

# Deaf Culture & ASL Studies

## | American River College

Academic coursework based on a Deaf-centered framework that encourages students to embrace an empowered collaboration with Deaf people.

Main core studies: Present Deaf Studies subjects based on Deafhood framework such as American Sign Language, Sign Linguistics, Deaf Education, Literature, Deaf psychology, Mental Health and Wellness, and Interpreting and maintain current trends in Deaf Culture & ASL Studies; expand further much needed subjects and fields in Deaf Studies, such as culture, sociology, anthropology, history, arts, business, politics, and media doing so through a Deaf-centered lens.

[\(/academics/arc-program-road-maps\)](/academics/arc-program-road-maps)

DIVISION DEAN	<a href="/about-us/faculty-and-staff-directory/diana-hicks">Diana Hicks (/about-us/faculty-and-staff-directory/diana-hicks)</a>	 <a href="/academics/arc-humanities-division-office">Humanities Division Office (/academics/arc-humanities-division-office)</a>
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## Associate Degree

### A.A. in Deaf Culture and American Sign Language Studies

This degree provides academic coursework based on a Deaf-centered framework that encourages students to embrace an empowered collaboration with Deaf people. It provides an introductory overview of the Deaf community and American Sign Language in a cultural context, with the psychosocial dynamics of people working in the Deaf community. It also emphasizes the development of skills related to paraprofessional services, in an individual or group setting, in an educational or social services agency which serves Deaf clients.

#### Degree Requirements

COURSE CODE	COURSE TITLE	UNITS
DEAF 310	American Sign Language I	4
DEAF 312	American Sign Language II	4
DEAF 314	American Sign Language III	4
DEAF 316	American Sign Language IV	4
DEAF 320	Fingerspelling, Classifiers and Numbers	0.5 -1
DEAF 351	Introduction to American Deaf Culture	3
DEAF 352	Introduction to American Deaf Education	3
DEAF 355	Audism and Inequality of the Deaf	3
DEAF 370	Linguistics of American Sign Language	3
A minimum of 3 units from the following:		3
DEAF 318	American Sign Language V (4)	
DEAF 380	American Sign Language Literature (3)	
Total Units:		31.5 - 32

The Deaf Culture and American Sign Language Studies Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- compare and contrast characteristics that impact a Deaf person's life in the following areas: the world of work, education, family, language, and social development.
- demonstrate ability to carry on American Sign Language conversation consistent with the ability of a 4th semester second language learner with a Deaf individual or groups of Deaf people.
- apply entry-level positions working with the Deaf community.
- demonstrate characteristics related to personal growth and adjustment in various populations within and outside of the Deaf community.
- apply skills in working with various Deaf participants within and outside of the Deaf community.
- demonstrate skills in working with school-age Deaf children in an educational setting.
- compare and differentiate the Deaf individual to individuals of diverse populations when comparing human development.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.

## Career Information

This degree prepares students for entry-level positions such as paraprofessional services in an individual or group setting, in an educational or social services agency which serves Deaf clients.

# Certificate of Achievement

## Deaf Culture and American Sign Language Studies Certificate

This certificate provides academic coursework based on a Deaf-centered framework that encourages students to embrace an empowered collaboration with Deaf people. It provides an introductory overview of the Deaf community and American Sign Language in a cultural context, with the psychosocial dynamics of people working in the Deaf community. It also emphasizes the development of skills related to paraprofessional services, in an individual or group setting, in an educational or social services agency which serves Deaf clients.

## Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
DEAF 310	American Sign Language I	4
DEAF 312	American Sign Language II	4
DEAF 314	American Sign Language III	4
DEAF 316	American Sign Language IV	4
DEAF 320	Fingerspelling, Classifiers and Numbers	0.5 -1
DEAF 351	Introduction to American Deaf Culture	3
DEAF 352	Introduction to American Deaf Education	3
DEAF 355	Audism and Inequality of the Deaf	3
DEAF 370	Linguistics of American Sign Language	3
A minimum of 3 units from the following:		3

COURSE CODE	COURSE TITLE	UNITS
DEAF 318	American Sign Language V (4)	
DEAF 380	American Sign Language Literature (3)	
Total Units:		31.5 - 32

## Student Learning Outcomes

Upon completion of this program, the student will be able to:

- compare and contrast characteristics that impact a Deaf person's life in the following areas: the world of work, education, family, language, and social development.
- demonstrate ability to carry on American Sign Language conversation consistent with the ability of a 4th semester second language learner with a Deaf individual or groups of Deaf people.
- apply to entry-level positions working with the Deaf community.
- demonstrate characteristics related to personal growth and adjustment in various populations within and outside of the Deaf community.
- apply skills in working with various Deaf participants within and outside of the Deaf community.
- demonstrate skills in working with school-age Deaf children in an educational setting.
- compare and differentiate the Deaf individual to individuals of diverse populations when comparing human development.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.

