

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Prep</u>								
COURSE RUBRIC AND NUMBER	<u>SLNG 2337</u>								
COURSE TITLE	<u>Multicultural Issues in Interpreting</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>3</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>0</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>3</u>	<u>:</u>	<u>0</u>	Credits	Lec		Lab
<u>3</u>	<u>3</u>	<u>:</u>	<u>0</u>						
Credits	Lec		Lab						

I. Catalog Description

Explores the theories and concepts of cross-cultural communication. Analyzes the impact of culture and language on interpreting in multilingual and multicultural situations. Includes strategies for maximizing interpreter and interpreter team effectiveness. Strongly recommended to be taken concurrently with SLNG: 2301. **Prerequisite: SLNG 2301 with a “B” or better. (3:0).**

II. Course Objectives

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

- A. Identify patterns contributing to an increase of multilingual and multicultural interpreting situations within the Southwest and the greater United States.
- B. Identify problematic issues when studying the complex topic of intercultural communication and behavior.
- C. Identify ways the culture and communication tends both to separate and unite people and its impact on interpretation and translations.
- D. Identify and minimize hindrances to intercultural communication such as ethnocentrism, prejudice and stereotyping.
- E. List the basic theories and concepts of identity development and cross-cultural communication.
- F. Compare and contrast a multicultural perspective to the prevalent models of spoken language and sign language interpreting.
- G. Compare and contrast discourse styles of mainstream cultures, both hearing and Deaf, to the discourse styles found in African-American/Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and other culturally diverse communities.
- H. Develop strategies to minimize hindrances to Intercultural communication and maximize message equivalence.
- I. Implement effective team strategies to maximize a multicultural interpreting situation.

III. THECB Learning Outcomes (WECM)

1. Identify patterns contributing to an increase of multilingual and multicultural interpreting situations.
2. List the basic theories and concepts of identity development and cross-cultural communication.
3. Compare and contrast a multicultural perspective to the prevalent models of spoken language and sign language interpreting.

4. Compare and contrast discourse styles of mainstream cultures both hearing and Deaf to the discourse styles found in African-Americans/Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and other culturally diverse communities.
5. Identify strategies to minimize hindrances to intercultural communication and maximize message equivalence.

IV. Evaluation

- A. Assessment- Successful completion of the course objectives. Assigned projects and assignments will provide the basis for the student’s grade.
- B. Examinations*

Major Examinations (at least three)	45%
Interpreted presentations will support materials (Lead/team)	20%
Unit Activities: Participation in class discussions, maintaining journal, homework, reports, and other assignments and activities as determined by the instructor and students.	15%
Special production project for multicultural: Script for captioning Text Analysis ASL to English voicing Special Event interpretation Sign Video Project	
Other approved student initiated	10%
Final Comprehensive Examination	<u>10%</u>
TOTAL	100%

*Examinations may be expressive/receptive performance and/or written in nature. Make-ups will be permitted only by the express permission of the instructor for documented excused.

V. Disability Statement (Americans 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.