

Intralingual Skills Development
SLNG 1307-[section #] [Synonym]
Semester Year

Professor:

Email:

Videophone:

On-campus/Virtual office:

Office hours:

Campus-Class Location:

Class Days/Times:

Course Description:

SLNG 1307 Intralingual Skills Development for Interpreters (3-3-1) Concentration on the development of intra-lingual (English to English) skills necessary for future development of interlingual (English to American Sign Language [ASL]/ASL to English) skills. Focus on linguistic and cognitive skills development in areas of paraphrasing, summarizing, main idea identification, comprehension, memory, delayed repetition, multi-tasking, vocabulary, and cultural literacy. There is no prerequisite for this course. This is a 3 credit hour course with 3 lecture hours each week and 1 laboratory or activity hours each week.

Course Rationale/Objectives

The objectives in this course are to Utilize visualization skills and apply them to form and meaning of written and spoken texts; paraphrase propositions and discourse; and identify main and supporting ideas. Re-tell written and spoken material; demonstrate the use of working and long-term memory, cloze skills, and recognition of patterns; and demonstrate a broader vocabulary and cultural literacy.

Course prerequisites: There is no prerequisite for this course.

Official Course Language

English

Time zone: Central Daylight Time/Central Standard Time (Course due dates are according to this time zone.)

Required Texts/Materials

1. *1,100 Words you Need to Know* 7th Edition by Murray Bromberg and Melvin Gordon

Publisher: Barron's Educational Series ISBN-10: 1438010427

2. *English Skills Development* by Carol Patrie (Book ONLY, DVD is not required)

Publisher: Dawn Sign Press ISBN-10: 1581211724

Technology Requirements/Skills

- **High speed Internet access** to ACC Gmail, ACC course Learning Management System (Blackboard, Canvas or Google Classroom) and course related materials. Internet recommended download/upload speed 20 Mbps or better (you can test your internet speed: www.speedtest.net by Ookla).
- **Laptop or desktop computer with camera** (required). Smartphones and/or tablets may be

insufficient especially for quizzes/exams.

- Chrome browser (strongly recommended) or similar

Minimum Technical Skills

Measure your technology skills and find tutorials to develop, review, or renew those skills in the [Technical Skills Checklist](#). As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

- Communicate via email including sending attachments
- Able to take a screenshot
- Able to record your video assignments and exams
- Navigate the World Wide Web using a Web browser such as Google Chrome
- Use office applications such as Microsoft Office (or similar) to create documents
- Be willing to learn how to communicate using a discussion board and upload assignments to a classroom website
- Be comfortable uploading and downloading saved files
- Have easy access to the high-speed Internet
- Can navigate Blackboard or other learning management systems.

Student Tech Support

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. Drive-up WiFi can be accessed at multiple campuses on different days/times, <https://www.austincc.edu/coronavirus/drive-up-wifi>.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

Program Learning Outcomes

The ASL and Interpreter training program's program learning outcomes align with the [American Council on the Teaching of Foreign Languages](#) (ACTFL) and the [Texas Board for Evaluation of Interpreters](#) (BEI). A complete list of the ASLIT's program learning outcomes can be found [here](#).

Course and Student Learning Outcomes:

- I. Visual Form and Meaning
 - a. The student will understand the importance of English language skills
 - b. The student will distinguish between form and meaning
 - c. The student will discuss the differences between meaning and form
- II. Paraphrasing Proposition and Discourse
 - a. The student will be exposed to different ways to paraphrase propositions and discourse
 - b. The student will demonstrate mastery of different ways to paraphrase discourse
- III. Main Idea Identification
 - a. The student will be able to identify the parts of a main idea
 - b. The student will be able to identify the main idea of a text
- IV. Summarizing
 - a. The student will be able to identify the key elements to summarizing a text
 - b. The student will be able to summarize a text
- V. Vocabulary Development
 - a. The student will improve specific English usage skills
 - b. The student will be exposed to new vocabulary
 - c. The student will be exposed to greek and latin roots and will find and define words containing these roots
 - d. The student will know the difference in meaning of commonly confused words
- VI. The Board for Evaluation of Interpreters Test of English Proficiency
 - a. The students will be able to list the parts of the BEI Test of English Proficiency
 - b. The students will identify different test taking techniques to apply to different parts of the TEP exam
 - c. The student will develop and apply different strategies for the Test of English Proficiency

[Choose one for your course format]

Instructional Methodology for a Distance-learning course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform (Blackboard, Canvas or Google Classroom), online videos and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does not require real-time classes (asynchronous online learning) however students must watch all the lecture videos online, read slides/lecture notes and complete all assignments before the assigned due dates.