## Gainful Employment

The US Department of Education requires colleges to disclose a variety of information for any program that is eligible for financial aid that "prepares students for gainful employment in a recognized occupation." The following link provides Gainful Employment Disclosure information for this certificate program:

[Gainful Employment Information for Deaf Culture and American Sign Language Studies Certificate of Achievement \(https://web.losrios.edu/gainful-emp-info/arc/30610/30610.htm\)](https://web.losrios.edu/gainful-emp-info/arc/30610/30610.htm)

## Career Information

This certificate prepares students for entry-level positions such as paraprofessional services in an individual or group setting, in an educational or social services agency which serves Deaf clients.

# Deaf Culture and American Sign Language Studies (DEAF)

## DEAF 310 American Sign Language I

Units:	4
Hours:	72 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area I; IGETC Area 6

This is the first course in a series of five courses in American Sign Language (ASL). The instructional activities are based on an immersion approach, in which the learners develop language competency in source and target language. The emphasis is on non-speech communication. Topics include grammatical

features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers. This course is formerly known as SILA 305.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assemble short sentence dialogs which demonstrate receptive and expressive competencies of targeted lexical and syntactical forms of American Sign Language.
- compare and contrast the characteristics of the Deaf community and the Deaf community dynamic with the hearing community.
- utilize appropriate vocabulary and communicative strategies using eye contact, body orientation, and social behaviors related to communication interaction.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

## DEAF 312 American Sign Language II

Units:	4
Hours:	72 hours LEC
Prerequisite:	DEAF 310 or SILA 305 with a grade of "C" or better.
Advisory:	Eligible for ENGRD 310 AND ENGRD 312 and ENGWR 300; OR ESLR 340 and ESLW 340
Transferable:	CSU; UC
General Education:	AA/AS Area I; IGETC Area 6

This is the second in a series of five courses in American Sign Language (ASL). The emphasis is on nonverbal communication.

Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers. This course is formerly known as SILA 306.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- prepare complex dialogues that demonstrate receptive and expressive competencies of targeted lexical items from situations or narratives that occur in daily life activities.
- formulate targeted syntactical forms in ASL in dialogs.
- select appropriate vocabulary and communicative strategies in imitating, conducting, and terminating dialogs.
- analyze social customs and cultural interaction of the various groups within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

## DEAF 314 American Sign Language III

Units:	4
Hours:	72 hours LEC
Prerequisite:	DEAF 312 or SILA 306 with a grade of "C" or better

Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 and ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6

This course is the third in a series of five courses in American Sign Language. It emphasizes expressive and receptive nonverbal communication skills between signers who have preliminary American Sign Language syntactical and lexical skills. It provides an understanding of deaf cultural processes by identifying behaviors and norms from activities assigned in the class. It also includes dialogs that involve asking, empathizing, negotiating and agreeing or disagreeing. The emphasis is on non-speech communication. This course is formerly known as SILA 315.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise and demonstrate receptive and expressive skills of targeted grammatical features which include the following areas: numbers when expressing time, money, counting, dates and addresses concepts; frequency verbs when expressing time and duration; locative classifiers when describing buildings and floor plans; descriptive classifiers when asked to define and describe furniture, clothing, various objects and food dishes.
- analyze lexical and grammatical patterns by signing selected or self-developed narratives.
- compare and contrast social norms of Deaf people to those personal cultural experience in signed narratives.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

## DEAF 316 American Sign Language IV

Units:	4
Hours:	72 hours LEC
Prerequisite:	DEAF 314 or SILA 315 with a grade of "C" or better
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; or ESLR 340 AND ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6

This course is the fourth in a series of five courses in American Sign Language (ASL). It emphasizes expressive communication skills that involve locating and signing interesting facts, making major life decisions, discussing health conditions, and using money. It incorporates information and activities previously learned about Deaf culture into these narratives. The emphasis is on non-speech communication. This course is formerly known as SILA 316.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise and demonstrate receptive and expressive mastery of targeted grammatical markers which include: elaborations in narratives, dialogs, utilizing signs that describe specific facts, generalizations, theories, conclusions; describing major life decisions; discussing health conditions and using money.
- formulate previously learned Deaf cultural experiences into narratives.
- apply expressive strategies in signing longer and more complex narratives including use of characterization and narrative styles.
- compose a lecture in ASL, incorporating complex ideas about health conditions.
- differentiate how people share and describe major life decisions in ASL.
- produce communication processes involving money related signs.
- appraise the facts to explain, rephrase, demonstrate, or draw conclusions to clearly present factual information.

