

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Preparation</u>		
COURSE RUBRIC AND NUMBER	<u>SLNG 1317</u>		
COURSE TITLE	<u>Introduction to the Deaf Community</u>		
COURSE CREDIT HOURS	<u>3</u>	<u>3</u>	<u>0</u>
	Credits	Lec	Lab

I. Catalog Description

Offers an overview of the physical, educational, social, and cultural implications within the context of a deaf or hard-of-hearing individual's personal life, family, and community in today's multicultural world. Emphasizes current educational and vocational programs, legislation, technology, oppression, and other issues. (3:0).

II. Course Objectives

- A. Contrast the American Deaf Community's cultural versus clinical view of deafness.
- B. Discuss the impact of deafness and hearing loss on the individual and its impact on the family, and their community from a multicultural perspective.
- C. Define basic terms, causes, conditions, and processes relating to the physical aspects of hearing and deafness as frequently encountered.
- D. Identify professionals involved in the field and their roles, functions, and professional credentials.
- E. Define the basic audiological testing and rehabilitation services, current technologies and assistive listening devices.
- F. Relate the incidence and prevalence of deafness including multi-handicapped children populations.
- G. Identify common psychological, social, and dynamic patterns of families with deaf/hearing-impaired children from a multicultural perspective.
- H. Define and discuss basic aspects of American Deaf Culture compared and contrasted with individuals from culturally and linguistically diverse backgrounds and communities.
- I. Identify and define common languages and communication methods utilized by the deaf and hard of hearing persons.
- J. Discuss the important views of American Sign Language and other signed languages by members of the American Deaf Community.
- K. Compare and contrast current educational trends and practices and their impact on Deaf Culture.
- L. Explore local educational programs and community programs serving D/deaf and hard of hearing student and adults.

III. THECB Learning Outcomes (WECM)

1. Define basic terms and conditions relating to aspects of audiology.
2. Identify the impact that deaf or hard-of-hearing children may have on family dynamics.
3. Define the Deaf community. Identify resources in the Deaf community.
4. Compare cultural versus pathological views.

5. Identify how each perspective impacts an individual's personal life, family, language, education, and vocational services.
6. Describe relevant laws and technology affecting the Deaf community.

IV. Evaluation

- A. Assessment-successful completion of course objectives, performance progress, and attendance will provide the basis for the student's grade.
- B. Remediation – Should the student fail to meet the 70% criterion for any exam, the student is encouraged to repeat learning activities, study further and to seek advice from the instructor. The El Paso Community College offers a range of tutorial and remedial services for students. If you are having problems you are strongly advised to utilize these services. Your instructor will be able to refer you to any available programs.
- C. Any requests for extra credit projects and or assignments must be approved in advance by the instructor. The instructor will determine the value of any such work.
- D. Evaluation & Assignments

Major examinations - standard examinations including multiple choice, short answer, that are objective in nature to include essay questions.

Student Learning Portfolio - Students will complete a learning portfolio consisting of weekly projects, abstract, internet searches, development of related organization and resources, critical media reviews.

Special Interest Project – Students will select an area of career interest and generate an approved project to include but not limited to formal research paper, book review, service learning project, community project. This must be pre-approved by the instructor.

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.