

**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 1321</b></u>
<b>COURSE TITLE</b>	<u><b>Introduction to the Interpreting Profession</b></u>
<b>COURSE CREDIT HOURS</b>	<u><b>3            3        :        1</b></u> <b>Credits    Lec.            Lab</b>

**I.      Catalog Description**

Offers an overview of the field of American Sign Language (ASL)/English interpretation. Provides a historical framework for the current principles, ethics, roles, responsibilities, and standard practices of the interpreting profession. Sign Language interpreters must have a thorough knowledge of the English language and an extensive vocabulary. Students must score a 351 on the Texas Success Initiative (TSI) Reading Course Placement Test and score a 6 test score on the Texas Success Initiative (TSI) Writing before enrolling. A grade of “B” or better is required in this course to take the next course. **Prerequisite: SLNG 1344 with a “B” or better, and ENGL 1301 and PTSR 351 and PTSE 6. Corequisite: SPCH 1315. (3:1). Lab fee.**

**II.     Course Objectives**

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

- A. Identify and discuss the basic milestones in the history of profession sign language interpreting to include events, people, organizations, legislation, and certification processes.
- B. Articulate the historical models of the roles and responsibilities of the professional interpreters.
- C. Define terminology relevant to the field of interpreting.
- D. Discuss the dynamics of the Deaf community and the impact on a role of an interpreter as a “cross-cultural mediator” from a multicultural perspective.
- E. Use the NAD-RID Code of Professional Conduct as the professional base for situational decision-making, neutrality and refrain from substance abuse during assignments.
- F. Identify rights and responsibilities of both hearing and D/deaf consumers of interpreting services.
- G. Apply appropriate communication, cultural and interpersonal skills as a professional interpreter during interactions of professional and community events.
- H. Determine personal learning style relevant to individual and interpersonal learning and potential mentorships.
- I. Investigate the current marketplace relating to interpreter services.
- J. Initiate a professional career development plan that will lead to appropriate certification as a professional interpreter.

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

1. Describe standard practices, employment trends, compensation, and professional business practices in the current job market.
2. Explain the tenets of the Code of Professional Conduct and the Standards of Ethical Behavior and apply them to situational decision-making.
3. Analyze the history of ASL/English interpreting and its evolution to current practice.
4. Describe issues of language, power, and control and their impact on the role of the interpreter and the goals of interpreting.

**IV. Evaluation**

A. Assessment- Assessment will be written for content related material. Skills will be assessed by performance-based assessment. Successful completion of course objectives, performance progress, and attendance will provide the basis for the student’s grade.

B. Grading Scale- a standard grading scale will be employed.

- 100 – 90 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 – 0 = F

C. Evaluation Measures

Unit Examinations/Quizzes 3 (10% each)	30%
Study Guides for Chapter Completion	15%
Interpreting Observation Reports (min of three)	10%
Professional Activities Reports (2)	5%
Interview/Shadow with Interpreter ½ day	5%
Abstracts and class related projects TBA	10%
English Sub skill Development	10%
Profession Development Portfolio	5%
<u>Final Comprehensive Examination</u>	<u>10%</u>
<b>TOTAL</b>	<b>100%</b>

**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.

## **VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.