



Departmental Course Syllabus

Department: American Sign Language/Interpreter Training **Revision Date:** 8/04/09
San Antonio College * 1300 San Pedro * San Antonio, Texas* 78212-4299

Course Number and Title: SLNG1207 Intralingual Skills Development

Credit Hours: 2 Credit / 2 Lecture / 1 Lab

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ALAMO DPS Weather Phone (210) 485-0189 (For information on college closures)

I. Course Description:

This course will concentrate on the development of intra-lingual (English to English) skills necessary for inter-lingual (English to ASL / ASL to English) skills development. It will focus on linguistic / cognitive skills development in the areas of: abstracting, summarizing, paraphrasing, auditory and visual memory, shadowing, dual tasking, and decalage.

II. Pre-requisites, co-requisites and other requirements:

SLNG 1305/ SGNL1302 American Sign Language: Beginning II
SLNG 1321 Introduction to the Interpreting Profession (or concurrent)

III. Text:

The Dictionary of Cultural Literacy, E.D. Hirsch, Jr.

IV. Instruction will consist of:

Class lecture and discussion, group activities, student written work and verbal work.

V. Course Content:

The content of this course will include key terminology related to pre-interpreting skills development. Intra-lingual Skills focus will be on English skills development in the areas of paraphrasing, implied meaning, figurative meaning, and memory, among others.

VI. Learning Outcomes and Performance Objectives with their methods of measurement as used to determine the students' mastery of those outcomes.

The following competencies will be covered in this course:

Learning Outcome 1: The student will demonstrate an understanding of various intra-lingual skills as they relate to English with a minimum of 70% accuracy.

Performance objectives for this outcome:

- 1.01** The student will define Intra-Lingual Skills and be able to discuss its application to the interpreting process.
- 1.02** The student will define Paraphrasing and be able to discuss its application to the interpreting process.
- 1.03** The student will list and discuss the various methods of paraphrasing, including:
 - a. lexical substitution
 - b. specific-to-general lexical substitution
 - c. general-to-specific lexical substitution
 - d. changing passive voice to active voice
 - e. changing the order of the words and phrases
 - f. changing figurative language to non-figurative language
 - g. making implicit information explicit
- 1.04** The student will define Unpacking Propositions and be able to discuss its application to the interpreting process.
- 1.05** The student will define Form and Meaning, and be able to discuss the differences between these two terms.
- 1.06** The student will define Explicit Information and Implicit Information and be able to discuss the differences between these two terms.

- 1.07 The student will define Primary Meaning and Secondary Meaning and be able to discuss the differences between these two terms.
- 1.08 The student will define Main Idea Identification and be able to discuss its application to the interpreting process.
- 1.09 The student will define Primary Idea Identification and be able to discuss its application to the interpreting process.
- 1.10 The student will define Secondary Idea Identification and be able to discuss its application to the interpreting process.
- 1.11 The student will define Abstracting and be able to discuss its application to the interpreting process.
- 1.12 The student will define Summarizing and be able to discuss its application to the interpreting process.
- 1.13 The student will define Pattern Inference/Closure and be able to discuss its application to the interpreting process.
- 1.14 The student will define Cultural Literacy and be able to discuss its application to the interpreting process.
- 1.15 The student will define Temperament and be able to discuss its application to the interpreting process.

Method of Measurement: Written Assessment, Class Discussion

Learning Outcome 2: The student will demonstrate the ability to apply various intra-lingual skills to English material with a minimum of 70% accuracy.

Performance objectives for this outcome:

- 2.01 The student will demonstrate the ability to paraphrase information presented in English by lexical substitution.
- 2.02 The student will demonstrate the ability to paraphrase information presented in English by specific-to-general lexical substitution.
- 2.03 The student will demonstrate the ability to paraphrase information presented in English by specific-to-general lexical substitution.
- 2.04 The student will demonstrate the ability to paraphrase information presented in English by changing passive voice to active voice.
- 2.05 The student will demonstrate the ability to paraphrase information presented in English by changing the order of the words and phrases.
- 2.06 The student will demonstrate the ability to paraphrase information presented in English by changing figurative language to non-figurative language.
- 2.07 The student will demonstrate the ability to paraphrase information presented in English by making implicit information explicit.

