

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Prep</u>						
COURSE RUBRIC AND NUMBER	<u>SLNG 2315</u>						
COURSE TITLE	<u>Interpreting in Educational Settings</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>2</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>2:</u>	<u>2</u>	Credits	Lec	Lab
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Credits	Lec	Lab					

I. Catalog Description

Provides an overview of education programs (K – 12 and post-secondary), focusing on the roles and skills of the interpreter as a member of the educational team. Includes current practices, communication methods, legislation, trends, and ethical issues. Introduces resources for content-specific vocabulary. **Prerequisite: SLNG 2301. (2:2).**

II. Course Objectives

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

- A. Determine the role of the interpreter as a member of the educational team and institution and apply appropriate ethical standards.
- B. Identify the ramifications of a broad spectrum of educational settings, including elementary, secondary, post-secondary and adult education on the function of the interpreter; and the language(s)/system(s) of the setting.
- C. Determine the appropriate physical; logistical; health; management; and scheduling considerations for optimum interpreting effectiveness.
- D. Determine strategies for appropriate assertive problem solving, i.e. environmental, linguistic, instructional, and ethical problems.
- E. Determine the local, state, and national trends in educational interpreting certification standards; employment; supervision and compensation.
- F. Identify resources necessary to continue and pursue professional development; including "mentoring".
- G. Develop vocabulary related to targeted educational topics, ie. mathematics, sciences; English; psychology and history.
- H. Determine strategies and resources for determining specialized vocabulary for particular educational/technical situations.
- I. Define and use appropriate English sign system(s).
- J. Transliterate targeted educational text(s) at a moderate conversational rate with high accuracy.
- K. Interpret targeted education text(s) at a moderate conversational rate with high conceptual accuracy.

III. THECB Learning Outcomes (WECM)

- 1. Describe decision making processes regarding the roles and ethics of the interpreter in educational settings.
- 2. Identify educational options and communication methods for deaf and hard-of-hearing students.
- 3. Identify resources for content-specific vocabulary.

IV. Evaluation

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

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 – 0 = F

- B. Evaluation of demonstrations in class or lab.

a. Based on conceptual accuracy of sign choice.

b. Fluency of transmission.

c. Targeted interpreting/transliterating technique

c. Professionalism

- C. 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.

- D. 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% or higher will not receive credit for the course in regardless of written examinations and other classroom averages.

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.