# 1/25/2021

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 4 March 2021

Term and Year of Implementation: Spring 2022

**Course Title:** ASLS Practicum

**BRCC Course Rubric:** ASLS 2033

**Previous Course Rubric**:

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 1-4-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 15-60-75

**Louisiana Common Course Number:**

**CIP Code:** 16.1603

**Course Description:** Develops students' beginning-level interpreting skills and prepares them for advanced study in a four-year American Sign Language (ASL) interpretation program. This capstone course requires students to submit and present a portfolio documenting their experiences in the American Sign Language Studies program. Documentation of program experiences may include, but is not limited to, written reflections on assignment performance, recorded attendance at Deaf events, evidence of networking with professional ASL interpreters, and a log of time spent shadowing professional ASL interpreters.

**Prerequisites:**  ASLS 1113, ASLS 1133, and ASLS 1143 with a grade of “C” or better

**Co-requisites:** None

**Suggested Enrollment Cap:** 15

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Discuss ASL history, educational implications, and cultural practices relevant to the advocacy of Deaf culture.

2. Exhibit speed and fluency in expressive and receptive ASL skills.

3. Demonstrate ethical conduct during interaction with Deaf individuals and a working knowledge of the Americans with Disabilities Act (ADA).

4. Demonstrate accuracy, appropriate vocabulary, and advanced grammatical structures in consecutive and simultaneous interpretation.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Homework assignments consisting of composition and grammar exercises

2. Instructor-designed written and receptive quizzes

3. Instructor-designed expressive quizzes

4. Instructor-designed midterm and final exams

5. Viewing and responding to recorded ASL conversations with Deaf individuals

6. Simulations of interpreting situations and environments

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Discussion of practicum experiences

II. Opportunities to employ ASL in the workforce

III. Professional business practices of ASL interpreters

IV. Americans with Disabilities Act (ADA)

V. Ethics and the Registry for Interpreters for the Deaf

VI. Standards for becoming a certified interpreter