- analyze the effectiveness of ASL performance generated by models, self, and peer by applying contemporary theories of performance assessment and peer review.
- compare and contrast Deaf and hearing cultures.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

## DEAF 318 American Sign Language V

Units:	4
Hours:	72 hours LEC
Prerequisite:	DEAF 316 or SILA 316 with a grade of "C" or better
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6

This is the last course in a series of five courses in American Sign Language (ASL). It prepares for the effective communication with Deaf people. It emphasizes expressive communication skills that involve narrating unforgettable moments, telling about accidents, and storytelling. It incorporates information and activities previously learned about Deaf culture into these narratives. The emphasis is on non-speech communication. This course is formerly known as SILA 318.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise receptive targeted grammatical markers which include using role shift to enhance a story, maintaining spatial agreement when using role shift, sequencing classifiers, and timing of reactions to coincide with experiences and mishaps.
- generate expressive mastery of targeted grammatical markers which include using role shift to enhance a story, maintaining spatial agreement when using role shift, sequencing classifiers, and timing of reactions to coincide with experiences and mishaps.
- formulate essential skills for storytelling related to narrating unforgettable moments and telling about accidents.
- incorporate key elements used in ASL storytelling to adapt written stories into ASL.
- organize previously learned cultural experiences into narratives.
- apply expressive strategies in signing longer and more complex narratives including use of characterization and narrative styles.
- evaluate the effectiveness of model, self, and peer ASL performance by applying contemporary theories of performance assessment.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

## DEAF 320 Fingerspelling, Classifiers and Numbers

Units:	0.5 - 1
Hours:	27 - 54 hours LAB
Prerequisite:	DEAF 310 or SILA 305 with a grade of "C" or better
Transferable:	CSU

This course provides hands-on experiences with fingerspelling, classifiers and American Sign Language (ASL) numbers. Topics include expressive and receptive fingerspelling, classifiers, and ASL numbers techniques. This laboratory course enables ASL learners to develop, expand, and reinforce hands-on experiences with fingerspelling, classifiers, and ASL numbers skills while working independently, in small groups, and with media such as DVDs and recorded video clips in ASL that incorporate fingerspelling. Coursework includes study topics integrated with expressive and receptive fingerspelling, classifiers, and ASL numbers techniques. Students may register until the sixth week of the semester. This course may be taken up to two times, for a total of 1.0 unit, using different topics. Pass/No Pass only.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic receptive fingerspelling, classifiers, and ASL numbers skills with at least 70% accuracy.
- synthesize basic expressive fingerspelling, classifiers, and ASL numbers skills.
- demonstrate the ability to communicate respectfully in a Deaf-culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

## DEAF 351 Introduction to American Deaf Culture

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area V(b); AA/AS Area VI; CSU Area D3; CSU Area D7

This course is a survey of four institutions which have critical impact on the psycho-social development of Deaf people: family, education, work, and society. It provides awareness and sensitivity to the unique challenges of deafhood and how they influence personal-social and communication competencies of the Deaf person. Selected visits to community events may be required. This course is formerly known as SILA 330.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define culture and apply the definition by using examples of typical social norms of Deaf people.
- identify the rules of Social Interaction in the Deaf community.
- define language and apply the definition by giving examples brought out from experiences with Deaf people.
- construct a detailed description of the census, racial/ethnic, education, employment, social/advocacy activities, family environment characteristics of the Deaf community.
- narrate instances of bias connected to Deaf individuals and groups.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

## DEAF 352 Introduction to American Deaf Education

Units:	3
Hours:	54 hours LEC

Prerequisite:	DEAF 351 or SILA 330 with a grade of "C" or better
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area V(b)

