



DISCOURSE ANALYSIS

3-0-3

Date: 8/4/2010

COURSE NUMBER: ITP 110

PREREQUISITE(S): ASL 202 or Approval of Interpreter Training Program Coordinator

CO-REQUISITE(S): None

COURSE DESCRIPTIONS

This course provides an introduction to discourse analysis of both ASL and English. Students will study general discourse issues as well as topics specific to ASL and spoken English. This course also outlines implications for accurate interpretation in analyzing the source and target languages.

TEXTBOOK(S): Finton, Lynn and Richard Smith. Interpreter Discourse: English to ASL Expansion/ASL to English Compression. (CD-ROM) ISBN: 0-9749979-0-0

Patrie, Carol. Cognitive Processing Skills in English. ISBN: 1-58121-166-X

REFERENCE(S): None

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT:

Computer with Internet access, Internet Explorer 5.0 or higher or other current browser, Java, word processing software (must be able to save Word format), and anti-virus software. Web Camera (Logitech Quick Cam Pro 4000 or compatible)

METHOD OF INSTRUCTION:

This course will use online class notes, textbook readings, class discussion and media. Student participation will be required.

GRADING SYSTEM:

93	-	100	=	A
85	-	92	=	B
77	-	84	=	C

76 - 70 = D
Below - 69 = F

**GRADE
CALCULATION
METHOD:**

Participation	=	20%
Assignments	=	30%
Quizzes	=	30%
Final Project	=	20%
	=	<u>100%</u>

CONFIDENTIALITY:

All students' e-mail addresses may be available to other students in the class. Although some assignments in an online course may encourage or require peer communication, the instructor will make every effort to protect the confidentiality of any personal communication (for example, grades). However, you should recognize that e-mail and other electronic media are not secure; there is no guarantee of the privacy of your e-mail or other personal information.

**APPROPRIATE
ONLINE BEHAVIOR:**

The use of Spartanburg Community College's website, e-mail service or course management software for creation and/or distribution of material not pertaining to course participation is prohibited and is grounds for dismissal according to College policy under "disruptive behavior." Such actions, include, but are not limited to:

- Inappropriate use of email and discussion boards for:
 - ✓ Harassment
 - ✓ Unlawful solicitation
 - ✓ "Spamming"
 - ✓ "Flaming"
- Use of online editing tools within the course management software to:
 - ✓ Create offensive material
 - ✓ Link to inappropriate materials

**ATTENDANCE
POLICY:**

An electronic e-mail is required from each student to the instructor by the end of the drop/add period. At this time the Instructor will drop the student from the course if it is not received. Attendance in an online course is defined by the number of contacts on Blackboard per week. One discussion posting per week and participation in all modules is the minimum requirement. More frequent check-ins are

encouraged because announcements and new course information may be posted at any time. Failure to check-in to the course or to read the discussion postings does not excuse a student from completing the required work or following newly specified guidelines. Additionally, this course will have set meeting times when students can come to campus or participate via streaming video. Attendance (face-to-face or online) is mandatory for these sessions.

Instructors maintain attendance records. However, it is the student's responsibility to withdraw from a course. A student who stops attending the online class and fails to initiate a withdrawal will remain on the class roster. *With this in mind, for every assignment, test or exam not completed while still enrolled in the course the student will receive a grade of zero and the final course grade will be calculated accordingly.*

Withdrawal Policy: During the first 75% of the course, a student may initiate withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. Extenuating circumstances require documentation and approval by the appropriate department head and academic dean.

**ACADEMIC
CONDUCT:**

ACADEMIC DISHONESTY: Students are expected to uphold the integrity of the College's standard of conduct, specifically in regards to academic honesty. All forms of academic dishonesty including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

**CLASS/LAB
PROCEDURES:**

This class will meet four times during the semester for class lecture, group discussion and hands-on practice. Students can choose to participate in person or online via streaming video (with a built-in chat feature to allow participation). These class times will comprise 16 hours of instruction time; the remaining 29 hours will be in the online classroom. Students will post their work and participate in discussions during the weeks in between class meeting times.

Because this course involves analysis of both English and ASL discourse, both languages will be used in the classroom. When ASL is used, students are expected to participate as such, and voices should not be used at that time.

ACCOMMODATIONS: Students who need special accommodations in this class because of a documented disability should notify Student Disability Services. You may contact Student Disability Services by calling, (864) 592-4811, toll-free 1-800-922-3679; via email through the Spartanburg Community College web site at www.sccsc.edu/SDS/; or by visiting the office located in the Dan Lee Terhune Student Services Building, room 112 of the Spartanburg Community College campus. By contacting Student Disability Services early in the semester, students with disabilities give the College an opportunity to provide necessary support services and appropriate accommodations.

COURSE OUTCOMES & OBJECTIVES: Upon satisfactory completion of this course, the student will be able to:

- I. Define Discourse Analysis and explain why it is important to the interpreting process.
 - A. Research the meaning of discourse analysis according to different authors.
 - B. Define terminology related to discourse analysis.
 - C. Write a paper explaining how discourse analysis affects the interpreting process.
- II. Analyze text using the Ten-Step Discourse Analysis Process document.
 - A. Analyze an English text following the Ten-Step Process.
 - B. Analyze an ASL text following the Ten-Step Process.
- III. Investigate the cognitive processes that occur while interpreting.
 1. Discuss an article entitled “The Meaning of Texts.”
 2. Document the cognitive processes that occur while

listening to an English text.

IV. Investigate the underlying context, meaning and intent of both English and ASL messages.

1. Analyze an English text for context, meaning and intent.
2. Analyze an ASL text for context, meaning and intent.

V. Use Spatial Mapping to reflect on mental representations.

1. Read and discuss an article that explains the importance of being about to create a spatial map while interpreting.
2. Build a spatial map while viewing an ASL text.

VI. Develop a Mind Map in order to prepare for assignments.

1. List the elements that go into a Mind Map
2. Prepare a Mind Map after listening to an English text.

VII. Investigate features of discourse within ASL and English texts.

1. List discourse features as given in class articles.
2. Identify the discourse features found in an English text.
3. Identify the discourse features found in an ASL text.
4. Analyze the differences in discourse styles.