Instructional Methodology for a Hybrid course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course requires face to face learning (or zoom meetings) as well as independent online learning. It is the student's responsibility to complete assignments before the due dates.

Course Grading System

- | | |
|-------------------------------|-----|
| 1. English Skills Development | 25% |
| 2. Vocabulary Development | 25% |

3. Midterm	25%
4. Pre and Post Mock TEP	25%
5. Stakeholder Interview	25%

Students are to monitor their own progress. Students can check their grades in the course learning management systems (BlackBoard, Canvas, TRUE+WAY ASL, and/or Google Classroom).

Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = F

1. English Skills Development

Each week you will complete work in the English Skills Development Text. I will also provide activities after spring break which will reinforce the activities and concepts learned over the first half of the semester.

2. Vocabulary Development

a. Root Words Work: Each week you will find four root words with their meanings in our shared Root Word Google Sheet. You are responsible for finding one example word for each root word that coincides with the meaning provided. List the word and its definition in our shared Google Sheet. Do not duplicate words.

b. 1,100 Words You Need to Know: Each week you will complete a week of vocabulary work in the 1,100 Words you Need to Know. Submit this work through Google Classroom.

c. Flash Cards: Each week you will create 10 flashcards with new vocabulary you have learned. A total of 150 flashcards are due at the end of the semester. You can pull vocabulary from classroom activities, our class root word sheet or 1,100 Words You Need to Know. Flash Card work can be done digitally or on paper flashcards. Submit this work through Google Classroom.

3. Midterm

The midterm will cover all material presented to that point of the class. It will include information from English Skills Development, TEP information, root words and information from class discussions and handouts. There will be no make-up of the midterm except under circumstances deemed to be extreme or unique.

4. Pre & Post Mock TEP

You will take a minimum of two mock TEPs this semester. The pretest will be a baseline to determine what areas we need to develop; completing the pretest will give you full credit. Post TEP credit will be based on how much improvement was made from your pretest.

Course Outline (please see course schedule for assignments and due dates)

Week 1

Orientation

Syllabus and Course Schedule Review

Mock TEP

Week 2

Introduction to English Skills Development
Test taking Strategies
Review of TEP and our Mock TEP results
Vocabulary Development
Root word pretest
1,100 Words You Need to Know week 1
Flashcard Development

Week 3

TEP area of focus: Antonyms
English Skills Development Unit 1: Visual Form and Meaning
Unit 1 study guide
Group 1 Root Words
1,100 Words You Need to Know week 2
Flashcard Development

Week 4

English Skills Development Unit 2: Meaning and Visual Form
Unit 2 study guide
Group 2 Root Words
1,100 Words You Need to Know week 3
Flashcard Development

Week 5

TEP area of focus: Sentence Completion
English Skills Development Unit 3: Lexical Substitution
Complete and submit Unit 3 study guide
Group 3 Root Words
1,100 Words You Need to Know week 4
Flashcard Development

Week 6

Confusable Words
English Skills Development Unit 4: Paraphrasing Propositions
Unit 4 study guide
Contribute Group 4 Root Words in Google Sheets
1,100 Words You Need to Know week 5
Flashcard Development

Week 7

Midterm Review
Understanding Words and Signs in Context
Subject Verb Agreement
English Skills Development Unit 5: Paraphrasing Discourse
Complete and submit Unit 5 study guide
Contribute Group 5 Root Words in Google Sheets
1,100 Words You Need to Know week 6
Flashcard Development

Week 8

Midterm Exam

English Skills Development Unit 6: Main Idea Identification

Complete and submit Unit 6 study guide

Contribute Group 6 Root Words in Google Sheets

1,100 Words You Need to Know week 7

Flashcard Development

Week 9

Main Idea Identification

TEP area of focus: Reading Comprehension

English Skills Development Unit 7: Summarizing

Group 7 Root Words

Unit 7 study guide

1,100 Words You Need to Know week 8

Flashcard Development

Week 10

Taboos and Expletives

TEP area of focus: Sentence Completion

Paraphrasing Activity 1

Group 8 Root Words

1,100 Words You Need to Know week 9

Flashcard Development

Week 11

New and Cool Words!

