# 3/20/2021

# 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:** ASL and English Translations

**BRCC Course Rubric:** ASLS 1143

**Previous Course Rubric**:

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:**

**CIP Code:** 16.1603

**Course Description:** Analyzes English and American Sign Language (ASL) texts and their source materials. Students engage in basic textual analysis, including the use of appropriate linguistic and cultural information when working between English and ASL. Students also learn how to self-monitor for message accuracy and are introduced to various interpreting processes. Course instruction is primarily in ASL.

**Prerequisites:**  ASLS 1003, ASLS 1023, ASLS 1033, and ENGL 1013 with a grade of “C” or better

**Co-requisites:** None

**Suggested Enrollment Cap:** 30

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

1. Discuss the similarities and differences between spoken and signed languages.

2. Analyze English and ASL texts for meaning.

3. Utilize appropriate English and ASL grammatical structures in target messages.

4. Produce linguistically accurate target texts.

**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. Exams that require 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. Differences and similarities of grammatical features of English and ASL

II. Conceptually accurate English and ASL vocabulary

III. Idioms

IV. Linguistic and cross-cultural application processes

V. Theories of interpretation

VI. Analysis of target messages through self-monitoring

VII. Methods of improving reverse skills