

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Prep</u>
COURSE RUBRIC AND NUMBER	<u>SLNG 2281</u>
COURSE TITLE	<u>Cooperative Education -Sign Language Interpretation and Translation II</u>
COURSE CREDIT HOURS	<u>2 1 :</u> <u>10</u> Credits Lec Lab

I. Catalog Description

Provides career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component. **Prerequisite: SLNG 2302 with a "B" or better. Corequisite: SLNG 2331 or need to have permission of SLNG Department. (1:10).**

II. Course Objectives

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

- A. Validate, update, or develop a training plan during the first month.
- B. Work successfully at a training site related to his/her career goals at least 16 weeks for a total of a minimum of 160 hours demonstrating increased technical and professional skills as defined by the training plan.
- C. Develop the skills necessary to obtain a broader base of employment opportunities related to the student's field of study, i.e., complete applications, write resumes, and conduct interviews.
- D. Exhibit the ability to apply business principles to developing an interpreting practice.
- E. Demonstrate the public relations skills necessary to present short public presentations related to interpreting, i.e., planning and organizing, creativity and logic, and oral communication skills.
- F. Apply the current RID and DARS Code of Professional Conduct to professional ethics and demeanor and positive work-related habits of time management, current problem solving models, and decision-making to the activities of the work-site.
- G. Implement positive health and safety practices appropriate to his/her work-site, including prevention of "Repetitive Motion Injury."
- H. Prepare actively for appropriate interpreter certification evaluations. Actively participate in professional organizations and networking activities.

Unit Titles and Descriptions

- A. Unit I. Work Experience
The student is placed at an approved training site compatible with the SIGN program goals and individual career goals. This unit continues the student's progress towards satisfaction of training

plan objectives. The student completes 160 hours of fieldwork at a training site and classroom seminars.

B. Unit II. Pre-Employment Skills

This unit emphasizes the development of pre-employment skills. The student will prepare a develop employment contacts, and develop the pre-employment skills. Students will develop a resume.

C. Unit III. Career Management & Life Long Learning

This unit will assist the student explore career opportunities related to their individual skills, and interests. Students will develop and refine their career plan to include mentoring opportunities; prepare for state and national certifications and advanced education as appropriate. Students will be provided on models for self-employment as interpreters.

III. THECB Learning Outcomes (WECM)

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

IV. Evaluation

A. Assignments and Portfolio Projects

1. Attendance/Participation/Weekly Time Logs
2. Mid-Term Self-Evaluation of Performance
3. Mid-Term Employer Appraisal of Student of Performance
4. Final Employer Appraisal of Student
5. Final Student Work Experience Report
6. Letter of Application/Resume
7. Mock Interview videotaped by Career Center
8. Company/Agency Research Report
9. Career Management Plan

B. Grading Scale

The following scale indicates the type of grades give and their explanations.

<u>Grades</u>	<u>Explanation</u>	<u>Grade Points</u>
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failing	0

These grades will be averaged from the points listed on the right column and a letter grade will be assigned at the end of the semester.

The following list indicates the points achieved and their equivalency in grades.

Suggested

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 59 - below = F

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.