This course surveys topics related to educating Deaf children, adults, and individuals with additional disabilities. It also covers teaching methods and philosophies, school placement issues, child development, and methods of addressing developmental and linguistic stages. Selected visits to a residential Deaf school in Fremont and/or a local mainstreaming/Deaf program school may be required. This course is formerly known as SILA 332.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- validate an analysis of a topic from a research paper that relates to education of Deaf people.
- distinguish and describe essential components of PL 94-142/Individuals with Disabilities Education Act.
- differentiate characteristics of school placement sites for Deaf children and for young deaf adults who transition from a high school education to a post-secondary education.
- list and describe the various hereditary syndromes that occur among Deaf children with additional disability conditions.
- distinguish, assess, and evaluate family dynamics of Deaf children with hearing or Deaf families.
- categorize and evaluate the research done on the effectiveness of the communication systems used by Deaf children in the educational system.
- distinguish and assess developmental processes of cognitive theory as presented by Piaget and of the development of life stages as presented by Erikson.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

## DEAF 355 Audism and Inequality of the Deaf

Units:	3
Hours:	54 hours LEC
Prerequisite:	DEAF 351 or SILA 330 with a grade of "C" or better
Advisory:	SOC 320; AND eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area V(b); AA/AS Area VI; CSU Area D3; CSU Area D7

This course focuses on topics in the field of race and ethnicity in Deaf community. It provides theoretical background and contexts of audism and oppression. It also covers the contribution of minorities including Deaf people to the United States as well as the sociological reasons for inequality of Deaf people in the United States.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate how social processes, social inequality, and social relationships have shaped the experiences of various minorities in the United States.
- critique the processes of assimilation, accommodation, acculturation, and ethnogenesis.
- identify social processes that lead to conflict and cooperation among Deaf and hearing people in the United States.
- assess the outcomes and identify the origins of prejudice and discrimination against Deaf people in the United States.
- demonstrate appropriate cultural interaction within the Deaf community.

- demonstrate ability to communicate respectfully in a Deaf culture setting.

## DEAF 370 Linguistics of American Sign Language

Units:	3
Hours:	54 hours LEC
Prerequisite:	DEAF 316 or SILA 316 with a grade of "C" or better, or placement through the assessment process.
Transferable:	CSU; UC
General Education:	AA/AS Area II(b)

This course provides a foundation in American Sign Language (ASL) linguistics. Topics include theoretical knowledge and practical application of phonology, morphology, syntax, and sociolinguistics aspects of ASL usage. This course is formerly known as SILA 317.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify basic concepts of language.
- analyze phonological aspects of ASL.
- examine morphological structures in ASL.
- produce appropriate syntactical structures in ASL.
- appraise and incorporate features of ASL discourse.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

## DEAF 380 American Sign Language Literature

Units:	3
Hours:	54 hours LEC
Prerequisite:	DEAF 314 or SILA 315 with a grade of "C" or better
Transferable:	CSU
General Education:	AA/AS Area I; AA/AS Area VI; CSU Area C2

This course introduces American Sign Language (ASL) literature genres such as folklore and folktales, storytelling, visual vernacular, personification, classifier story, poetry, ABC and number stories and non-fiction narrative. Topics include analyzing and applying ASL usage in ASL literature genres.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and critique genres in ASL literature.
- identify various techniques and styles of ASL literary works.
- produce and perform different genres in ASL literature.
- analyze ASL literary works for historical, social, and cultural messages.
- comprehend literary analysis, significant linguistic and cultural aspects of ASL narratives.

- demonstrate ability to communicate respectfully in a Deaf culture setting.
- demonstrate appropriate cultural interaction within the Deaf community.

## DEAF 390 Introduction to the Interpreting Profession

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	DEAF 310 or SILA 305 with a grade of "C" or better
Transferable:	CSU

This course introduces general information about the field of American Sign Language (ASL)/English interpretation. Topics include regulations, certification and educational requirements, fundamental and requisite skills, the Code of Professional Conduct, and pay scale and job opportunities in the field of ASL/English interpretation. An overview of the Interpreter Preparation Program at American River College and hands-on experiences are incorporated. Pass/No Pass only. This course is formerly known as SILA 362.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compile a list of regulations, ethics, certification, and educational requirements needed to enter the interpreting field.
- assess the core interpersonal, intrapersonal, and linguistic competencies required.
- identify job opportunities and pay scales available for interpreters.
- choose a sequencing of coursework to follow in the Interpreter Preparation program at American River College.

## DEAF 495 Independent Study

Units:	1 - 3
Hours:	54 - 162 hours LAB
Prerequisite:	None.
Transferable:	CSU

Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation. Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at American River College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.