- 2.08 The student will demonstrate the ability to unpack propositions at the lexical, sentential, and discourse levels.
- 2.09 The student will demonstrate the ability to identify primary and secondary meanings of various English words.
- 2.10 The student will demonstrate the ability to identify the overall main idea in a discourse.
- 2.11 The student will demonstrate the ability to identify primary ideas throughout a discourse.
- 2.12 The student will demonstrate the ability to identify secondary ideas throughout a discourse.
- 2.13 The student will demonstrate the ability to abstract a discourse.
- 2.14 The student will demonstrate the ability to summarize a discourse.
- 2.15 The student will demonstrate the ability to incorporate pattern inference/closure in a discourse.

Method of Measurement: Written Assessment, Class Discussion

Learning Outcome 3: The student will demonstrate the ability to assess and evaluate the accuracy of paraphrased material with a minimum of 70% accuracy.

Performance objectives for this outcome:

- 3.01 The student will demonstrate the ability to analyze and evaluate the accuracy of lexical substitutions.
- 3.02 The student will demonstrate the ability to analyze and evaluate the accuracy of specific-to-general lexical substitutions.
- 3.03 The student will demonstrate the ability analyze and evaluate the accuracy of passive voice made active voice.
- 3.04 The student will demonstrate the ability to analyze and evaluate the accuracy of word and phrase order changes.
- 3.05 The student will demonstrate the ability to analyze and evaluate the accuracy of figurative language made non-figurative.
- 3.06 The student will demonstrate the ability to analyze and evaluate the accuracy of implicit information made explicit.
- 3.07 The student will demonstrate the ability to analyze and evaluate the accuracy of unpacked propositions at the lexical, sentential, and discourse levels.

Method of Measurement: Written Assessment, Class Discussion

Learning Outcome 4: The student will demonstrate at least a basic understanding of a broad range of knowledge, thus expanding cultural literacy with a minimum of 70% accuracy.

Performance outcome for this objective:

- 4.01** The student will identify and define terms and concepts related to mythology and folklore.
- 4.02** The student will identify and define terms and concepts related to World Literature.
- 4.03** The student will identify and define terms and concepts related to Philosophy.
- 4.04** The student will identify and define terms and concepts related to Religion.
- 4.05** The student will identify and define terms and concepts related to English Literature.
- 4.06** The student will identify and define terms and concepts related to conventions of written English.
- 4.07** The student will identify and define terms and concepts related to Fine Arts.
- 4.08** The student will identify and define terms and concepts related to World History.
- 4.09** The student will identify and define terms and concepts related to Psychology.
- 4.10** The student will identify and define terms and concepts related to Sociology.
- 4.11** The student will identify and define terms and concepts related to the Physical Sciences.
- 4.12** The student will identify and define terms and concepts related to Earth Sciences.
- 4.13** The student will identify and define terms and concepts related to Life Sciences.
- 4.14** The student will identify and define terms and concepts related to Technology.

Method of Measurement: Written Assessment, Class Discussion

Learning Outcome 5: The student will demonstrate an understanding of the current best practices in the interpreting profession as they relate to communication and interpersonal interaction with a minimum of 70% accuracy.

Performance outcome for this objective:

- 5.01** The student will demonstrate the ability to express information appropriately.
- 5.02** The student will demonstrate the ability to exhibit appropriate interpersonal skills.
- 5.03** The student will demonstrate the ability to produce and submit quality assignments.
- 5.04** The student will demonstrate the ability to accept and incorporate feedback from self and others.
- 5.05** The student will demonstrate the ability to dress appropriately in keeping with parameters of each assignment.
- 5.06** The student will exhibit dependability with attendance and assignments.
- 5.07** The student will demonstrate the ability to focus on tasks and follow directions.
- 5.08** The student will demonstrate the ability to be prepared with assignments and materials for each class meeting.
- 5.09** The student will demonstrate the ability to establish peer relationships conducive to providing and receiving feedback.
- 5.10** The student will demonstrate the ability to make interpersonal adjustments for differences in opinion, learning style, and approach to interpreting.
- 5.11** The student will demonstrate the ability to identify appropriate channels through which needs can be met.
- 5.12** The student will demonstrate the ability to work tactfully with a variety of personalities.

Method of Measurement: Written Assessment, Class Discussion

Workplace Competencies are defined in five areas: (a) resources, (b) interpersonal skills, (C) information, (d) systems, and (e) technology.

The following SCANS competencies will be included in this course:

Resources: A worker must identify, organize, plan, and allocate resources effectively. **C1-** Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules. **C2-** Money: use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives. **C3-** Material and Facilities: acquire, store, allocate, and use materials or space efficiently. **C4-** Human Resources: assess skills and distribute work accordingly, evaluate performance and provide feedback.

Information: A worker must be able to acquire and use information. **C5-** Acquire and evaluate Information. **C6-** Organize and maintain information. **C7-** Interpret and communicate information. **C8-** Use computers to process information.

