# 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-to-English Interpreting

**BRCC Course Rubric:** ASLS 2023

**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:** Focuses on the process of interpreting American Sign Language (ASL) to English. The course emphasizes using expanded vocabulary, semantically-appropriate linguistic features, and increased language fluency. Information about the Deaf community and Deaf culture is included. This course is designed to provide students with opportunities to practice and produce conceptually-accurate interpretations with a focus on self-analysis and peer review. Course instruction is primarily in ASL.

**Prerequisites:**  ASLS 1113, ASLS 1133, and ASLS 1143 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. Analyze American Sign Language (ASL) texts to produce accurate messages in English.

2. Select appropriate vocabulary and grammatical structures for consecutive and simultaneous interpretations.

3. Demonstrate speed and accuracy in consecutive and simultaneous interpretations.

4. Apply appropriate cross-cultural dynamics to produce a meaning-based interpretation.

5. Discuss the ethical decision-making process as it relates to sign language interpreters.

**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. Reverse skills development

II. Word recognition

III. Fingerspelling

IV. Conceptually capturing accurate English vocabulary

V. Accessing meaning within an interpreting environment

VI. Cognitive aspects of reverse interpreting

VII. Effect of memory and processing factors on reverse interpreting

VIII. Approaches to improving recognition

IX. Accurate conceptualization of Deaf idioms

X. Situations and environments

XI. Interpreter code of ethics and principles of professional practice

XII. The Americans with Disabilities Act (ADA)