## Sign Language Interpreting (INTRP)

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### INTRP 300 Ethics and Professional Standards of Interpreting

Units:	3
Hours:	54 hours LEC
Prerequisite:	INTRP 303 and 305 with grades of "C" or better
Transferable:	CSU

This course provides an exploration of personal ethics and values, the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct, and interpersonal relations as they relate to professional and ethical decision-making. Emphasis is on professional integrity, managing personal and professional behaviors, and conflict resolution for interpreters.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze personal ethics and mores as an American and as part of the D/deaf community.
- distinguish ethical standards within the RID Code of Professional Conduct.
- formulate ethical decisions regarding presented case studies.
- assess personal and professional behaviors appropriate to intercultural interpreted interactions.
- analyze ethical fitness regarding professional integrity, conflict resolution, and lifelong learning.
- assemble portfolio documentation related to a professional business plan.

## INTRP 301 American Sign Language Discourse

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Enrollment Limitation:	Acceptance into the Interpreter Preparation Program through a pre-enrollment application and interview/screening process.
Transferable:	CSU

This course provides a foundation in American Sign Language (ASL) discourse and an introduction to translation with a focus on appropriate cultural norms used during interactions. Topics include conversational signals, prosodic features, register variation, message analysis, message transfer and translation. This course is formerly known as SILA 320.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the impact of cultural diversity on intercultural communication and translation.
- identify appropriate conversational signals and incorporate prosodic features in ASL and English.
- structure register variation samples in both ASL and English.
- reformulate the meaning in main ideas, idea units, and word level translations from the source text.
- produce the steps in the translation process and evaluate for accuracy, clearness, and naturalness.

## INTRP 303 Orientation to the Interpreting Profession

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Enrollment Limitation:	Acceptance into the Interpreter Preparation Program through a pre-enrollment application and interview/screening process.
Transferable:	CSU

This course provides a working knowledge of the interpreting profession. Topics include the history of the interpreting field, personal and professional demands, laws and regulations, certification and evaluation standards, extra linguistic knowledge and the employment environment. Career-long learning, self-awareness, and intrapersonal and interpersonal skills are explored during this course.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess intrapersonal and interpersonal skills and aptitudes as they relate to the interpreter, colleagues, consumers, and employers.
- identify and discuss the major historical eras and professional organizations in the field of interpreting.
- research state regulations, state and national laws, and evaluation standards that affect the interpreting profession.
- describe current practices regarding business skills and the employment environment.
- plan a progression of courses to complete the American River College Interpretation Preparation Program.

## INTRP 305 ASL to English Interpreting

Units:	3
Hours:	36 hours LEC; 54 hours LAB
Prerequisite:	INTRP 303 with a grade of "C" or better
Corequisite:	INTRP 307
Transferable:	CSU

This course provides basic skills in translation and consecutive interpreting from American Sign Language (ASL) to English. Topics include a theoretical analysis of the interpreting process, application of academic and world knowledge, and an introduction to fundamental interpreting skills and techniques for professional interactions.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise cognitive processing and interpreting theory related to translation and consecutive interpreting.
- apply academic and world knowledge during ASL to English translation and consecutive interpreting.
- analyze and integrate register and discourse analysis.
- manage the flow of communication during the interpreting process.
- assess source language comprehension and incorporate feedback from the D/deaf consumer to modify interpretation.
- construct equivalent discourse in the target language, English, while monitoring message output.
- analyze the effectiveness of model, self, and peer interpreting performance by applying contemporary theories of performance assessment and peer review.
- choose appropriate personal, interpersonal, linguistic, cultural, and knowledge-based skills for professional interactions.

## INTRP 307 English to ASL Interpreting

Units:	3
Hours:	36 hours LEC; 54 hours LAB

Prerequisite:	INTRP 303 with a grade of "C" or better
Corequisite:	INTRP 305
Transferable:	CSU

This course provides basic skills in translation and consecutive interpreting from English to American Sign Language (ASL). Topics include a theoretical analysis of the interpreting process, application of academic and world knowledge, and an introduction to fundamental interpreting skills and techniques for professional interactions.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appraise cognitive processing and interpreting theory related to translation and consecutive interpreting.
- apply academic and world knowledge during English to ASL translation and consecutive interpreting.
- analyze and integrate register and discourse analysis.
- manage the flow of communication during the interpreting process.
- assess source language comprehension and incorporate feedback from the hearing consumer to modify interpretation.
- construct equivalent discourse in the target language, ASL, while monitoring message output.
- analyze the effectiveness of model, self, and peer interpreting performance by applying contemporary theories of performance assessment and peer review.
- choose appropriate personal, interpersonal, linguistic, cultural, and knowledge-based skills for professional interactions.

