**INTR 432 – K-12 Interpreting Skills Development I**

**Spring Semester 2018**

**Instructor Information:**  Laurie Bolster, Ph.D.  E-mail: [Laurie.Bolster@unco.edu](mailto:Laurie.Bolster@unco.edu)

**Office Hours:** Online – by arrangement

**Class Times and Location:** Conducted online at [canvas.unco.edu](http://canvas.unco.edu)  August 20 – December 7, 2018

**Course Description:** This lab course includes a range of skill development activities that increase interpreting competence in various K-12 settings.

**Course Purpose:** The purpose of this course is to engage you in skill development activities designed to enhance your ability to interpret in K-12 settings. Attention will be given to interpreting a variety of subject matter associated with elementary, middle school and high school classrooms. You will examine a range of factors impacting interpreting choices—including the cognitive and linguistic development of children at each stage as well as the terminology and protocol used in each of these settings. You will practice interpreting texts associated with each setting. For each of these settings, you will investigate instructional materials that might be used and explore the use of sight translation in educational settings. The interpretations produced in this course may be used for your final portfolio assessment.

**Pre-Requisites:** Prerequisite knowledge in the discipline includes INTR 430: Introduction to K-12 Interpreting and INTR 431: K-12 Classroom Environment. Placement by advisement only.

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

- By the end of this course, you will be able to:
  1. Discuss the nature and structure of interpreting in K-12 settings.
  2. Discuss the role and function of sight translation when interpreting in K-12 situations.
  3. Generate a sight translation of instructional materials or other print documents associated with the K-12 setting.
  4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in K-12 settings.
  5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.
6. Interpret texts related to the K-12 setting using sight translation, and consecutive and/or simultaneous interpreting as appropriate.

7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

**PROFESSIONAL STANDARDS MET**

**Required Materials:**

**GoReact**
You will be using GoReact to submit and to receive feedback on all your expressive assignments. The link will be provided inside Canvas. There is a $19.95 fee for the service which will be paid at that point (or you can choose to pay $99 for an unlimited 5 year license).

**Articles available in online class**
These links are found in the Sight Translation Resources module:


**Media (UNC Book Store [www.uncbooks.com](http://www.uncbooks.com))**

UNC DO IT Center. (Producer). *Practice to mastery series, #108: First grade math narrative [DVD].* (Available only from the UNC bookstore.)


The following DVD clip is posted in your class, but if you prefer a DVD it can be borrowed from the UNC Library at [http://www.unco.edu/library/services/distance_students.aspx](http://www.unco.edu/library/services/distance_students.aspx) following the directions there.

Project TIEM Online. (Producer). *Public schools in action, Tape # 9 Part II [DVD].*
eReserves (same library link as above)


Online Resources

**K/1st grade calendar time:**

http://www.youtube.com/watch?v=IwXyopaMmtw

http://www.youtube.com/watch?v=arXy-NNYOI8

http://www.youtube.com/watch?v=YuEbfzV6tRE

This is a three-part YouTube video that will be used as source text for assignment 2B. You will find links to this site in the assignment 2 folder.

**Classroom interpreting website:**

http://www.classroominterpreting.org/

This website is specifically designed to support educational teams in the K-12 setting and includes pages for Administrators, Teachers, Interpreters, Parents, and Students. Students should become familiar with this resource.
Overview of Course Requirements:
This is a brief listing of the assignments in this course. Full instructions are in Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Pts.</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Online Postings &amp; Reflective Journal</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>15</td>
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<tr>
<td>Assignment 2</td>
<td>Elementary Model Text Analysis (3 parts: 10, 10, 5 pts.)</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Middle School Model Text Analysis (3 parts: 10, 10, 5 pts.)</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>High School Model Text Analysis (3 parts: 10, 10, 5 pts.)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 100 points</strong></td>
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Giving Credit Where Credit is Due:
Your work is to be your own. Using the words, ideas and/or written product of another individual without giving due credit to that person is unacceptable and is plagiarism. Plagiarism is considered a violation of academic integrity. Work that demonstrates academic dishonesty will result in a lowering of the grade on an assignment or possible dismissal from the course/program.

Evaluation Method-Grading Scale:
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 points: superior achievement of course objectives
- B = 81 - 90 points: above average achievement of objectives
  (Reminder: you must maintain at least a “B” per class to meet graduation requirements)
- C/D = 61 - 80 points: below acceptable achievement of objectives
- 60 or below is considered not passing.
UNC Policies:

Academic Integrity Statement
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 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.

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.

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/.

Accommodations Statement: Disability Resources - It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/