

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u><b>Sign Language/Interpreter Preparation</b></u>
<b>COURSE RUBRIC AND NUMBER</b>	<u><b>SLNG 1350</b></u>
<b>COURSE TITLE</b>	<u><b>Sign-to-Voice</b></u>
<b>COURSE CREDIT HOURS</b>	<u><b>3                    3                    1</b></u> <b>Credits                    Lec                    Lab</b>

**I. Catalog Description**

Develops skills in interpreting and transliterating from American Sign Language and other modes of communication to English and analysis of increasingly complex tasks utilizing simulated interpreting experiences including skills analysis and peer evaluation. **Prerequisite: SLNG 2302 with a “B” or better. (3:1). Lab fee.**

**II. Course Objectives**

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

- A. Outline a process or theory for construction of an ASL to English (sign-to-voice) interpretation.
- B. Evaluate the implications of ASL/English language and culture for cultural adjustments in the interpretation process.
- C. Compare and contrast literal versus appropriate idiomatic interpretations.
- D. Identify strategies for identifying embedded fingerspelling and ASL discourse features within a thought unit or a larger text to include prediction and cloze skills.
- E. Produce grammatical English sentences in response to ASL source language texts.
- F. Apply ASL to English cultural expansion and compression techniques to reduce second language interference.
- G. Analyze the impact of illocutionary force, register, and goal intent on the target audience.
- H. Determine the appropriate language regulators, such as turn-taking and interruptions, for conversations, dialogues, and interactive settings.
- I. Monitor and insert appropriate transition markers in the ASL to English product.
- J. Identify meaning-based translation/interpretations for targeted idiomatic ASL vocabulary and idioms.
- K. Practice strategies effective for self-improvement, career goals, and passing the BEI Performance Test portions that involve ASL to English (sign-to-voice skills).

**III. THECB Learning Outcomes (WECM)**

End of course outcomes: Demonstrate advance sign-to-voice skills; recognize and demonstrate factors that affect word selection, such as voice projection, accent, intent and register; demonstrate awareness by developing techniques in prediction and closure; and convey source messages accurately.

**IV. Evaluation**

- A. Pre-Assessment Proof: Students will provide proof of having passed SLNG 2302 with a “B” or better.  
 Pre-Assessment Diagnostic: The students will complete ASL to English sign-to-voice pre-assessment to be determined by the SLNG Department for a baseline measurement of skills.
- B. Post Assessment: Students are **STRONGLY** encouraged to register and take the DARS BEI Performance Test upon successful completion of this course. SLNG Department will re-administer all baseline pre-assessments to measure student progress.

- C. Challenge/Advanced Placement: If a student can show proof of passing national certification as a sign language interpreter and/or BEI Certification, he/she may request advanced standing credit for the course. See Discipline Coordinator.
- D. Class Learning Activities: Student will participate and complete:
  - a. Weekly sign-to-voice assignments, ASL and English script analysis, and voice recordings for self, faculty, and peer review.
  - b. Sign-to-voice samples on a ASL analysis platform such as Blackboard or GoReact.com
  - c. Translations of ASL to English for analysis; and
  - d. In-class presentations on individualized ASL to English interpretations.
- E. 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.
- F. 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.