission of most or very little discussion of required answer |
| Based on what you've learned this semester, explain what three factors you think most directly impact the *output* of a transliteration?  (analysis) 6 | Answer includes participants/consumers, nonstandardized forms (language), control over processing time (Winston, 1989) |  |  |
| Explain 'contact sign.' Justify how is it relevant to our work as transliterators.  (analysis) 6 | Answer includes contact sign is the result of ‘just enough’ or a mixture of language between two parties to communicate intent or need. Variations of CASE, PSE, etc. Contact sign is often the resulting linguistic product of a tL. |  |  |
| Create profiles of typical consumers and producers of transliterated work. In what types of settings would this type of work be demanded?  (synthesis) 6 | * d/D/hh bilingual educated in bilingual or predom English environment. * d/D/hh bilingual working in a jargon-heavy environment. * HI following legal document requiring English-based sign product |  |  |
| You learned about several contemporary and historical examples of 'MCEs' this semester. What is an MCE? On a comparative spectrum, decide the relative placement of one MCE to another and give a brief description of the properties of each MCE you list.  (knowledge, evaluation) 6 | MCE = Manual code of/for English. Signed variation following English source text. ASL > SE, SEE1, SEE2, LOVE, Rochester < English. Others: Cued, CASE/PSE, SSS/TC. See ASL/English Continuum for MCE details |  |  |
| Discuss the use of mouthing and the oral component of transliteration. How does it impact transliterated work?  (evaluation) 6 | Because tL is a representation of the English source, additional and exact message semantics are carried in mouthing salient parts of the text. Helps to reduce ambiguity in sign choice. Omitted corresponding mouthing results in lack of congruency to the source text. |  |  |
| We discussed several parts of speech (lexicality) of both English and ASL during class this semester. List as many of the parts of speech as you can and identify both a spoken English and ASL example of each part of speech you identify.  (knowledge, evaluation) 6 | Noun, pronoun, verb, adverb, adjective, interjection, conjunction, preposition. |  |  |
|  | Complete (4) | Average (2) | Unsatisfactory (0) |
| Assess these two texts: what layers of the text — discoursal, syntactical, grammatical, or lexical — would you need to consider to produce an accurate transliteration. Transcribe your transliteration. 8 | “The city of Syracuse issued an emergency boil notice Monday morning, citing a problem in the cities' water system.” (Bonus for recognizing any abnormalities in the written text.) |  |  |
|  | “Now, I didn’t plan to lose the list and I didn’t want to admit I had. I finally found the list, where I thought I left it, in my desk, where I now keep all important papers.” |  |  |