

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Prep</u>								
COURSE RUBRIC AND NUMBER	<u>SLNG 1345</u>								
COURSE TITLE	<u>American Sign Language (ASL) IV</u>								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>2</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>2</u>	<u>:</u>	<u>2</u>	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Integrates expressive and receptive skills in American Sign Language (ASL) with an emphasis on grammar, linguistic, literature, and discourse styles at an intermediate level. Provides students with information on linguistic and cultural variations. **Prerequisite: SLNG 1344. (2:2).**

II. Course Objectives

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

- A. Identify the introductory linguistic and grammatical principles of American Sign Language ASL as compared and contrasted to English and other languages.
- B. Analyze language narratives for meaning, content, function, register, affect, contextual force, and non-verbal qualities.
- C. Describe the process of translating targeted ASL texts, incorporating grammatical, linguistically and cultural information, into a spoken or written English dynamically equivalent text.
- D. Demonstrate auditory/visual short-term memory skills in both source and target languages.
- E. Translate from targeted ASL narratives to a written English equivalent with 90% accuracy.
- F. Interpret spontaneous targeted ASL or PSE materials into a written or spoken English equivalent text with 75% accuracy.

Unit Titles and Descriptions

- A. Unit I. Comparative Linguistic and Grammatical Structures of ASL & English
 This unit further develops the student's understanding of the grammar and syntax of American Sign Language. Expressive and receptive skills in ASL are increased. Students will analyze ASL phrases, sentences, texts and narratives for content, function, register, affect and contextual force and non-verbal qualities. Students will translate from ASL into written equivalent English texts.
- B. Unit II. Characteristics of ASL to English Translation
 This unit develops the student's ability to express into spoken or written English form from ASL, PSE and signed English texts. Sub-skills developed include short-term memory skills and shadowing skills. Students will analyze and practice appropriate voicing techniques to include appropriate volume, pitch, quality and characterization of the source speaker.

- C. **Unit III. ASL to English Translation Skill Development**
 This unit develops the student's ASL and English language base. Student will be given practice in selecting more precise English equivalents for targeted ASL phrases, sentences, texts and narratives. Students will work in team situations. Students will use microphones and audiotapes to record spoken translations.

III. THECB Learning Outcomes (WECM)

1. Apply skills in grammar, discourse styles, and structures to produce medium-length narratives, dialogues, and stories at an intermediate level.
2. Analyze selected literary works in ASL.
3. Define and apply fundamental ASL linguistic terminology.
4. Compare and contrast variations and cultural differences within the Deaf community.

IV. Evaluation

- A. Assessment - successful completion of the course objectives, assigned projects and assignments will provide the basis for the student's grade. Translations and interpretations will be judged on their grammatical and conceptual accuracy including fluency, accuracy of main ideas and supporting details, vocabulary and semantic choices.

Receptive Skills Test(min 2)	30%
Expressive Skills Test (min 2)	30%
ASL Translation Projects	10%
Special Project	10%
ASL Abstracts/Book Reports	10%
Final Exam Expressive/Receptive Comprehensive (*)	20%

ASL/Deaf Studies Capstone Competencies

(*)SLNG 1345 is the “capstone” course for the completion of the ASL/Deaf Studies certificate. Therefore the final comprehensive exam will include a written examination sign language performance interview. The sign language performance interview will be team graded the SIGN Departmental faculty. Students must successfully demonstrate the conversational skills both receptive and expressive equivalent to an Intermediate-Mid language user. A definition Intermediate - Mid will be “able to successfully communicate in a variety of uncomplicated, basic and social tasks and situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length is moderate, but may continue to be characterized by frequent pauses as the user attempts to create the correct language forms. The target language of ASL may be strongly influenced by the first language and fluency may be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic native users. If the student does not possess the competencies as stated they may not receive credit for the course.

- B. Remediation - Should the student fail to meet the 70% criterion for any exam or evaluation, the student is encouraged to repeat learning activities, study further and to seek advice from the instructor. The El Paso Community College offers a range of tutorial and remedial services for students. If you are having problems you are strongly advised to utilize these services. Your instructor will be able to refer you to any available program.

The instructor must approve any extra credit projects or assignments in advance. The instructor will determine the value of any such work.

- C. Grading Scale - a standard grading scale will be employed.

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

*If these grades are earned, the student is encouraged to seek remediation, I, W, grades will be assigned as is appropriate. See current EPCC catalog and student handbook for any general college regulations.

D. The SIGN department may utilize a team grading approach utilizing both Deaf and Hearing instructors to determine if minimum course competencies have been achieved.

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.