

# Sign Language Studies (SLS) and Sign Language Interpreting (SLI)

## SLS Course Objectives

### CSD 1151 American Sign Language I

#### General Education Desired Learning Outcomes

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
2. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
3. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
4. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.
5. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
6. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

#### Student Learning Outcomes

Students who complete the course with a high-level of achievement will be able to:

##### Vocabulary Development

1. Recognize and produce vocabulary items in each unit.
2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

##### Grammatical Features

1. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
2. Identify grammatical features within short dialogues in ASL as directed by the professor.

##### Conversational and Communication Skills

1. Demonstrate comprehension and conversation facilitating behaviors.
2. Demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)
3. Comprehend short narratives and stories in ASL as signed by the professor, Deaf users of ASL, or viewed on ASL videos.

4. Demonstrate the ability to create, conduct and terminate a short content specific conversation.

### **Cultural Awareness**

1. Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

## **CSD 1151L American Sign Language I Laboratory**

1. Increase expressive and receptive skills in target language (American Sign Language) through application of principles learned in CSD 1151.
2. Reflect on own development of expressive and receptive skills learned in target language (American Sign Language).

## **CSD 1152 American Sign Language II**

### **General Education Desired Learning Outcomes**

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
2. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
3. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
4. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.
5. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
6. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

### **Student Learning Outcomes**

Students who complete the course with a high-level of achievement will be able to:

#### **Vocabulary Development**

1. Recognize and produce vocabulary items in each unit.
2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

#### **Grammatical Features**

1. Grammatical features of ASL will be utilized in all conversational exchanges and class exercises. The student is encouraged to not think in English.

2. Demonstrate expressive mastery of dialogues and short sentences, narratives, and/or short stories utilizing ASL grammatical features.
3. Demonstrate the ability to recognize and produce complex ASL sentence structures.

### **Conversational and Communication Skills**

1. Demonstrate receptive competence for relatively short stories, narratives, and so forth that are signed by the professor and/or by Deaf users of ASL and fellow classmates.
2. Demonstrate the ability to initiate, conduct and terminate context-specific conversations of medium length with Deaf users of ASL other than the professor.
3. Demonstrate the ability to express self-generated short stories, short narratives and others in ASL.
4. Demonstrate the ability to communicate effectively by participating in social/cultural Deaf events and then submitting video presentations or typed paper based on these events

### **Cultural Awareness**

1. Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada: ideas, aesthetic traditions, and cultural practices, and its history.
2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

## **CSD 1152L American Sign Language II Laboratory**

1. Increase expressive and receptive skills in target language (American Sign Language) through application of principles learned in CSD 1152.
2. Reflect on own development of expressive and receptive skills learned in target language (American Sign Language).

## **CSD 2205 Introduction to Communication Professions**

1. Explain the role of a speech-language pathologist.
2. Identify common disorders and treatment options that fall within the scope of practice for a speech-language pathologist
3. Identify differences between speech, language and cognition and how these areas can be impacted in adult versus pediatric clients.
4. Identify common activities and responsibilities of sign language interpreters, including: roles of the interpreter, management of physical setting and selection of appropriate equipment and technology, etc.
5. Recognize theoretical concepts related to the profession of sign language interpreting and

concepts foundational to the field.

6. Recall information learned regarding needs of various interpreting consumers and their organizations.
7. Identify common activities and responsibilities of audiologists.
8. Recognize basic principles of sound and basic anatomy/physiology of the auditory and vestibular systems.
9. Identify common types of hearing loss and possible treatment options.

