

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Prep</u>
COURSE RUBRIC AND NUMBER	<u>SLNG 2302</u>
COURSE TITLE	<u>Interpreting II</u>
COURSE CREDIT HOURS	<u>3 2 : 2</u> Credits Lec Lab

I. Catalog Description

Continues development of discourse analysis and interpreting skills for increasingly complex tasks. Utilizes consecutive and simultaneous interpreting scenarios including monologues and dialogues. Emphasizes skill development, self-analysis, and peer evaluation. **Prerequisite: SLNG 2301. (2:2).**

II. Course Objectives

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

- A. Apply basic theories of interpreting and transliteration to interpreting sub-tasks, texts, and spontaneous interpreting tasks.
- B. Demonstrate the function of an interpreter in basic one-to-one and small group environments; including physical and logistical considerations.
- C. Demonstrate the function of an interpreter and interpreter teams in one-to-one; small group; and large group and platform settings; including the coordination; physical and logistical considerations.
- D. Identify function and benefits of a “relay interpreter” as a member of an interpreter team in the targeted course situations/settings.
- E. Apply the NAD-RID Code of Professional Conduct and role of an interpreter important to effective interpreting as they apply to targeted frequently encountered situations i.e., medical/mental health; MLS; artistic, religious, and/or other platform situations.
- F. Demonstrate appropriate philosophy and techniques for use with clients who are without ASL or semi-lingual (minimal language skills (MLS) or may be multi-handicapped.
- G. Develop vocabulary related to targeted medical/mental health; and religious; artistic settings.
- H. Apply interpreting skills to targeted/predictable texts with limited contexts with a high degree of accuracy.
- I. Prepare for state and national certification processes.

III. THECB Learning Outcomes (WECM)

1. Demonstrate production of dynamic message equivalence in interpretations at an intermediate level.
2. Apply cognitive processing skills to interpreting tasks.
3. Demonstrate self and peer evaluation skills.

IV. Evaluation

Grading Scale-a standard grading scale will be employed.

100-90	=A
80-89	=B

70-79	=C
60-69	=D
50-0	=F

Evaluation of performance demonstrations in class or lab.

- a. Based on conceptual accuracy of sign choice.
- b. Fluency of transmission.
- c. Targeted interpreting/transliterating technique
- d. Professionalism

Role Play Evaluations

- a. Demonstrating an understanding of the RID Code of Ethics.
- b. Demonstrating an understanding of function.
- c. Demonstrating high degree of linguistic accuracy.

Interpreting Skill Evaluations

Pre-and Post Videotaped Evaluations

Grades will be based on accuracy and improvement on targeted structures and features.

Expressive and receptive interpreting skills will be assessed using a five point (5 highest and 1 lowest) scale based on the parameters as established by RID and TCD/HH. Grading will represent the actual skill production of the piece. Class averages may be weighted or curved to reflect the average competencies of the entire class.

Students who are not able to demonstrate expressive and receptive interpreting skills on the final comprehensive exit interpreting exam equivalent to 60% of higher will not receive credit for the course in regardless of written examinations and other classroom averages.

Suggested Exams/Assignments

a. Unit Written Exams (2)	10%	=20%
b. Performance Exams (2)	10%	=20%
c. Text Analysis Project (1 per wk)		=15%
d. MLS Notebook		= 5%
e. Religious/Artistic/TV Project		= 5%
f. Medical Notebook & Voc.		= 5%
g. Participation 1% will be deducted for missed participation	=10%	
h. Final-Comprehensive Written/Performance		=20%
	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.