## INTRP 310 Introduction to Deaf Blind Interpreting

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 303 with a grade of "C" or better
Transferable:	CSU

This course provides an orientation to the Deaf-Blind community. Topics include sighted guide techniques, environmental and ergonomic considerations, modifications to the interpreting models, and additional responsibilities when interacting with Deaf-Blind individuals.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- outline an overview of the field of interpreting and working with Deaf-Blind persons.
- analyze the most common modes of communication used when interacting with Deaf-Blind people.
- choose the preferred type of communication and interpretation techniques.
- describe environmental and ergonomic considerations.
- identify modifications to the interpreting mode.

## INTRP 312 Introduction to Oral Transmission

Units:	0.5
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Hours:	9 hours LEC
Prerequisite:	INTRP 303 with a grade of "C" or better
Transferable:	CSU

This course provides exposure to, background in, and techniques for oral transmission and interaction with oral Deaf people. Topics include speechreading skills, articulation, and support techniques.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate heightened awareness, sensitivity, and the need for specialized communication with Deaf and hard-of-hearing people who prefer oral communication.
- outline environmental factors influencing the oral transmission process.
- apply factors influencing the process of speechreading.
- analyze and use verbal support techniques in oral interpreting.
- analyze and use support techniques in oral interpreting.
- transmit a message orally, using various techniques.

## INTRP 314 Introduction to Multicultural Communication

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	SILA 316 with a grade of "C" or better
Advisory:	INTRP 305 and 307
Transferable:	CSU

This course is a focus on the field of multicultural communication. Cultural and linguistic diversity, personal life experiences, and enhancing racial and ethnic diversity in the interpreting profession are emphasized.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the depth and breadth of a multicultural and/or multilingual situation.
- appraise cultural implications of personal cultural norms, behaviors, and values.
- describe the cultural and linguistic diversity of the life of a specific cultural group.
- interact in a culturally sensitive manner with a specific cultural group.

## INTRP 320 Simultaneous Interpreting

Units:	4
Hours:	72 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Advisory:	SILA 330 and 332
Transferable:	CSU

This course provides intermediate knowledge and skill development in the area of simultaneous interpreting. Both American Sign Language (ASL) to English and English to ASL interpreting skills are incorporated. Topics include an application of the interpreting process, a focus on analytical and composition skills, incorporation of cultural considerations, and team interpreting.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess interpreting situations to determine if qualified to accept the job.
- appraise cognitive processing, interpreting theory, and dual task strategies related to consecutive and simultaneous interpreting.
- evaluate academic and world knowledge during English to ASL and English to ASL simultaneous interpreting.
- assess source language comprehension and incorporate feedback from the consumer to modify interpretation.
- construct equivalent discourse in the target language while monitoring message output.
- choose appropriate personal, interpersonal, linguistic, cultural, and knowledge-based skills for professional interactions.
- examine the impact of cultural differences on interpreting situations.
- manage the flow of communication during the interpreting process.
- provide interpreting services that reflect awareness and sensitivity to culturally and ethnically diverse groups.
- analyze the effectiveness of model, self, and peer interpreting performance by applying contemporary theories of performance assessment and peer review.

## INTRP 325 Transliteration

Units:	4
Hours:	72 hours LEC
Prerequisite:	INTRP 320 with a grade of "C" or better
Advisory:	SILA 330 and 332
Transferable:	CSU

This course provides basic skills in transliteration. It incorporates both ASL to English and English to ASL literal to idiomatic transliteration skills. Topics include language and consumer assessment, contact signing forms, semantic appropriateness, syntactic considerations, prosodic features, lipshadowing, lipreading, and fingerspelling reception and production.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast interpretation and transliteration.
- conduct linguistic assessments of various signed models.
- analyze context and content of source language in English, contact signing, and ASL.
- transliterate contact signing language samples demonstrating skills outlined in the contact signing assessment strategies.
- assess and demonstrate knowledge of the variety of cultural identifications by Deaf consumers.
- research vocabulary building related to ASL, English, and contact signing.
- produce ASL to English and English to ASL literal to idiomatic transliterations using information processing and assessment strategies.
- use appropriate ergonomics within the transliterated setting.

