



## 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:** SLNG 2341 Interpreting in the Academic Setting

**Credit Hours:** 3 Credit / 2 Lecture / 2 Lab

**Instructor:**                      **Office:**                      **Phone:**

**Email:**                              **Web Address:** [www.alamo.edu/sac/asl](http://www.alamo.edu/sac/asl)

**FAX:** 210-486-1748

### **ACCD DPS Emergency Phone Numbers:**

ACCD DPS Emergency Phone    (210) 222-0911  
ACCD DPS General Phone        (210) 485-0099  
ACCD DPS Weather Phone        (210) 485-0189 (For information on college closures)

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### **I. Course Description:**

This is a practice-oriented course that focuses on interpreting in the educational setting. A special emphasis will be on interpreting at the post-secondary level, including instruction in academic and technical vocabulary.

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

SLNG 2431 Interpreting III

### **III. Text:**

Interpreting Journal

Highlighter

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Blank Audiotapes (2)

**IV. Instruction will consist of:**

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

**V. Course Content:**

The content of this course will focus on interpreting stimulus material of an educational nature. Projects will come from the elementary, secondary, and post-secondary settings. Students will hone their skills in both interpreting as well as transliterating.

**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 interpreting process theories and concepts with a minimum of 70 % accuracy.

Performance objectives for this outcome:

- 1.01** The student will demonstrate an understanding of the various theoretical models describing the process of interpreting.
- 1.02** The student will synthesize an appropriate working model to describe his or her own interpreting process.
- 1.03** The student will demonstrate internalization of the theoretical models of interpreting by using the appropriate terminology when discussing interpretation.
- 1.04** The student will demonstrate an understanding of the components of message analysis, including the following components: primary ideas, secondary ideas, details, implicit information, affect, and register.
- 1.05** The student will demonstrate an understanding of paraphrasing techniques used at the lexical, phrasal, sentential, and discourse levels.
- 1.06** The student will demonstrate an understanding of closure and anticipatory/prediction skills as they relate to interpreting.
- 1.07** The student will demonstrate an understanding of visualization, form, and meaning as they relate to interpreting.
- 1.08** The student will demonstrate an understanding of semantic chunking at the phrasal, sentential, and discourse level.
- 1.09** The student will demonstrate an understanding of compression techniques used in voicing information presented in American Sign Language.
- 1.10** The student will demonstrate an understanding of the parameters of sign production.

- 1.11 The student will demonstrate an understanding of the rules for correct fingerspelling and number production.
- 1.12 The student will demonstrate an understanding of the terminology necessary for discussing and evaluating interpreted work.
- 1.13 The student will demonstrate an understanding of the American Sign Language Expansion Techniques.
- 1.14 The student will demonstrate an understanding of ways to more effectively interpret in various academic or instructional environments. (e.g. classroom set-up, method of presentation).
- 1.15 The student will demonstrate an understanding of the concept of “flagging” a sign in academic settings.
- 1.16 The student will demonstrate an understanding of the differences between expansion and explaining/teaching.

**Method of Measurement:** Written Assessment, Class Presentation and Discussion

**Learning Outcome 2:** The student will demonstrate the ability to interpret academic material from either manually coded English or American Sign Language to spoken English in a culturally and linguistically appropriate way with a minimum of 70% accuracy.

Performance objectives for this outcome:

- 2.01 The student will demonstrate the ability to discuss, in spoken English, introductory-level concepts related to the following content areas – accounting, anthropology, art, computer science, English, English literature, geography, history, industrial trades, mathematics, political science, and science.
- 2.02 The student will demonstrate appropriate visual observational skills in order to identify eye/head/body shifts, reference markers, non-manual grammatical markers, non-manual affective markers, speech-reading skills, and other visual context clues.
- 2.03 The student will demonstrate the ability to recognize the semantic intent of signed stimulus material.
- 2.04 The student will demonstrate the ability to identify fingerspelled information presented in signed stimulus material.
- 2.05 The student will demonstrate the ability to identify numerical information presented in signed stimulus material.
- 2.06 The student will demonstrate the ability to take the semantic intent of the signer and appropriately compose it in the target language.