## **CSD 2249 Fingerspelling and Numbers**

As per the **accreditation standards** from Commission on Collegiate Interpreter Education, in this course, students will:

1. Comprehend ASL, more specifically, fingerspelling and numbers, at advanced level as well as express same ASL components at advanced level with accuracy, fluency, clarity and poise. (CCIE Standard 7.1)
2. Take care of own personal mental and physical needs. (CCIE Standard 6.1)

From in-class exercises, homework and lectures, students will be able to demonstrate the following outcomes:

1. Demonstrate proper ergonomic position when fingerspelling
2. Reproduce stretching exercises that contribute to improved mobility
3. Recall and describe linguistic rules governing the production and use of different fingerspelled words and numbers in context
4. Discuss the structure and function of fingerspelling in American Sign Language.
5. Describe and identify examples of careful, rapid, and lexicalized fingerspelling.
6. Discuss the dynamic nature of the anxiety surrounding fingerspelled word recognition.
7. Explain the cognitive processes involved in fingerspelled word recognition.
8. Describe the process of template building in fingerspelled word recognition.
9. Complete the exercises in rapid serial visual presentation included on the RSVP DVD.
10. Identify and describe the fingerspelling contained in the associated monologues.
11. Summarize the information provided about fingerspelling using examples from ASL monologues.
12. Comprehend fingerspelled words and numbers in context with a degree of accuracy appropriate for a student in at a corresponding ASL level
13. Integrate theory and practice to produce comprehensible fingerspelled words and numbers in discourse.

## **CSD 2250 Introduction to Interpreting**

1. Explain the influence and importance of communication and culture on the

interpreting process

2. Describe the importance of respect and recognition of diversity to the interpreting profession
3. Identify and understand elements important in the physical and psychological well-being of sign language interpreters
4. Describe interpreting protocols in a variety of environments
5. Identify major components of the interpreting profession and describe best practices
6. Analyze and apply interpreter role, functions and responsibilities

## **CSD 2251 American Sign Language III**

### **Student Learning Outcomes**

Students who complete the course with a high-level of achievement will be able to:

#### **Vocabulary Development**

1. Recognize and produce vocabulary items in each unit.
2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

#### **Grammatical Features**

1. Grammatical features of ASL will be utilized in all conversational exchanges and class exercises. The student is encouraged not to think in their native language.
2. Demonstrate expressive mastery of dialogues and short sentences, narratives, and/or stories utilizing ASL grammatical features.
3. Demonstrate the ability to recognize and produce complex ASL structures.

#### **Conversational and Communication Skills**

1. Demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL that are signed by the professor and/or by Deaf users of ASL and fellow classmates.
2. Demonstrate the ability to initiate, conduct and terminate context-specific conversations of medium length with Deaf users of ASL other than the professor.
3. Demonstrate the ability to express self-generated short stories, short narratives and others in ASL.
4. Demonstrate the ability to communicate effectively by participating in social/cultural Deaf events and then submitting video or written presentations based on those events.

#### **Cultural Awareness**

1. Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.

2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

## **CSD 2251L American Sign Language III Laboratory**

1. Increase expressive and receptive skills in target language (American Sign Language) through application of principles learned in CSD 2251.
2. Reflect on own development of expressive and receptive skills learned in target language (American Sign Language).

## **CSD 2252 American Sign Language IV**

### **Student Learning Outcomes**

Students who complete the course with a high-level of achievement will be able to:

#### **Vocabulary Development**

1. Recognize and produce vocabulary items in each unit.
2. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

#### **Grammatical Features**

1. Grammatical features of ASL will be utilized in all conversational exchanges and class exercises. The student is encouraged to not think in their native spoken language.
2. Demonstrate expressive mastery of dialogues and short sentences, narratives, and/or short stories utilizing ASL grammatical features.
3. Demonstrate the ability to recognize and produce complex ASL sentence structures.

#### **Conversational and Communication Skills**

1. Demonstrate receptive competence for relatively short stories, narratives, and so forth that are signed by the professor and/or by Deaf users of ASL and fellow classmates.
2. Demonstrate the ability to initiate, conduct and terminate context-specific conversations of medium length with Deaf users of ASL other than the professor.
3. Demonstrate the ability to express self-generated short stories, short narratives and others in ASL.
4. Demonstrate the ability to communicate effectively by participating in social/cultural Deaf events and then submitting video presentations or typed paper based on these events

#### **Cultural Awareness**

1. Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada: ideas, aesthetic traditions, and cultural practices, and its history.
2. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

## **CSD 2252L American Sign Language IV Laboratory**

1. Increase expressive and receptive skills in target language (American Sign Language) through application of principles learned in CSD 2252.
2. Reflect on own development of expressive and receptive skills learned in target language (American Sign Language).