## INTRP 330 Introduction to Educational Interpreting, K-12

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 with a grade of "C" or better
Transferable:	CSU

This course introduces interpreting in the educational setting with a focus on the elementary and secondary levels of education. Emphasis is on vocabulary development and enrichment specific to educational interpreting, resource development, team building, roles and responsibilities, communicating with children, and ethics.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify mandated reporting situations and their impact in K-12 settings.
- analyze the roles and responsibilities of the student, instructor, and interpreter in a variety of K-12 settings.
- describe the various non-interpreting tasks which may be required of educational interpreters (tutor, aide, notetaker, lunchroom/playground/hall monitor, sign language teacher, resource, etc.).
- identify the characteristics of settings in which educational interpreting may be provided (classroom, field trips, parent-teacher conferences, Individual Education Plan meetings, assemblies, sporting events, theater, driver's education, etc.).
- assess, analyze, and interpret Deaf children's language samples.
- apply the RID Code of Professional Conduct and Educational Interpreter Performance Assessment Guidelines for Professional Conduct for educational interpreting.
- interpret effectively for mock classroom environments.

## INTRP 332 Introduction to Educational Interpreting, Post Secondary

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

This course is an introduction to interpreting in the educational setting with a focus on the postsecondary level of education. Emphasis is on vocabulary development and enrichment specific to educational interpreting, resource development, team building, and ethics.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- choose translations that demonstrate lexical and syntactic flexibility for basic source texts in the educational setting.
- compile remedies for specific educational interpreting situations.
- identify unique characteristics of the variety of settings in which educational interpreting might be provided.
- research possible resources in the academic setting and community in preparation for a given educational interpreting assignment.
- assess, analyze, and interpret Deaf students' language samples.

- evaluate and document effective team interpreting strategies.
- interpret effectively in live and videotaped situations.

## INTRP 334 Introduction to Medical Interpreting

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

The course is an introduction to interpreting in the medical setting. Logistics, role and ethics, the impact of culture and language use are considered.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast medical environmental strategies, including positioning and sight lines.
- choose translations that demonstrate lexical and syntactic flexibility for basic source texts in the medical setting.
- generate appropriate ethical and cultural constructs in medical situations.
- detail the role and responsibilities of an interpreter in a medical setting.

## INTRP 336 Introduction to Performing Arts Interpreting

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

This course is an introduction to interpreting in the performing arts setting. Character development, the function of space in American Sign Language (ASL), environmental considerations, team collaboration, and interpretation are considered.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and construct characters related to a source text.
- determine and outline appropriate environmental strategies, including positioning and sight line techniques.
- choose appropriate morphological and syntactic linguistic features.
- compose an interpretation of a performing arts text.
- evaluate strategies in working as a member of an interpreting team.

## INTRP 338 Introduction to Social Services and Employment Interpreting

Units:	1
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Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

This course is an introduction to interpreting in social services and employment settings. Environmental considerations, interpretation, resource building, teamwork, and ethics are considered.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast environmental strategies, including positioning and sight lines.
- interpret ASL/English in a variety of social service and employment mock environments.
- compose strategies in working as a member of a team.
- research and incorporate interpretation strategies regarding specific settings including Deaf Safe, designated interpreter, corporate environment, and Department of Rehabilitation.
- apply ethical and cultural considerations in social services and employment-related situations.

## INTRP 340 Introduction to Video Relay and Telephone Interpreting

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

This course is an introduction to video relay and telephone interpreting. Environmental considerations, vocabulary development, resource building, video relay and telephone processes, etiquette, and ethics are considered.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate appropriate environmental strategies including positioning and lighting techniques.
- research methods to be used when telephone interpreting.
- analyze models in video interpreting.
- construct situation-specific strategies for interpreting on video and telephone.
- outline ethical and cultural considerations in specific settings.
- interpret effectively in live and videotaped situations.

## INTRP 342 Introduction to Religious Interpreting

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

This course is an introduction to interpreting in the religious setting. Environmental considerations, vocabulary development, resource building, introductory knowledge, and ethics are covered.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast environmental strategies, including positioning, lighting, and sight lines.
- plan a discourse analysis for representative texts in the religious setting.
- specify resources available for specific religious settings.
- research and outline strategies in working as a member of a team.
- formulate interpretations regarding specific prayers and hymns.
- describe appropriate ethical and cultural considerations in religious situations.

## INTRP 344 Introduction to Working with a Certified Deaf Interpreter

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

This course is an introduction to interpreting while working with a certified Deaf interpreter (CDI). Topics include: language and communication variation; specialized skills of the CDI; explanation of the role, function, and process of Deaf/hearing teams; and an introduction to the conjoint work involved in the collaborative interpreting process.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify language and communication variations within hearing culture both situational and temporary.
- outline the specialized skills and experience that the certified Deaf interpreter brings to the team.
- explain the role, function, and process of Deaf/hearing interpreting teams with an understanding of the possible power imbalances involved.
- examine aspects of the conjoint work involved in a collaborative interpreting process.

