

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u><b>Sign Language/Interpreter Preparation</b></u>
<b>COURSE RUBRIC AND NUMBER</b>	<u><b>SLNG 1321</b></u>
<b>COURSE TITLE</b>	<u><b>Introduction to the Interpreting Profession</b></u>
<b>COURSE CREDIT HOURS</b>	<u><b>3            3        :        1</b></u> <b>Credits    Lec.                    Lab</b>

**I.      Catalog Description**

Offers an overview of the field of American Sign Language (ASL)/English interpretation. Provides a historical framework for the current principles, ethics, roles, responsibilities, and standard practices of the interpreting profession. Sign Language interpreters must have a thorough knowledge of the English language and an extensive vocabulary. Students must score a 78 on the Accuplacer Reading Placement Test before enrolling. **Prerequisite: SLNG 1405. (3:1).**

**II.     Course Objectives**

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

- A.      Identify and discuss the basic milestones in the history of profession sign language interpreting to include events, people, organizations, legislation, and certification processes.
- B.      Articulate the historical models of the roles and responsibilities of the professional interpreters.
- C.      Define terminology relevant to the field of interpreting.
- D.      Discuss the dynamics of the Deaf community and the impact on a role of an interpreter as a “cross-cultural mediator” from a multicultural perspective.
- E.      Use the NAD-RID Code of Professional Conduct as the professional base for situational decision-making, neutrality and refrain from substance abuse during assignments.
- F.      Identify rights and responsibilities of both hearing and D/deaf consumers of interpreting services.
- G.      Apply appropriate communication, cultural and interpersonal skills as a professional interpreter during interactions of professional and community events.
- H.      Determine personal learning style relevant to individual and interpersonal learning and potential mentorships.
- I.      Investigate the current marketplace relating to interpreter services.
- J.      Initiate a professional career development plan that will lead to appropriate certification as a professional interpreter.

**III.    THECB Learning Outcomes (WECM)**

- 1.      Describe standard practices, employment trends, compensation, and professional business practices in the current job market.
- 2.      Explain the tenets of the Code of Professional Conduct and the Standards of Ethical Behavior and apply them to situational decision-making.
- 3.      Analyze the history of ASL/English interpreting and its evolution to current practice.

4. Describe issues of language, power, and control and their impact on the role of the interpreter and the goals of interpreting.

**IV. Evaluation**

- A. Assessment- Assessment will be written for content related material. Skills will be assessed by performance-based assessment. Successful completion of course objectives, performance progress, and attendance will provide the basis for the student’s grade.
- B. Grading Scale- a standard grading scale will be employed.

100 – 90 = A  
 80 – 89 = B  
 70 – 79 = C  
 60 – 69 = D  
 59 – 0 = F

- C. Evaluation Measures

Unit Examinations/Quizzes 3 (10% each)	30%
Study Guides for Chapter Completion	15%
Interpreting Observation Reports (min of three)	10%
Professional Activities Reports (2)	5%
Interview/Shadow with Interpreter ½ day	5%
Abstracts and class related projects TBA	10%
English Sub skill Development	10%
Profession Development Portfolio	5%
<u>Final Comprehensive Examination</u>	<u>10%</u>
TOTAL	100%

**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.