



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: SLNG1321 Introduction to the Interpreting Profession

Credit Hours: 3 Credit / 3 Lecture / 0 Lab

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

I. Course Description:

This course is an overview of the field of sign language interpretation. The class provides an historical framework for the principles, ethics, roles, responsibilities, and standard practices of the interpreting profession.

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

SGNL1301 / SLNG 1304 American Sign Language Beginning I

SLNG 1317 Introduction to the Deaf Community

III. Text:

So You Want to be an Interpreter, Humphrey and Alcorn, 2001 H & H Publishing, ISBN# 0-9640367-7-0 (Available at the SAC Bookstore)

Train Go Sorry - Inside A Deaf World, Leah Hager Cohen, 1994 Houghton Mifflin Company, ISBN# 0-679-76165-9 (Available at the SAC Bookstore)

IV. Instruction will consist of:

Lecture, small group discussions and class projects.

V. Course Content:

This course focuses on the history of the Interpreting Profession as well as the roles and responsibilities of a sign language interpreter.

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

Learning Outcome 1. The student will demonstrate an understanding of the history of the Interpreting profession with a minimum of 70% accuracy.

Performance objective for this outcome:

1.01 The student will recall the history and purpose of R.I.D.

1.02 The student will recall the history and purpose of B.E.I.

1.03 The student will list the current goals of R.I.D.

1.04 The student will explain the current roles and responsibilities of the B.E.I.

1.05 The student will list and explain significant legislative initiatives affecting Deaf people and interpreters.

1.06 The student will articulate the importance of holding state and/or national certification.

1.07 The student will list and describe the various certificates awarded by R.I.D.

1.08 The student will list and describe the various certificates awarded by B.E.I.

Method of Measurement: Written quizzes / exams and class

Learning Outcome 2. The student will demonstrate an understanding of the roles and responsibilities of an interpreter with a minimum of 70% accuracy.

Performance objective for this outcome:

- 2.01** The student will list and describe the 4 Philosophical Frames of Interpreting.
- 2.02** The student will define linguistic and cultural expansion and give examples illustrating each.
- 2.03** The student will define linguistic and cultural reduction and give examples illustrating each.
- 2.04** The student will demonstrate an understanding of prerequisite knowledge and skills an interpreter must possess.
- 2.05** The student will list the traits that a good interpreter must possess.
- 2.06** The student will list and describe the interpersonal skills interpreters need to possess.
- 2.07** The student will demonstrate an understanding of the implications of power and oppression that an interpreter may encounter.
- 2.08** The student will demonstrate an understanding of the importance of cultural sensitivity and awareness in the work of interpreters.
- 2.09** The student will demonstrate knowledge of the linguistic capabilities needed to perform the task of interpreting.
- 2.10** The student will demonstrate an understanding of the current job market.
- 2.11** The student will identify current employment trends and pay rates for interpreters.
- 2.12** The student will demonstrate an understanding of business practices and scheduling problems related to the field of interpreting

Method of Measurement: written exams / quizzes and class discussions

Learning Outcome 3: The student should demonstrate an understanding of the interpreting process and be able to discuss various components of the process with a minimum of 70% accuracy.

Performance objective for this outcome:

- 3.01** The student will list and describe a person's A, B and C languages.
- 3.02** The student will define and exhibit an understanding of the process of

interpretation.

- 3.03** The student will define and exhibit an understanding of the process of transliteration.
- 3.04** The student will define and exhibit an understanding of the process of oral transliteration.
- 3.05** The student will compare and contrast the features of consecutive and simultaneous interpreting.
- 3.06** The student will identify and discuss settings where consecutive or simultaneous interpreting might be used.
- 3.07** The student will outline the key points in the communication process.
- 3.08** The student will identify and discuss language registers.
- 3.09** The student will identify the sign language interpretation process models and name the basic components of those models.

Method of Measurement: written exams / quizzes and class discussions

Learning Outcome 4: The student will demonstrate an understanding of the Code of Professional Conduct and how to apply it in a variety of situations with a minimum of 70% accuracy.

Performance objective for this outcome:

- 4.01** The student will define and discuss ethics in general and specifically how ethics apply to sign language interpreters.
- 4.02** The student will list and summarize the Code of Professional Conduct.
- 4.03** The student will discuss the difference between ethics and morals, giving examples of each.
- 4.04** The student will discuss various interpreting situations and explain how the Code of Professional Conduct could apply to those situations.

Method of Measurement: class discussions and written exams

Learning Outcome 5: The student will demonstrate an understanding of the various interpreting settings and be able to identify the special considerations, skills, and certification needed for interpreting in those settings.

Performance objective for this outcome:

- 5.01** The student will discuss and define the special considerations, skills and

certification needed for interpreting in a religious setting.

- 5.02** The student will discuss and define the special considerations, skills and certification needed for interpreting in an educational setting.
- 5.03** The student will discuss and define the special considerations, skills and certification needed for interpreting in a medical setting.
- 5.04** The student will discuss and define the special considerations, skills and certification needed for interpreting in a legal setting.
- 5.05** The student will discuss and define the special considerations, skills and certification needed for interpreting in a mental health and psychiatric setting.
- 5.06** The student will discuss and define the special considerations, skills and certification needed for interpreting at conferences.
- 5.07** The student will discuss and define the special considerations, skills and certification needed for interpreting in the theatrical or performing arts setting.
- 5.08** The student will discuss and define the special considerations, skills and certification needed for interpreting in employment related settings.
- 5.09** The student will discuss and define the special considerations, skills and certification needed for interpreting in personal settings.

Method of Measurement: class discussion and written exams

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. **C3-** Material and facilities: acquire, store, allocate, and use materials or space efficiently.

Information: A worker must be able to acquire and use information. **C5-** Acquire and evaluate Information.

Interpersonal Skills: A worker must work with others effectively. **C14-** Work with Diversity: work well with men and women from diverse backgrounds.

Systems: A worker must understand complex interrelationships. **C16-** Monitor

and correct performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

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

The following foundation skills will be included in this course:

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.

F4- Listening: receive, attend to, interpret, and respond to verbal messages and other cues.

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: **F10-** Knowing how to learn: use efficient learning techniques to acquire and apply new knowledge and skills.

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