

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

<b>SUBJECT AREA</b>	<u>Sign Language/Interpreter Prep</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>SLNG 2301</u>								
<b>COURSE TITLE</b>	<u>Interpreting I</u>								
<b>COURSE CREDIT HOURS</b>	<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;">:</td> <td style="text-align: center;"><u>3</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>3</u>	Credits	Lec		Lab
<u>3</u>	<u>2</u>	:	<u>3</u>						
Credits	Lec		Lab						

**I. Catalog Description**

Offers an overview of the interpreting process and models of interpretation. Introduces the skills necessary to achieve dynamic message equivalence in interpreting American Sign Language (ASL) to English and English to ASL. **Prerequisites: SLNG 1321 and SLNG 1344 with a “C” or better. (2:3).**

**II. Course Objectives**

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

- A. Define terminology relevant to the field of interpreting.  
Apply basic theories of interpreting and transliteration to interpreting sub-tasks and texts including: analyze the source message for meaning, affect and intent, utilize processing time to predict the message and construct a mental schema; match register and language and mediate for cultural implications.
- B. Practice interpreting in basic one-to-one and small group environments plan for language, physical, and logistical considerations.  
Apply current problem solving strategies and models including “Demand Control Theory” to analyze the NAD-RID Code of Professional Conduct and professional role of an interpreter as they apply to targeted, frequently encountered situation, i.e., educational and social service/rehabilitation situations.  
Demonstrate appropriate telephone interpreting tasks and protocols.
- C. Develop vocabulary related to generic community situations, i.e., social service, rehabilitation, and employment settings.
- D. Apply interpreting skills to targeted, predictable conversational tasks within limited contexts with a high degree of accuracy incorporating client/team feedback and repair strategies.
- E. Apply personal health maintenance by performing annual check-up, mental health, warm-up techniques and utilize ergonomic tools to prevent injury and distress.

**Unit Titles and Descriptions**

- A. Unit I. Introduction to Challenges of Mediating English and ASL  
This unit introduces the student to the history of sign language interpreting as it effects current practice. Defines the terminology currently in use to describe interpreting and transliteration processes. Students will be exposed to the skills and competencies expected in a "competent" interpreter. Students will be expected to research current information in the field of signed and spoken language interpreting.

- B. Unit II. Introduction to Interpreting Processes  
This unit exposes students to past and contemporary models of language interpreting theory with emphasis on "process" models of interpreting. Students will explore cross-cultural and linguistic considerations as they relate to the function and role of a sign language interpreter.
- C. Unit III. Introduction to Interpreting Settings/Situations  
This unit relates theory to the practice of the sign language interpreter profession. Students will explore the marketplace and working conditions of interpreters; certification requirements for sign language interpreters. The students will identify the more frequent settings, situations and communication events and their related physical and logistical considerations.
- D. Unit IV. Introduction to Interpreting in Social Service Settings  
This unit provides the student specific information relating to basic social service settings. Topics covered are preparing for assignments; assessment of client's language(s) and modes; and vocabulary development techniques.
- E. Unit V. Skills Development in Interpreting - Sub-tasks (Lab)  
This unit applies the process modal of interpreting to develop student skills interpreting sub-tasks of message perception; memory skills; and analytic listening skills. The student will demonstrate increasing ability to consecutively interpret a targeted message into a linguistically equivalent message into the targeted language.

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

- 1. Identify and apply interpreting process models to text analysis.
- 2. Differentiate contextual factors affecting language usage in the interpreting process.
- 3. Demonstrate ability to produce dynamic message equivalence from source language to target language using instructor-selected texts.
- 4. Identify appropriate professional demeanor and practices.

### **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. A final competency exam will be administered and team graded by the department. Students must demonstrate ASL and interpreting skills at the minimum level of Interpreting I to be able to enroll for Interpreting II or be placed on a internship site during their third semester. Any student not passing this competency will be asked to pursue remediation. (\*)
- C. Grading Scale - a standard grading scale will be employed.

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. A student who cannot achieve the performance standard of the class (below 75%) is strongly recommended to repeat the objectives/course.

**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.