Assessment Date: Spring 2015

Faculty Name(s): Doralynn Folse

1. Course Name and Number:

   INT 199A   Introduction to Multi-cultural Issues in Interpreting

2. All Course SLOs from the Course Outline of Record:

   1. Identify the myths and stereotypes about under-represented cultural groups (American Indian/Alaskan Natives, African American/Black, Asian and Pacific Islanders and Latino) and the impact of the dominant American culture has on individuals and groups.

   2. List and discuss the importance of respect for the core values, group norms, rules of social interaction, taboos and traditions of under-represented groups noted above).

   3. Discuss the factors of cultural individual and group identity and diversity, roles and status for cultural membership including awareness of the various degrees of assimilation.

   4. Introduce general cultural terminology used by and related to under-represented cultural groups including the denotative and connotative meanings of specific cultural vocabularies.

   5. Recognize the implications of traditional and contemporary gender roles, class, and status in community life.

   6. Recognize, respect and demonstrate appropriate cultural behaviors and communication competencies for establishing rapport, and participation that may effect interpreting in under-represented cultural groups noted above.

3. Specific Course SLO(s) assessed as part of this project:

   Identify the myths and stereotypes about under-represented cultural groups (American Indian/Alaskan Natives, African American/Black, Asian and Pacific Islanders Latino) and the impact of the dominant American culture has on individuals and groups.
4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

Assignment: Critique of a Hollywood Movie
Write a two page paper discussion your initial reaction of a film from the film list provided; the portrayal of stereotypes of cultural groups and the impact of the dominant American culture; Any specific core values, group norms, rules of social interactions or traditions noticed; Take note of various degrees of assimilation; terminology specific to a specific culture (positive or negative); choose one scene and point out the specific assumptions that prevents one character from “seeing” another character as an “actual person” standing before them; substitute a character for Deaf person of color – list a few similarities and differences that would occur given the difference; list obvious racial/ethnic or cultural inequalities the film documents. Lastly what is your overall sense of the media’s portrayal of any underrepresented cultures in this film and how much influence does this form of media have over its viewers? What messages (positive or negative) can a viewer walk away with regarding characters from underrepresented groups?

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

Individual students share their assignment findings with class via discussion.

6. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):

Of the ten students enrolled in the class, all 10 received 100% on this film assignment.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Changing the SLOs has been discussed.
8. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

No current planned revisions, however exploration into expanding the course content has been discussed.

9. Results of implemented changes, if available at this time:

Please save your finished document in the following format:

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yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc
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