## INTRP 349 Signing for Dependency Situations

Units:	0.5
Hours:	9 hours LEC
Prerequisite:	INTRP 303 with a grade of "C" or better
Transferable:	CSU

This course provides an introduction to the signs used by Deaf people related to sex, alcohol, and drug abuse. Resources available to Deaf people including Deaf Hope, Deaf Safe, and sobriety meetings are covered. Methods for interpreting these resources are covered.

## Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify signs used in substance dependency and sexual situations.

- research resources regarding sobriety available to Deaf people.
- research resources regarding sexual assault, domestic violence, and keeping safe for Deaf people.
- analyze the ASL resources available in substance dependency and sexual situations.

## INTRP 350 Service Learning for Interpreters

Units:	2
Hours:	27 hours LEC; 27 hours LAB
Prerequisite:	INTRP 301 and 303 with grades of "C" or better
Transferable:	CSU

This course provides an opportunity to collaborate to build relationships with the Deaf community. Topics include aligning goals and values of the Deaf community through a reciprocal, respectful, and mutually rewarding partnership, resulting in progress toward the Deaf community's goals and enhanced learning of the responsibilities between future practitioners and the communities in which they work. A portion of this course may be offered in a TBA component of 27 hours which will include service learning provision.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the relationship between Deaf community assets and capacity of the partnership to address identified needs.
- apply models of social change and experiential learning to personal experience.
- collaborate to construct service learning projects that are responsive to community needs.
- demonstrate cross-cultural and ASL discourse competencies during direct interaction and indirect conversations when Deaf community members are present.

## INTRP 352 Mock Interpreting I

Units:	1
Hours:	18 hours LEC
Prerequisite:	INTRP 305 and 307 with grades of "C" or better
Transferable:	CSU

This course provides an opportunity to interpret for live or taped presenters in class. Focus is on application of text analysis, assignment preparation, team interpreting, and information processing.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to research and prepare for an in-class interpretation.
- analyze and document principles of Demand Control Schema related to team interpreting.
- produce a simultaneous interpretation that contains main points.
- assess interpreting performance and identify strategies for improvement.

## INTRP 354 Mock Interpreting II

Units:	1
Hours:	4.5 hours LEC; 40.5 hours LAB
Prerequisite:	INTRP 300 and 307 with grades of "C" or better
Transferable:	CSU

This course provides an opportunity to interpret for an ongoing college class. Focus is on application of text analysis, assignment preparation, information processing, the role of the educational interpreter, and giving and receiving feedback.

A portion of this course may be offered in a TBA component of 40.5 hours which may include preparation for and interpreting in mock interpreting settings.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- research and prepare for an interpreting assignment.
- analyze and document principles of Demand-Control Schema in an interpreted assignment.
- integrate techniques for primary tasks inclusion, text analysis, and process management.
- formulate a simultaneous interpretation for a full class period while working with a team.
- assess interpreting performance and identify strategies for improvement.

## INTRP 356 Fieldwork in Interpretation

Units:	5
Hours:	54 hours LEC; 108 hours LAB
Prerequisite:	INTRP 300 and 320 with grades of "C" or better
Transferable:	CSU

This course provides an opportunity to apply classroom learning to real-world practice in interpreting in both on-campus and off-campus settings. It also provides an opportunity to take one of the national evaluation system examinations. A portion of this course may be offered in a TBA component of 108 hours which may include observation of interpreters and individual and team interpreting practice.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate skills that enhance relationships with other employees, consumers, and the employer.
- choose specific professional skills applied to the delivery of interpreting services with Deaf and hearing consumers.
- analyze and document principles of interpreter observation and Demand-Control Schema for five different settings/days.
- research interpreting practices working with at least one interview with an interpreting services manager.
- complete employment application procedures such as a resume, cover letter, and interviewing techniques.
- prepare for and take a national skills-based assessment.
- document his/her work throughout the ARC Interpreter Preparation Program via a capstone portfolio.

# INTRP 495 Independent Studies in Sign Language Studies - Interpreting

Units:	1 - 3
Hours:	54 - 162 hours LAB
Prerequisite:	None.
Transferable:	CSU

Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation. Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at American River College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.

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