

(B1/B2 productive)

Center for Tegnsprog
Tolkeuddannelsen

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Description of tasks	
Subjects and type of assignment	Individual assignment in sign language. Task writer and dishes: KDVI
Deadline	(date)
File names and submission	<p><i>The assignment's sign language section is handed in as two video files, which must be named respectively MO 3.1 part A and MO 3.1 part B (details are explained below in "Procedure").</i></p> <p><i>The files are delivered on USB to XXX.</i></p> <p>The written part of the assignment must be submitted as a text file based on the template for individual MO answers. The file should be called MO 3.1 followed by your first and last name. The form at the top (with space for your name and study number etc.) must be completed.</p> <p>The file must be submitted via the intranet in the folder MO 3.1. (Here further details for submission).</p> <p>If a file does not meet the above conditions, it will not be considered a submission of the task and will therefore not be corrected.</p>
Purpose of the assignment	<ul style="list-style-type: none"> - That the student increases his awareness of genre differences in Danish Sign Language (DSL). - That the student develops his / her skills in expressing himself in two specified genres in DSL.
Course of action	<p><u>Step 1: two monologues</u></p> <p>You will need to prepare two short monologues in sign language and record them on video. Total duration: max. 8 min. We strongly recommend having a fellow student as the recipient during recording.</p> <p>Subject and situation: Imagine that both monologues take place in the local deaf association. In monologue A, you approach a deaf lady because you know her a little from before, and you know that her husband has had a narrowing of the coronary artery and is about to undergo a by-pass operation. You yourself know the topic because a good acquaintance of yours happened to have undergone the operation because of the same disorder. In Monologue B, you sit with some elderly deaf people, and the conversation has fallen on heart disease in general, a topic they are generally interested in. So you contribute to the conversation with what you know.</p> <p><i>Genre: One monologue must be in the genre personal account, the other in the genre case report:</i></p>

Monologue A - Personal account

Prepare a sign language report to the above lady about a person who gets a by-pass surgery due to constriction of the coronary artery.

The report is intended to cover an uncomplicated course of treatment including: the preliminary examination, the operation itself and the post-treatment up to and including the final control study. In the report you must emphasize the main character and/or your own experience during the process.

Monologue B - Case report

Prepare a statement in sign language about narrowing the coronary artery to the above mentioned heart disease. The statement should contain two main points: 1: What parts of the heart are affected by the disease and how does the disease manifest itself? 2: What is the purpose of a by-pass operation and how does a typical operation proceed? In your statement, you should emphasize the structure and function of organs before and after surgery.

In preparation for both monologues you must gather information on the topics of coronary artery narrowing as well as by-pass surgery, including patients' experience of the disorder and treatment. You also have to look at sign language monologues to become familiar with the linguistic features that characterize, respectively, personal reports and case reports. We recommend 'Varnose operation' by Anne Skov Hårdell as an example of a personal account and 'Cataracts' by Birthe Petersen as an example of a factual account. See details under 'Literature and other resources'.

Alongside that you draft the monologues in sign language, we recommend that you consult your notes from class regarding language and content in personal reports and case reports.

Step 2: Comments on Monologues

You should write 2-3 standard pages of 2500 characters incl. spaces based on the instructions below. (The form at the top with your name, study number, etc. does not count.)

a) Find two sections - one in each monologue - that are similar in substance to one another and which could therefore be relevant to compare. (It could be paragraphs where you talk about being anesthetized. Another option is paragraphs where you talk about how the doctor moves veins to the heart from somewhere else on the body. Remember to note the time code of the two paragraphs start and end point.)

Describe your use of genre-relevant sign language elements in the sections, i.e. describe what elements you use and/or explain which elements you could have used in respectively the two genres.

b) Next, select a single sign language element that you believe is genre-relevant and evaluate your use of that element throughout Monologue A and B (do you use it a lot or a little, do you use it appropriately?).

	<p>c) Also make an overall assessment of your adaptation of the language to the genre in the two monologues (eg: Do you succeed / badly / reasonably "hit" the genre? What sign language elements are you already using fairly genre-wise, and what do you see that you must work on?).</p> <p>d) Finally, based on points a, b, and c above, reflect on what working methods you could use to improve your sign language skills with respect to the two genres in this assignment. Be specific about working methods and expected improvements.</p> <p>Step 3: Feedback request Finally, write if you would like feedback on: 1. your use of genre-relevant elements; 2. your knowledge of genre-relevant elements. You can only choose one of these options, and you must write the chosen option at the end of the MO (so you cannot deliver it by mail or other means). <i>If you do not write anything, the teacher selects one of the options.</i> The teacher can include comments on your general sign language skills as needed.</p> <p><i>Before working out the written part of the assignment, you should read your notes from the teaching of the genre in sign language for this module assignment. If necessary, you can include the article by Palsbro and the chapter by Engberg-Pedersen (see details below under "Literature and other resources").</i></p>
Extent	See "Procedure" for details.
Teaching and guidance	Information on teaching and guidance will come later.
Literature and other resources	<p><i>Language Theory / sign language theory:</i> Palsbro, Lene: Genre – sig tekstens navn. I: Elisabeth Halskov Jensen og Jenny Anneberg Olesen (red.): <u>Tekstens univers: en introduktion til sprogvidenskab</u>, Klim 2003, s. 97 – 134. Engberg-Pedersen, Elisabeth: <u>Lærebog i tegnsprogs grammatik</u>, Døves Center for Total Kommunikation 1991, kap. 12.</p> <p><i>Sign Language communication:</i> Hårdell, Anne Skov: <u>Åreknudeoperation</u>, (tegnsprogsmonolog) Petersen, Birthe: <u>Grå stær</u> (tegnsprogsmonolog). Begge er tilgængelige fra RAMP</p>
Rating and feedback	<p>The assignment is assessed with approved/non-approved. The students are notified of the assessment per email no later than (date)</p> <p>Assessment criteria In the assessment, the student is shown to know the genres that are part of the assignment in the following ways: - using (in the oral part of the assignment) genre-relevant elements appropriately and clearly - by (in the written part of the assignment) identifying the use of genre-relevant elements in the monologues and determining whether the use of the sites in question is appropriate in relation to the intended genre.</p>

In addition, it is examined whether there is consistency between the oral and the written part of the assignment (including transcriptions), and whether the written part is clearly arranged and formulated, and whether the reflections are related to the rest of the assignment.

Feedback

Feedback is given on assignments submitted in time. The feedback is given in accordance with the student's feedback request.

Written feedback is given for approved assignments no later than (date). For non-approved assignments, an interview is offered with the assignment teacher with a review of the assignment and suggestions on what the student can work on to improve before the next assignment.

Please note that there may be changes in the job description up to 2 months before the assignment, ie. until (date). After that, the job description is final.