## **CSD 2256 Deaf Culture & Community**

1. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts.
2. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities.
3. Apply knowledge of diverse cultures to address contemporary or historical issues.

## **CSD 2258 Language Acquisition in ASL**

1. Identify and explain the components of language
2. Identify the parameters of American Sign Language (ASL)
3. Describe similarities and differences between spoken and signed languages and their acquisition
4. Demonstrate understanding of important language acquisition milestones for all children, deaf or hearing
5. Explain the critical period for language acquisition and be able to describe consequences of language deprivation
6. Apply concepts related to early intervention and early access to a visual language when describing the experiences of deaf and hard of hearing children

## **SLI Course Objectives**

### **CSD 3301 English Text Analysis**

1. Comprehend English at advanced levels
2. Express English with accuracy, fluency, clarity and poise
3. Understand the meaning and intent of English source language discourse

## **CSD 3302 Specialized Terminology**

1. Acquire vocabulary, concepts, and skills for interpreting specialized environments, including medical, mental health, legal, performing arts, designated interpreting, and education.
2. Describe interpreting protocols in a variety of environments
3. Apply concepts to role plays and authentic situations, using appropriate terminology and idiomatic language.

## **CSD 3331 Translation**

1. Translate a message that appropriately reflects genre, register and culture and does not include interference from the source language
2. Understand meaning and intent and the effect they have on translation in both ASL and English
3. Tailor your translations to your audience to ensure effective meaning transfer
4. Explain how interpreters manage the flow of information differently than translators to create message equivalence

## **CSD 3332 Consecutive Interpreting**

As per the **accreditation standards** from Commission on Collegiate Interpreter Education, in this course, students will:

1. Apply interpreter role, function and responsibilities in consecutive interpreting settings. (CCIE Standard 6.1)
2. Practice self-assessment. (CCIE Standard 6.2)
3. Build respect for individual self-identification. (CCIE Standard 6.2)
4. Increase respect for individual language and/or communication choices. (CCIE Standard 6.2)
5. Increase an ability to understand the meaning and intent in the source language discourse. (CCIE Standard 7.2)
6. Advance an ability to process a message from SL to TL that appropriately reflects genre. (CCIE Standard 7.2)
7. Amplify an ability to process a message from SL to TL that appropriately reflects register and culture. (CCIE Standard 7.2)
8. Enhance an ability to process a message from SL to TL without SL interference. (CCIE Standard 7.2)
9. Introduce to meta-linguistic and meta-cognitive tools to engage in self-assessment (CCIE Standard 7.3)
10. Induct and sustain an ability to use consecutive interpretation as a method of meaning transfer (CCIE Standard 7.3)

11. Multiply an ability and flexibility to render a consumer-driven interpretation. (CCIE Standard 7.4)
12. Underline an ability and flexibility to manage the flow of information to optimize message equivalence. (CCIE Standard 7.4)

### **CSD 3345 Ethics and Decision Making**

1. Locate relevant portions of the *NAD/RID Code of Professional Conduct* in order to apply the concepts to actual or hypothetical interpreting situations, including subjects such as business practices and continuing professional development
2. Apply an ethical framework (including Demand-Control Schema) during case conferencing to effectively:
  - a. Talk about your work with mentors or colleagues about your awareness of self and self-assessment
  - b. Talk about your work with mentors or colleagues about the influence the interpreter has on interpretation
  - c. Talk about your work with mentors or colleagues regarding human dynamics