- 2.07** The student will demonstrate the ability to maintain message equivalence from source language to target language, (primary ideas, secondary ideas, transitions, and spirit).
- 2.08** The student will demonstrate appropriate physical production of spoken English, (pronunciation, articulation, vocal inflection, voice quality and volume).
- 2.09** The student will demonstrate adequate English vocabulary that is sufficient to convey information in a conceptually accurate manner.
- 2.10** The student will demonstrate appropriate spoken English fluency, (pace, rhythm and cadence, pausing, and flow of ideas).
- 2.11** The student will demonstrate the ability to use appropriate grammatical components of spoken English, (syntax, complete utterances, appropriate verb tense, appropriate person, subject-verb agreement, and appropriate phrasing).
- 2.12** The student will demonstrate the ability to exude appropriate demeanor, (comfort, error management, processing, meta-comments, and non-distracting behaviors).
- 2.13** The student will demonstrate the ability to appropriately incorporate closure and anticipatory/prediction skills.
- 2.14** The student will demonstrate the ability to draw upon visualization skills in processing passages for consecutive interpreting.
- 2.15** The student will demonstrate an understanding of auditory and visual memory techniques as they relate to interpreting.
- 2.16** The student will demonstrate the ability to apply visual memory techniques to controlled segments of information.
- 2.17** The student will demonstrate the ability to incorporate compression techniques for voicing information presented in sign.

**Method of Measurement:** Videotaped Assessment, Class Presentation and Discussion

**Learning Outcome 3:** The student will demonstrate the ability to interpret academic material from spoken English to either manually coded English or American Sign Language in a culturally and linguistically appropriate way with a minimum of 70% accuracy.

Performance objectives for this outcome:

- 3.01** The student will demonstrate the ability to discuss, in American Sign Language, introductory-level concepts related to the following content areas – accounting, American Sign Language, anthropology, art, computer science, English, English literature, geography, history, industrial trades, mathematics, political science, and science.

- 3.02** The student will demonstrate the ability to maintain message equivalence from source language to target language, (primary ideas, secondary ideas, transitions, and spirit).
- 3.03** The student will demonstrate appropriate physical production of signs, (formation, clarity, control, space).
- 3.04** The student will demonstrate appropriate physical production of fingerspelling, (accuracy, clarity and appropriate incorporation).
- 3.05** The student will demonstrate appropriate physical production of numbers, (accuracy, clarity, and appropriate numbering conventions).
- 3.06** The student will demonstrate adequate sign vocabulary that is sufficient to convey information in a conceptually accurate manner.
- 3.07** The student will demonstrate the ability to appropriately incorporate American Sign Language Expansion Techniques.
- 3.08** The student will demonstrate appropriate sign fluency, (pace, rhythm and cadence, pausing, and flow of ideas).
- 3.09** The student will demonstrate the ability to use appropriate grammatical components of American Sign Language, (syntax, complete utterances, non-manual markers, indexing and referents, spatial elements, classifier usage, and role-shifting).
- 3.10** The student will demonstrate the ability to exude appropriate demeanor, (comfort, error management, processing, meta-comments, and non-distracting behaviors).
- 3.11** The student will demonstrate the ability to appropriately incorporate closure and anticipatory/prediction skills.
- 3.12** The student will demonstrate the ability to draw upon visualization skills in processing passages for consecutive interpreting.
- 3.13** The student will demonstrate the ability to apply auditory and visual memory techniques to controlled segments of information.

**Method of Measurement:** Videotaped Assessment, Class Presentation and Discussion

**Learning Outcome 4:** The student will demonstrate an ability to analyze and evaluate interpreted academic material with a minimum of 70% accuracy.

Performance objectives for this outcome:

- 4.01** The student will demonstrate the ability to perform pre-performance analysis of introductory-level academic material presented in English, identifying primary ideas, secondary ideas, implicit information, transitions, and spirit.

