

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Preparation</u>						
COURSE RUBRIC AND NUMBER	<u>SLNG 1248</u>						
COURSE TITLE	<u>Vocabulary Development for Interpreters</u>						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>1</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>2</u>	<u>2</u>	<u>1</u>	Credits	Lec	Lab
<u>2</u>	<u>2</u>	<u>1</u>					
Credits	Lec	Lab					

I. Catalog Description

Offers a course in vocabulary building in English and American Sign Language for interpreters. Prerequisites: SLNG 2301 with a grade of “B” or better. **(2:1). Lab fee.**

II. Course Objectives

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

- A. Outline a strategy and/or process for acquiring new English and American Sign Language vocabulary related to a topic or interpreting setting.
- B. Label the basic linguistic terminology relevant to the profession.
- C. Identify common and high frequency Greek and Latin roots of targeted vocabulary.
- D. Analyze terms and use prefixes, root words, and suffixes to determine meaning.
- E. Develop nuanced vocabulary schemas including concepts, context, synonyms, and antonyms.
- F. Apply Shaw’s seven (7) cultural linguistic expansion strategies to produce ASL concept equivalents.
- G. Assess the register and cultural implications of targeted vocabulary to produce “dynamic equivalency.”
- H. Identify meaning based translation/interpretations for targeted idiomatic English vocabulary and idioms.
- I. Practice strategies effective for passing the Test of English Proficiency (TEP) and other language based assessments.

III. THECB Learning Outcomes (WECM)

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

- 1) Produce appropriate spelling, pronunciation, and
- 2) Demonstrate conceptually accurate sign production for selected groups of English words, phrases, and idioms.

IV. Evaluation

- A. Pre-assessment Proof: Students will provide proof of having placed TSI 351 or higher and TSI Writing of 6 and having a passing grade in SLNG 1345 and SLNG 2301.
- B. Pre-Assessment Diagnostic: The students will complete a DARS/Test of English Proficiency (TEP) online sample and the SLNG Department Diagnostic Mock English Exam for a baseline measurement.
- C. Post assessment: Students are **STRONGLY** encouraged to register and take the DARS Test of English Proficiency upon successful completion of this course. SLNG Department will re-administer all baseline pre-assessments to measure student progress.

- D. Challenge/Advanced Placement: If a student can show proof of passing the DARS/Test of English Proficiency, he/she may request advanced standing credit for the course. See Discipline Coordinator.
- E. Class Learning Activities: Student will complete
 - a. Weekly quizzes, tests of targeted vocabulary, and exercises from the text(s).
 - b. Submit progress from the online resources of engagement with vocabulary development at instructor's discretion.
 - c. Complete the self-assessment questionnaires as appropriate.
 - d. In-class presentations on individualized vocabulary ASL/English portfolio projects consisting of assignment activities, worksheets, logs, and presentations for interpreting settings.
- F. At the faculty member's discretion, students may be allowed to retest for higher grades. Make-up work and retakes of quizzes may be provided at the faculty member's discretion. Students seeking additional help may obtain tutoring assistance from one of the Writing Centers, located at most campuses. Students are encouraged to seek faculty member's assistance for referral to EPCC and outside resources as appropriate.
- G. Grading Scale Note: This course must be passed with the grade of "B" or better.

A= 90-100	I= Incomplete
B= 80-89	W= Withdrew/Withdrawn
C= 70-79	
F= below 70 in coursework	

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.