### **CSD 3346 Specialized Settings and Scenarios**

1. Identify and accommodate needs of diverse consumers
2. Analyze and apply an understanding of interpreter's role, function, and responsibilities in a variety of settings
3. Participate effectively in a Hearing and Deaf Interpreter Team

### **CSD 3351 Linguistics of ASL**

Students will be introduced to some advanced features of ASL in order to understand them better. They also will do some hands-on with expressing those same features. Some of the features covered are:

- Pluralizing nouns;
- Pronominalizing objects;
- Setting up referents;
- Placing adjectives;
- Identifying and tensing verbs;
- Knowing mouth morphemes to modify some signs adverbially;
- Using conjunctive non-manual signals
- Communicating at certain level of formality

### **CSD 3352 Depiction in ASL**

ASL is truly a visual language, where spatiality is capitalized. In addition to advancing our classifier skills, we will learn some facial techniques, visual-gesture communication, and

personification. We will both analyze the native signers and apply certain depictive techniques in our own signing.

This course fulfills the standard requirements of the Commission on Collegiate Interpreter Education, where the students will:

- Comprehend ASL at advanced level
- Express ASL at advanced level with accuracy, fluency, clarity and poise
- Be able to process messages from source language to target language that appropriately reflects genre
- Be able to process messages from source language to target language that appropriately reflects register and culture
- Be able to process messages from source language to target language without source language interference
- Engage in self-assessment using meta-linguistic and meta-cognitive tools

### **CSD 3374 Service Learning in the Deaf Community**

1. Demonstrate knowledge of and apply human relations and professionalism competencies in a service-learning project.
2. Apply critical and reflective thinking skill and participation in the Deaf community.
3. Fulfill professional and civic responsibilities as interpreters while participating in a community partnership.

### **CSD 3375 Field Observation and Theoretical Application of Interpreting I**

1. Build your schema and understanding of the topics you need to know and the things you must do in order to become or recognize an excellent interpreter.
2. Determine if the interpreting field is a good fit for you, and if you are well-suited for this profession.
3. Identify Influence of power and privilege in multicultural/diverse populations, including minority and minority culture dynamics, and effects of oppression and discrimination.
4. Recognize the dynamics of cross-cultural interaction and the necessity of boundary flexibility as allies of Deaf and Deaf-aligned communities.

### **CSD 3380 Field Observation and Theoretical Application of Interpreting II**

1. Synthesize theories of interpretation and translation by applying them to observed situations

2. Create a resource they will be able to reference in the future detailing local and national community resources for Deaf people including service organizations, agencies and relevant state and federal legislation
3. Analyze and apply feedback given to them during observations by talking with your instructor, mentor, and colleagues about:
  - a. Assessment and awareness of self
  - b. Influence of interpreter on communication
  - c. Human dynamics
4. Apply the perspectives of Deaf individuals and principles of social justice to interpreted situations and to their behavior in interpreted interactions

### **CSD 4401 Research & Interpreting**

1. Understand and apply basic principles of research
2. Read, understand and critically evaluate research on interpreting
3. Present research-related information in academic ASL and English and comprehend information in both languages
4. Interpret research presentations
5. Perform a literature review for a research topic related to ASL/English interpreting

### **CSD 4431 Simultaneous Interpreting**

1. Combine the components of the interpreting process to make a coherent, faithful interpretation that matches the linguistic needs of the consumer
2. Process a message from Source Language to Target Language appropriately reflecting genre, register, and culture—and without Source Language interference
3. Engage in self-assessment and reflective practice
4. Use simultaneous interpretation as a method of meaning transfer, assessing a situation for its appropriateness. This includes adapting and managing the flow of information to optimize message equivalence.