- 4.02** The student will demonstrate the ability to perform pre-performance analysis of introductory-level academic material presented in American Sign Language, identifying primary ideas, secondary ideas, implicit information, transitions, and spirit.
- 4.03** The student will demonstrate the ability to perform pre-performance analysis of introductory-level academic material presented in English, by using appropriate paraphrasing techniques.
- 4.04** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English, for message equivalence identifying additions, omissions, and skews.
- 4.05** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for message equivalence, identifying additions, omissions, and skews.
- 4.06** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for message equivalence, with focus on affect and spirit.
- 4.07** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for message equivalence, with focus on affect and spirit.
- 4.08** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for physical production, identifying appropriateness of pronunciation, articulation, inflection, vocal quality, and volume.
- 4.09** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for physical production, identifying appropriateness of sign formation, clarity, control, sign space, fingerspelling, and numbers.
- 4.10** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for vocabulary, identifying adequate repertoire, register, semantic accuracy, and idiomatic usage.
- 4.11** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for vocabulary, identifying adequate repertoire, register, semantic accuracy, and idiomatic usage.
- 4.12** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for source language intrusion.
- 4.13** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for source language intrusion.

- 4.14** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English, identifying appropriate incorporation of compression techniques.
- 4.15** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language, identifying appropriate incorporation of expansion techniques.
- 4.16** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for fluency.
- 4.17** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for fluency.
- 4.18** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for grammar and syntax.
- 4.19** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for subject/verb agreement.
- 4.20** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for verb tense.
- 4.21** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for grammar and syntax.
- 4.22** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for non-manual components.
- 4.23** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for spatial components.
- 4.24** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for classifier usage.
- 4.25** The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for role-shifting.
- 4.26** The student will demonstrate the ability to perform post-performance analysis and evaluation of interpreted work for comfort level.
- 4.27** The student will demonstrate the ability to perform post-performance analysis and evaluation of interpreted work for error management.
- 4.28** The student will demonstrate the ability to perform post-performance analysis and evaluation of interpreted work for observable processing.

- 4.29 The student will demonstrate the ability to perform post-performance analysis and evaluation of interpreted work for meta-comments.
- 4.30 The student will demonstrate the ability to perform post-performance analysis and evaluation of interpreted work for distracting behaviors.
- 4.31 The student will appropriately identify strengths present in work interpreted into English.
- 4.32 The student will appropriately identify strengths present in work interpreted into American Sign Language.
- 4.33 The student will appropriately identify deficits present in work interpreted into English.
- 4.34 The student will appropriately identify deficits present in work interpreted into American Sign Language.
- 4.35 The student will identify specific goals for improvement of work interpreted into English.
- 4.36 The student will identify methods for improving those goals.
- 4.37 The student will identify specific goals for improvement of work interpreted into American Sign Language.
- 4.38 The student will identify methods for improving those goals.
- 4.39 The student will identify specific strengths in work interpreted into English.
- 4.40 The student will identify specific strengths in work interpreted into American Sign Language.
- 4.41 The student will demonstrate the ability to appropriately incorporate the terminology used in discussing and evaluating interpreted work.

**Method of Measurement:** Videotaped Assessment, Class Presentation and Discussion

**Learning Outcome 5:** The student will demonstrate an understanding of the current best practices of professionalism for interpreters in academic settings with a minimum of 70% accuracy.

Performance objective for this outcome:

- 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.
- 5.13** The student will demonstrate the ability to manage situations in which role conflict becomes an issue.

**Method of Measurement:** Videotaped Assessment, Class Presentation and 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. **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.

**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. **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:

**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. **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: **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.alamo.edu/sac/sacmain/schedule/SAC\\_Bulletin\\_2007\\_2008/07\\_08\\_bulletin.pdf](http://www.alamo.edu/sac/sacmain/schedule/SAC_Bulletin_2007_2008/07_08_bulletin.pdf)