

**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 2311</u>		
<b>COURSE TITLE</b>	<u>Interpreting in Specialized Settings</u>		
<b>COURSE CREDIT HOURS</b>	<u>3</u>	<u>2:</u>	<u>2</u>
	<b>Credits</b>	<b>Lec</b>	<b>Lab</b>

**I. Catalog Description**

Focuses on interpreting/transliterating with special populations (e.g., deaf/blind, high visual, oral) and/or in special settings (e.g., religious, artistic, medical legal, mental health) Reinforces interpreting theories and techniques in relation to the special population(s) and / or setting (s). **Prerequisite. SLNG 2302. (2:2)**

**II. Course Objectives**

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

- A. Assess the languages and modalities needed in multilingual situations.
- B. Function as member of a multi-lingual interpreting team, utilizing the services of relay/intermediary interpreters in specialized setting.
- C. Assess and match the needs of consumers who are high visual or use non-standard sign language systems or who are not fluent in American Sign Language.
- D. Identify techniques of oral interpreting and/or adjusting to consumers who are late-deafened or depend on auditory.
- E. Provide appropriate mobility services to a client who is deaf/blind.
- F. Demonstrate the most common modes of tactile interpreting and technological devices used in communication with clients who are deaf/blind.
- G. Describe the legal requirements, responsibilities and functions of an interpreter within the Texas and federal court systems and future career development.
- H. Interpret/transliterate targeted unrehearsed texts of moderate conversational rates and complexity with high accuracy.

**Unit Titles and Descriptions**

- A. Unit I. Interpreting for Consumers who are Deaf-Blind or Low Vision - Tactile Interpreting  
This unit introduces the student to potential needs of D/deaf consumers who also have a visual impairment. Topics covered include causes of visual problems, incidence, communication and mobility needs of clients. Demonstration and practice with the most common modes of tactile interpreting methods.
- B. Unit II. Adapting Communication for High Visual Consumers  
This unit introduces the student to the challenging area of interpreting for consumers who do not possess standard sign language proficiencies. Students will receive an overview to the communication needs and characteristics and typical backgrounds of consumers who require high visual and adapted interpreting strategies. Emphasis will be placed on concept development and the use of deaf intermediary team members.
- C. Unit III. Multilingual  
This unit discusses the functions roles of interpreters and relay/intermediary interpreters in multilingual situations. Topics include cultural mediation, interpreting teams, relay/intermediary interpreting. An emphasis will be placed on border situations most frequently encountered, i.e., Spanish and Mexican Sign Language situations.

- D. Unit IV. Oral Interpreting and Techniques for Late-Deafened Clients  
This unit focuses on demonstration and explanation of the various techniques of oral interpreting and the support mechanisms. Topics covered include functions of oral interpreters; communication needs of oral deaf and hard of hearing clients; and speech reading challenges, i.e., homophones words. Students may explore impact of cochlear implants on the interpreting process.
- E. Unit V. Interpreting Skill Development  
This unit further develops students' abilities to interpret/transliterate in targeted unrehearsed texts of moderate conversational rates and complexity with high accuracy.

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

- 1. Identify and define vocabulary and terms related to the population and/or setting.
- 2. Apply decision making processes regarding role and ethics to the targeted situation(s)/population(s).
- 3. Convey information accurately while interpreting/transliterating texts from the targeted setting(s).
- 4. Employ dynamics of working on a team with interpreters who are deaf.

**IV. Evaluation**

- A. Pre/Post videotape evaluation may be utilized.
- B. Evaluation of demonstrations in class and/or lab, based on appropriate choice of vocabulary and fluidity of transmission.
- C. Evaluation of role-playing, evaluated on knowledge of code of ethics.
- D. Performance/Assignments Completion
  - 1. Portfolio and Competencies demonstrated on each topic
    - a. Deaf Blind/Low Vision Interpreting 10%
    - b. High Visual Consumers 10%
    - c. Oral and Late-Deafened Techniques 10%
    - d. Multilingual/CDI Teaming 10%
  - 2. Participation & Special Project – Independent 10%
- E. Attendance and Participation 10%
- F. Major Exams - (Written and Performance) 30%
- G. Final Exam Comprehensive – Written & Performance 10%

Total 100%

- H. Grades are based on total point accumulation during the semester.
  - 100 - 90 = 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 the 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.