

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Preparation</u>
COURSE RUBRIC AND NUMBER	<u>SLNG 1215</u>
COURSE TITLE	<u>Visual/Gestural Communication</u>
COURSE CREDIT HOURS	<u>2 1 :<!-- 2</b--></u> Credits Lec. Lab

I. Catalog Description

Provides a course in the development of skills in non-verbal communications. Emphasizes the use and understanding of facial expressions, gestures, pantomime, and body language. (1:2).

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Increase visualization skills and demonstrate visual imagination by interpreting any narration, music, prose, poetry, and drama through appropriate facial expressions, body movements, gestures, and mime. Emphasis is on culturally appropriate use of conceptually accurate signs, facial expressions, movement, and rhythm.
- B. Use appropriate sign space and strengths for interpretation of artistic performances or narratives to both large and small audiences.
- C. Use gestures, mime, and facial expressions to enhance the meaning of his/her signing.
- D. Demonstrate skills in readiness (visual/gestural comfort, mirror image, pantomime, visual memory, and eye contact) and descriptors (classifiers, spatial relationships, and inflection).
- E. Convey visual information by drawing lines, shapes, patterns in air.
- F. Recognize and demonstrate abstract concepts in signs and distinguish between iconic and symbolic.
- G. Utilize appropriate non-manual behaviors as structural components of American Sign Language.

III. THECB Learning Outcomes (WECM)

1. Communicate using mime, body language, facial expression, classifiers, and other visual/gestural strategies.
2. Create and/or perform stories and narratives in a visual mode.
3. Interact and respond appropriately to visual/gestural communications.

IV. Evaluation

- A. Students will be assessed on the basis of successful demonstration of the unit competencies, including written and performance competency tests that will include all of the items listed in the course objectives.
- B. Students will be assessed on their ability to apply non-verbal and visual-gestural techniques to role-plays; individual and class performances.
- C. There will be generally no make-up examinations; the lowest examination grade may be dropped in the averaging process.

- D. Remediation – Should any student fail to meet the recommended 70% (*) criterion for any examination, he/she is encouraged to repeat learning activities, study and drill further on his/her sign language skills, and seek advice from instructor.
- E. Extra-credit activities will be announced by the instructor if appropriate.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.