El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA   **Sign Language/Interpreter Prep**

COURSE RUBRIC AND NUMBER   **SLNG 2331**

COURSE TITLE   **Interpreting III**

COURSE CREDIT HOURS

3	2	:	2
Credits	Lec		Lab

I.   Catalog Description

Presents a practice-oriented course to strengthen skills in the integration and application of interpreting using complex source materials. Provides continued exposure to simulated interpreting/transliterating experiences. **Corequisite: SLNG 2281. (2:2). Lab fee.**

II.   Course Objectives

Upon completion of this course, students will be able to:

A.   Prepare for and complete with 70% or better accuracy a comprehensive capstone written examination covering professional knowledge of the field of sign language interpreting. Review the prevalent theoretical models of interpreting, IE. Colonomous and/or Seleskovitch relevant to selected interpreting texts.

B.   Apply an interpreting model effectively using processing time for an internal examination and text analysis and preparation of source messages in ASL and English prior to execution on both consecutive and simultaneous interpreting texts.

C.   Demonstrate the ability to recognize and produce appropriate linguistic features to include syntax, execution, register, fluency, and speaker affect per state and national standards for entry-level interpreters.

D.   Demonstrate ability to effectively work as a member of an interpreting team.

E.   Demonstrate ability to improve interpreting performance by immediately incorporating feedback from consumer(s), audience and peers, as well as by self-assessment and to provide constructive feedback to an interpretation.

F.   Interpret targeted text simultaneously with attention to the above linguistic features in increasing complex and unrehearsed texts.

G.   Analyze the texts and communications for their multicultural and /or multilingual implications.

H.   Prepare for and complete with 70% or better accuracy a comprehensive capstone performance examination consisting of and English to ASL voice to sign; an interactive ASL/English dialogue; and an interactive ASL/English dialogue; and an ASL to an English sign to voice segments per the criteria established by the DARS Deaf and Hard of Hearing Services BEI and or national interpreting standards.

III.   THECB Learning Outcomes (WECM)

1.   Exhibit increased accuracy and efficiency in target language production.
2.   Demonstrate recognition and production of appropriate linguistic features during consecutive and simultaneous interpretation/transliteration.
3.   Exhibit appropriate professional demeanor and practices.

IV.   Evaluation

A.   Pre and post evaluation utilizing the written NCI Practice Examination as a prototype.

B.   Evaluation of receptive interpreting ASL to English production based on the appropriate incorporation of targeted structures and techniques utilizing a 1 to 5 range similar to the DARS/BEI evaluation forms.

C.   Evaluation of receptive interpreting ASL to English production based on the appropriate incorporation of targeted structures and techniques utilizing a 1 to 5 range similar to the DARS/BEI evaluation forms.

D.   Evaluation of interactive interpreting ASL to English Production based on the appropriate incorporation of targeted structures and techniques utilizing a 1 to 5 range similar to the DARS/BEI evaluation forms.

E.   Students will be <u>strongly</u> encouraged to sit for the DARS/DHHS BEI basic examination during their final semester in the program. The instructor will have the student complete the application for both DARS/DHHS BEI and the NIC written evaluations. Students are responsible for all deadlines, applications and fees directly with the DARS in Austin, Texas. This exam is generally held in April of each spring in El Paso, Texas.

F.   A student scoring less than 70% average on the final competency exam will not receive credit for the capstone program course regardless of class average.

G.   A student who has applied for and taken the DARS DHHS BEI Exam by the final date is exempt from the final performance evaluation. He/she will receive 10% credit. Any student who has taken and passed the RID written performance test by the final date is exempt from the written performance examination. He/she will receive 10% credit. All other students will be required to take the examination and be graded.

H.   Suggested Exams/Assignments

Performance Exams (4)	
English to ASL	=10%
English to Transliteration	=10%
ASL to English	=10%
Sight Translation	=10%
Simultaneous/Text Analysis	=10%
ASL Text Projects	=10%
Pre-professional participation, readiness skills as an individual, team member in each class	=10%
Final-Comprehensive	
Capstone Written Evaluation	=10%
Capstone Competency Exam	=10%

GRADING SCALE

100-90 = A
90-80 = B
79-70 = C
69-69 = D*
59-0 = 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. For all other department and instructor policies please refer to the SIGN Department Student Handbook.

Pre-professional Readiness Skills
As an interpreting student you will be expected to demonstrate basic work readiness, skills, knowledge and attitudes:
1. Punctuality – class content will begin promptly
2. Attendance is essential to course success.
3. Consistent effort throughout each class in both individual and group.
4. Seeking, accepting and integrating feedback from peers and instructors.
5. Working collaboratively and developing effective working relationships with peers and teachers.
6. Displaying a positive attitude in class and being flexible in the learning environment.
7. Demonstrating patience with self and others.
8. Demonstrating acceptance of diversity and Deaf Culture in class with peers and staff.

As a capstone course for the program, the students are expected to have:

1. Basic computer literacy skills to include word processing skills, ability to use an internet browser and search engines, access to e-mail and internet; ability to upload and download attachments.

2. Written assignments must be well written, grammatically correct, proofread and typed or word-processed. All references must be properly quoted and cited.

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.