TEP area of focus: Antonyms

Paraphrasing Activity 2

Group 9 Root Words

1,100 Words You Need to Know week 10

Flashcard Development

Week 12

Mispronunciations

TEP area of focus: Sentence Completion

Paraphrasing Activity 3

Contribute Group 10 Root Words in Google Sheets

1,100 Words You Need to Know week 11

Flashcard Development

Week 13

Registers

Vocabulary Development Games

TEP area of focus: Antonyms

Paraphrasing Activity 4

Group 11 Root Words

1,100 Words You Need to Know week 12

Flashcard Development

Week 14

Antonyms and Sentence Completion

Vocabulary Development Games

Paraphrasing Activity 5

Group 12 Root Words

1,100 Words You Need to Know week 13

Flashcard Development
Week 15
Final TEP Preparation
Paraphrasing Activity 6
Group 13 Root Words
1,100 Words You Need to Know week 14
Flashcard Development
Week 16
Final Mock TEP

Please follow this [link](#) to review policies and information specific to the ASL and Interpreter Training Department.

Participation Policy **[Choose one for your class]**

[F2F or Hybrid classes]

Interpreting courses are very interactive and students will be required to participate regularly in class and group activities. All students will be encouraged to participate in class discussions and activities on a regular basis. Participation does not mean giving “right” answers. It means thinking about the material, sharing their thoughts, paying attention, and giving their best effort. The skills to be developed in the class depend on visual perception and memory. Use of auditory stimuli discourages this learning process for both the person talking and other students in the class. The students will experience cross-cultural interaction between Deaf and hearing people. It is important that the student recognizes this and respects the culture. Students should arrive on time and are expected to remain until the end of class.

[Online classes]

What does attendance look like in an Online Course? This can be challenging for many students. First of all, many who enroll in an online course do so because their schedules are hectic or otherwise don't permit them to be on campus. If you're already stretched to find the time to take a course, it can be really difficult to find the appropriate amount of time to participate and do the work.

This course is designed to be highly interactive and regular participation and attendance is expected and necessary for earning a successful grade. The best approach is to set aside a specific time of day to devote to the course. Just like you would have to make time to attend a normal on campus course, you should allocate the same time to the online course. The advantage of online learning is that you can set a schedule to fit your needs. The reason some students fail is that they have not developed the discipline to stay on schedule.

Attendance Policy **[Choose one for your class]**

[Link to academic calendar](#)

[Traditional Face to Face 16 week attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **three** absences from class,

therefore doctor's notes and other excuses are not accepted for absences. After the **fourth** absence, the final grade will be lowered by one letter. Upon the **fifth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[INSERT DATE]**, the student will receive an F as a final grade.

[Hybrid 16 week attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **two** absences from class, therefore doctor's notes and other excuses are not accepted for absences. After the **third** absence, the final grade will be lowered by one letter. Upon the **fourth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[INSERT DATE]**, the student will receive an F as a final grade.

[Hybrid 8 week attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **one** absence from class, therefore doctor's notes and other excuses are not accepted for absences. After the **second** absence, the final grade will be lowered by one letter. Upon the **third** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[INSERT DATE]**, the student will receive an F as a final grade.

[Hybrid 5 week summer attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **one** absence from class, therefore doctor's notes and other excuses are not accepted for absences. After the **second** absence, the final grade will be lowered by one letter. Upon the **third** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[INSERT DATE]**, the student will receive an F as a final grade.

Withdrawals

It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the final withdrawal date. The final withdrawal date for this semester is **[INSERT DATE]**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Missed Exams and Late Work

There will be no make-up of assignments, quizzes and/or tests except under circumstances I deem to be extreme or unique. Internet disruption will not be accepted as an excuse for turning in your assignments late. It is your responsibility to utilize tools such as taking screenshots that show you did complete the quiz/assignment/test or by contacting GoReact for verification and information on your progress.

Incompletes

An incomplete (grade of "I") will only be given due to extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the [Incomplete Grade form](#), to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Please follow this [link](#) to review ACC Policies