INTR 431 – K-12 Classroom Environment

Fall Semester 2018

Instructor Information: Laurie Bolster, Ph.D.  E-mail: Laurie.Bolster@unco.edu

Office Hours: Will be announced in class.

Class Times and Locations (follow the course map posted in class for specific dates/times):

This class is conducted online: August 20 – December 7, 2018.

Canvas: We will be using Canvas for this class. You can access it at this address http://canvas.unco.edu.
Your log in is the same as you use for BearMail. Be sure to check both regularly. All of your homework assignments, quizzes, and tests are submitted in Canvas.

Course Description: This course focuses on the items that affect a deaf or hard of hearing child's education in the classroom including curriculum, standards, learning activities, language skills, learning styles, and accessibility.

Course Purpose: This is the second in a series of six courses that comprise the K-12 emphasis area. All courses in your emphasis area follow a structured guided study approach with the exception of INTR 405 and 406. In this course you will explore in detail what occurs in the classroom on a day-to-day basis and the implication that has for the work of the educational interpreter. For example, you will take a systems perspective to examine the legislative and pedagogical framework that guides the educational process in our public schools. This will include looking at state standards and curriculum design processes. You will apply your understanding of systems impacting the classroom to examine how learning is planned and implemented by teachers and the impact of instructional strategies and classroom environments for deaf children and for educational interpreters.

Pre-Requisites: INTR 425: Simultaneous Interpreting Skills Lab III and INTR 492: Internship for Interpreters (co-requisite).

Course Objectives: Upon the completion of this course, students will be able to do the following:

1. Describe the relationship between State Standards, the curriculum, and the lesson plans and activities developed by a teacher.
2. Identify the learning style and needs of an individual student, and describe appropriate interpreting techniques for that student in a given situation.
3. Understand the language development challenges facing deaf students and their families, including first language and second language acquisition and the impact of English-dominant classrooms on deaf and hard of hearing learners.

4. Analyze the instructional methods used in a classroom situation and identify their foundation from a learning theory perspective and how learning theories, learning styles and multiple intelligences are incorporated into the classroom activities.

5. Describe the requisite conditions for optimal academic achievement by deaf and hard of hearing students in educational environments.

6. Discuss the importance and role of the IEP in the education of a deaf child.

7. Contribute to the field of educational interpreting by conducting a research project and writing a research paper describing the project and its results or products.

PROFESSIONAL STANDARDS MET

Required Materials:
NOTE: The readings and resources required for this course are provided as overviews of the topics discussed. It is expected that students will research further sources for a more in-depth understanding of the topics and to complete the required assignments.

• Deaf learners and Successful Cognitive Achievement, David S. Martin, Ph.D.
• Systems Thinking for Interpreters, Anna Witter-Merithew

CURRICULUM & STANDARDS
• The ABC’s of ESEA and No Child Left Behind
• ESEA Reauthorization
• Common Core State Standards Initiative: Development Process
• Educational World: State Standards by State
• Concept to Classroom: Teaching to Academic Standards
• Center for Parent Information and Resources
• Practical Assessment, Research and Evaluation: Using State Standards and Tests to Improve Instruction

LEARNING STYLES & INSTRUCTIONAL METHODS
• Environmental Language Factors in Theory of Mind Development Evidence From Children Who Are Deaf/Hard-of-Hearing or Who Have Specific Language Impairment (Stanzione & Schick)
• Instructional Methods Information (Kizlik)
• Overview of Learning Styles
• Multiple Intelligence
LANGUAGE DEVELOPMENT

  - Chapter 1: Communication theory: system constraints and conversational analysis (pp. 6-43)
  - Chapter 2: Communication theory: ritual constraints (pp. 47-81)
  - Chapter 7: Discourse Mode and Syntax (pp. 235-258)

- An introduction to BICS/CALP and language proficiency (PPT)
- EverythingESL.net: Explaining BICS and CALP
- Second Language Acquisition: Essential Information
- Learning and Teaching Styles In Foreign and Second Language Education

THE IEP

- U.S. Department of Education: A Guide to the Individualized Education Program
- When the IEP Team Meets
- Individualized Educational Program (IEP) Team Meetings and Changes to the IEP
- Student Competencies Regarding Interpreters
- Specifics of IDEA

Course Requirements:  This is a brief overview; full instructions are posted in your online class.

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<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Participation</strong> is an integral part of this class. You can earn up to 10 points for participation. <strong>Posts 2 and Post 3 are required.</strong></td>
<td>10 pts. total</td>
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<td>- Posting 1 – 1 point</td>
<td>Ongoing</td>
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<td>- Posting 2 – 3 points</td>
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<td>- Posting 3 – 3 points</td>
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<td>- Posting 4 – 1 point</td>
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<td>- Four class meetings - 1 point each</td>
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<th>Assignment 2</th>
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<td><strong>State Standards and Implementation</strong> Part 1: Research your state standards</td>
<td>30 pts. total</td>
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<td>Part 2: Interview a teacher</td>
<td>(10 pts. each)</td>
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<td>Part 3: Observe two classroom sessions</td>
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<td>See Assignment details for assignment expectations and rubric. Submit to assignment tool.</td>
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<th>Assignment 3</th>
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<td><strong>IEP (Individual Educational Plan) Meeting</strong> Arrange to attend an IEP meeting, observe (using the Demand –Control observation form if it is useful to you), and write A 5-7 page (double spaced) observation and analysis of the meeting.</td>
<td>30 pts.</td>
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<td>See Assignment details for assignment expectations and rubric. Submit to assignment tool.</td>
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<td>Assignment 4</td>
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<td>Complete a project related to cochlear implants, deaf-blind, or deaf children and co-occurring disabilities (learning disabilities, autism, low language) and create a research document or tool that will be useful to the work of a K-12 interpreter. See Assignment 4 details for assignment expectations and rubric. Submit to assignment tool or work with your facilitator to determine submission.</td>
<td>30 pts.</td>
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**Evaluation Method:** The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A** = 91 - 100 superior achievement of course objectives
- **B** = 81 - 90 above average achievement of objectives
  
  (Reminder: you must maintain at least a “B” per class to meet graduation requirements)
- **C/D** = 61 - 80 below average achievement of course objectives
- 60 or below is considered not passing.

**University Policies:**

**Student Code of Conduct:** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar with the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at [Student Conduct Code](www.unco.edu/studentconduct).

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](www.unco.edu/sexualmisconduct).

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course
content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit: www.unco.edu/dean-of-students/shareaconcern/.