Interpersonal Skills: a worker must work with others effectively. **C9-** Participate as member of a team: contribute to group effort. **C10-** Teach others new skills. **C11-** Serve clients/customers: work to satisfy customers' expectations. **C12-** Exercise leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies. **C14-** Work with diversity: work well with men and women from diverse backgrounds.

The following foundation skills will be included in this course:

Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:

Foundation Skills are defined in three areas: (a) basic skills, (b) thinking skills, and (C) personal qualities. **F1-** Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. **F2-** Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts. **F5-** Speaking: organize ideas and communicate orally.

Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include: **F6-** Creative thinking: generate new ideas. **F7-** Decision making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative. **F8-** Problem solving: recognize problems and devise and implement plan of action. **F9-** Visualize ("seeing things in the mind's eye"): organize and process symbols, pictures, graphs, objects, and other information. **F10-** Knowing how to learn: use efficient learning techniques to acquire and apply new knowledge and skills. **F11-** Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. **F12-** Responsibility: exert a high level of effort and persevere toward goal attainment. **F13-** Self-esteem: believe in one's own self-worth and maintain a positive view of oneself. **F14-** Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings. **F15-** Self-management: assess oneself accurately, set personal goals, monitor progress, and exhibit self Control. **F16-** Integrity and honesty: choose ethical courses of action.

VII. Course requirements and grade computation:

Grade Computation:

Please refer to current syllabus which will be handed out during your first week of class.

A. College Requirements:

A written, comprehensive final examination, not to exceed two and one-half hours in length, shall be given at the end of each semester for each course at the regularly scheduled time. Any exceptions to these requirements must be approved by the appropriate dean. Other examinations are given at the discretion of the teacher.

A student who must be absent from a final examination should petition that instructor for permission to postpone the examination. **A student absent without permission from a final examination is graded "F."** Postponed examinations result in a grade of "I." The final exam must be taken within 120 calendar days from the end of the semester or the grade automatically becomes an "F." (San Antonio College Bulletin, Faculty Handbook – January 1995).

B. Department Requirement:

Global Awareness

This class will encourage an understanding of the importance of diversity and difference in the college, the community, and the country.

C. Instructor Requirements:

Student Involvement

The faculty members of the Department of American Sign Language and Interpreter Training are committed to your successful completion of our classes without lowering the college's academic standards. I understand that students face additional pressures from work and family, as well as have other obligations outside of their academic pursuits. I realize that at times issues beyond the control of a student interfere with class requirements.

If you experience any circumstance that has a negative impact on your participation in this course, please make me aware of it as soon as possible. I may be able to assist or accommodate your particular circumstance. Do not wait until the end of the semester to ask for advice. Communication between students and instructors can be quite valuable.

VIII.

College Policies:

- A. San Antonio College does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs or services.
- B. Students are urged not to bring children to either a class or a lab. Minors under the age of twelve (12) must not be left unattended on campus. College Academic Council - April, 1998
- C. ADA Statement: "As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, if accommodation is needed contact the Office of DisABILITY Support Services, CAC 124C, Phone: (210) 733-2347.
- D. A Rapid Response Team exists for the purpose of responding to emergencies. If you have a disability that will require assistance in the event of a building evacuation, notify Disability Support Services, Chance Academic Center 124C, Phone: (210) 733-2347.
- E. Academic Dishonesty: Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. For additional information refer to the "Student Code of Conduct" in the San Antonio College Bulletin.
- F. Students are required to silence all electronic devices (e.g., pagers, cellular phones, etc.) when in classrooms, laboratories and the library. College Academic Council, 01/ 2000.
- G. San Antonio College Attendance Policy: Regular and punctual attendance at all classes and laboratories, day and/or evening, is required. A student absent for any reason is responsible for all work missed. Both tardiness and early departure from class are forms of absenteeism. The instructor establishes the policy with regard to each. Absences of each student are recorded without exception. The counting of absences begins on the first day of class. A student absent the equivalent of two weeks of instruction in a 16-week semester may be dropped by the instructor. If a student is dropped from a class for excessive absences, the instructor will record a grade of "W" (withdraw). It is the student's responsibility to ensure that the withdrawals have been submitted.
- H. San Antonio College is a smoke free campus.

- I. Students must also abide by the policies, procedures, and rules set forth in the “Student Code of Conduct” and all other policies set forth in the San Antonio College Bulletin.
http://www.accd.edu/sac/sacmain/schedule/SAC_Bulletin_2007_2008/07_08_bulletin.pdf