

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Sign Language/Interpreter Prep
COURSE RUBRIC AND NUMBER	SLNG 1391
COURSE TITLE	Special Topics in Sign Language Interpreter
COURSE CREDIT HOURS	3 3 : 0
	Credits Lec Lab

I. Catalog Description

Examines various contemporary topics in the field of interpreting. Subjects may vary from semester to semester depending upon demonstrated student interest and need. **Prerequisite: SLNG 2302. (3:0).**

II. Course Objectives

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

- A. Identify current trends in the field of sign language interpreting.
- B. Acquire current knowledge in the field related to target trends.
- C. Select appropriate support strategies to function effectively in the target setting.
- D. Acquire and practice professional and interpreting skills directly related to the targeted need.
- E. Develop improvement strategies by incorporating feedback cues from consumer(s), audience, and peers; as well as by self-assessment.
- F. Implement a professional development plan to prepare, acquire or maintain state and national level certifications.
- G. Network with professional who have specialty fields or professions.

Unit Titles and Descriptions - These are determined by the special topic selected.

- A. **Unit I. Non-Manual Behaviors**
This unit will focus on the appropriate incorporation of non-manual markers. Non-manual markers are used to modify meaning to express or identify "negative assertion," "topic" versus "question," and "conditional relative clause." Non-manual adverbs are also used to modify time concepts. Students will review the principles of ASL and analyze semantic differences found in discourse. They will apply skills of ASL to English and of English to ASL.
- B. **Unit II. Visualization Techniques**
This unit will focus on using the techniques of "visualization" to increase the accuracy of interpreted discourse. Students will focus on working between the auditory/linear language of English and the visual/spatial language of ASL. Topics covered will include classifiers, locatives, pluralization, subject- object agreement and physical descriptions of people, places, and objects.
- C. **Unit III: Advanced Vocabulary Development**
This unit will focus on advanced vocabulary and idiomatic usage of vocabulary encountered in discourse from ASL to English and English to ASL. Emphasis will be placed on accurately expressing ASL idiomatic usage/expressions in the appropriate English contexts and English idiomatic usage/expressions into the appropriate ASL contexts.

- D. Unit IV: Advanced Interpreting Practice
 This unit will allow students to apply the techniques of Units I, II and III to more complex narratives and discourse tasks. They will also apply the self-and peer-assessment techniques necessary to continue their interpreting career development will function in interpreting teams.

III. THECB Learning Outcomes (WECM)

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.

IV. Evaluation

- A. Pre/post videotape evaluation based on state and national standards.
 - B. Evaluation of expressive interpreting English to ASL production based on appropriate incorporation of targeted structures/techniques.
 - C. Evaluations of receptive ASL to English production based on recognition and appropriate transmission of targeted structures.
 - D. Examinations
 - 1. Four (4) competency-based evaluations *15% each 60%
 - 2. Five abstracts of current research topics related to interpreting/ASL 10%
 - 3. Attendance and Participation: 2% points per class 10%
 - 4. Final Comprehensive Evaluation 20%
- Total 100%

*Examinations may be both expressive/receptive in nature.

- E. Grading is on standard scale:

90 - 100 = A
 80 - 89 = B
 70 - 79 = C*
 60 - 69 = D*
 Below 59 = 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.

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.