### **CSD 4432 Senior Seminar**

1. Apply the theory learned thus far in the program to produce interpretations that are accurate and culturally appropriate
2. Analyze your interpretations for areas of strength and opportunities for improvement and do the same for your peers in a safe environment
3. Determine which type of interpreting will likely be most successful in a particular situation (interpreting, transliteration, conceptually accurate signed English, etc.)
4. Process ASL and English in a way that allows you to understand the meaning behind the source language
5. Improve your knowledge base about strategies, techniques, and approaches for interpreting

## **CSD 4441 Professional Interpreting Practice**

1. Recognize what is needed to care for one's self as an interpreter, including credentialing, professional development, continuing education, mental self-care, and physical self-care.
2. Identify the historical foundations of the profession, and how that impacts current ethical practice and decision making.
3. Develop habits for working with colleagues, including teaming protocols with interpreters who are Deaf and interpreters who can hear.
4. Accommodate the diverse needs of consumers, whether related to cultural needs, disability, bias, or other conditions.
5. Establish business foundations for successful private practice.

## **CSD 4451 Advanced Discourse in ASL**

1. Characterize internally the lingual registers of the signers
2. Understand prosody markers and some other nuances of ASL
3. Observe those discourse markers in the signers for more accuracy
4. Stimulate those finer points of the language into own signing for more fluency and clarity

## **CSD 4457 Interpreting in Community Settings**

1. Recognize the history of community interpreting and theoretical underpinnings that apply to contemporary situations
2. Apply and practice interpreting techniques specific to community settings
3. Apply ethical codes to community settings.
4. Assess personal suitability of skills and dispositions to fit each interpreting opportunity.

## **CSD 4458 Introduction to Interpreting in Healthcare Settings**

1. Describe systems, personnel, and treatment protocol commonly encountered in healthcare settings
2. Identify and consider the specific vocabulary and discourse used in healthcare settings in English and ASL:
  - a. Foundations of medical terminology in English
  - b. Anatomy, physiology and terminology in ASL
3. Practice the delivery of equivalent messages in healthcare settings
  - a. Outline the criteria for use of consecutive and simultaneous interpreting
  - b. Determine which interpreting approach is appropriate for a given scenario
4. Evaluate research in the field of healthcare interpreting
5. Create a personal inventory of skills and goals for healthcare interpreting competencies

## **CSD 4470 Field Observation and Theoretical Application of Interpreting III**

1. Recognize the interpreting needs of Deaf, DeafBlind, and hearing consumers, and how to accommodate them.
2. Practice professional roles and boundaries incorporating ethical behavior.
3. Apply language and interpreting skills and principles learned throughout the program
4. Apply professional vocabulary and discourse to discuss the work with mentors and colleagues about:
  - a. Self-assessment and self-awareness
  - b. The influence of an interpreter on a situation
  - c. Human dynamics

## **CSD 4474 Interpreting Internship**

1. Apply the interpreting skills competencies listed during the internship experience:
  - a. Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English.
  - b. Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.
  - c. Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.
  - d. Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactional assignments.
  - e. Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.
  - f. Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s).
  - g. Demonstrate the ability to use technology and equipment specific to ASL-English interpreting.
2. Apply core disposition characteristics of successful interpreters during their internships by:
  - a. Selection and application of appropriate professional role(s)
  - b. Appropriate demonstration of boundary flexibility as a Deaf community ally
  - c. Commitment to continue professional development and self-assessment

- d. Respecting individual language and/or communications choices and self-identification
  - e. Recognizing when issues and effects of oppression and discrimination are present during the internship
3. Apply knowledge of the following concepts during internship assignments:
- a. Ethical decision-making and analysis of demands and controls
  - b. Accurate assessment of interpreting needs of Deaf, DeafBlind, and hearing consumers
  - c. Accurate assessment of needs of various consumers (i.e. disabilities or other conditions)
  - d. Appropriate teaming protocols for hearing/hearing teams and Deaf/hearing teams, when possible
4. Apply principles of personal mental and physical self-care, including:
- a. Managing vicarious trauma
  - b. Identification and management of potential stressors
  - c. Identification and management of burnout
  - d. Preventative actions to prevent and management of repetitive motion injury