INTR 433-900/970 Communication Assessment
Spring Semester 2019

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Program Contact: Kellie Stewart
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Office Hours: Thursdays 5 - 6pm (MT) – virtual platform to be announced in class

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

This class is conducted online using Canvas, January 7 – May 3, 2019.

Canvas: We will be using Canvas with 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.

Course Description: This course investigates languages and communication modes used in public school settings, with a focus on those used by deaf students.

Course Purpose: This course focuses on translating your learning about language and communication to direct application to a deaf child in the classroom. It is a course that provides you with tools and techniques for assessing a child’s classroom environment and communication capabilities, and using that information to improve your interpretation of classroom discourse.

Pre-Requisites: Prerequisite knowledge in the discipline includes INTR 431: K-12 Classroom Environment and INTR 432: K-12 Interpreting Skills Development I.

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

1. Define the concept of language.
2. Describe the basic characteristics of signed and spoken languages.
3. Identify and describe the structure and use of American Sign Language.
4. Identify and describe the features of various English signing systems.
5. Identify and describe the structure and use of spoken English.
6. Write a transcription of an ASL text.
7. Discuss the implications of language use for interpreters in public school settings.
8. Analyze a classroom for effective interpreting.
9. Analyze the linguistic features in a given language sample that represent a deaf student’s language preference and level of proficiency.
10. Analyze his/her own interpreting skills with regard to the classroom.
11. Analyze the visual accessibility of an interpreted classroom.
12. Discuss implications of the above combined analyses for interpreting interaction in the classroom.

PROFESSIONAL STANDARDS MET

Required Materials

Textbook:
- Chapter 1. Cognitive Underpinnings of Learning by Deaf and Hard-of-Hearing Students: Differences, Diversity, and Directions
- Chapter 4. Achieving Efficient Learning: Why Understanding Theory of Mind Is Essential for Deaf Children... and Their Teachers
- Chapter 9. Visual Attention in Deaf Children and Adults: Implications for Learning Environments
- Chapter 11. Development of Deaf and Hard-of-Hearing Students’ Executive Function
- Chapter 12. Language Comprehension and Learning by Deaf Students
- Chapter 13. A Model of Learning within an Interpreted K-12 Educational Setting
- Chapter 16. What We Know and What We Don't Know About Cognition and Deaf Learners

Media
The Public School in Action, Tape 8: Middle School, Segments 1 & 3
These 2 segments are available in your Canvas class, if needed.
NOTE: If you prefer, this tape or DVD can be borrowed from the UNC Lending Library: http://www.unco.edu/library/services/distance.htm. Follow the information there to request a copy.

Form
- Placement and Readiness Checklists (PARC) found in Canvas class.

Online Readings
Your earlier courses provided readings about Basic Interpersonal Communication Skills (BICS), Cognitive Academic Linguistic Processing (CALP), and Theory of Mind (ToM). The following articles further explore Theory of Mind and the impact on children missing access because of deafness. (Their references, and those in the books above, can lead you to other readings pertinent to your research.)


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

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<thead>
<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>PARTICIPATION</td>
<td>Online Discussions: Throughout this course there are five (5) postings and five (5) class meetings. <strong>All five postings are required</strong>, each posting is 1.5 points for a total of 7.5 points.</td>
<td>10 points</td>
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<td>ONGOING</td>
<td>Class meetings are set up to support your work throughout the semester. You are encouraged to attend all meetings but only three (3) are required and you can determine which of the three will benefit you most and fit with your schedule. Each of the three sessions is .5 points for a total of 1.5 points. The final one (1) point will be allotted to a one on one appointment with the instructor during the second half of the semester. EARLY NOTICE ABOUT ASSIGNMENT 3: The four parts of A3 will take weeks to arrange, implement, analyze, and finalize. Please review the assignment details and begin negotiating early in the semester for the required observations and consultations.</td>
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<th>Assignment 2</th>
<th>Description</th>
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<td>Part 1</td>
<td>Non-content Educational Information and Learning Opportunities</td>
<td>10 points</td>
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<td>This assignment focuses on developing an idea of the type of non-content communication which occurs in interactions, and which is frequently left out of interpreted work in classrooms. Analyze the Shaw &amp; Jamison article and from it write up your perception of John’s experience of the described classroom education based on what is stated and implied in the article.</td>
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<th>Assignment 2</th>
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<tr>
<td>Part 2</td>
<td>Child’s Communication and Interpreter Skill Regarding Non-Content Information and Learning Opportunities</td>
<td>20 points</td>
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<td>Typically, assessment involves what signed/spoken content – expressed communication – that is left out of the interpreted work. This assignment, however, focuses on developing an idea of the type of non-content communication left out of interpreted work. For A2, Part 2 you will view two video segments of classroom situations and discuss aspects of content and non-content related communication. This assignment focuses on developing an idea of the type of non-content communication left out of interpreted work and the implications for the student. See the assignment description for details. Submit to assignment tool.</td>
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<tr>
<th>Assignment 3</th>
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<td>(4 parts)</td>
<td>Overall, for this assignment, you will to assess and your observations and learning about aspects of the communication in a classroom, and formally deliver your observations and conclusions in either a formal written report or formal video presentation. The assignment requires multiple observations of the same deaf student with her or his interpreter(s), followed by consultation with an appropriate service provider. Again, <strong>making arrangements early is strongly encouraged</strong>.</td>
<td>60 points</td>
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<th>Assignment 3</th>
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<td>- Part A</td>
<td>Observation, Documentation, Assessment</td>
<td>10 points</td>
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<td>During a period of 2-3 weeks observe a deaf child in an interpreted classroom, assessing major communication aspects of the environment.</td>
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### Assignment 3 - Part B
**Consultation with Service Provider(s)**
This assignment is to help you gain access to the thinking and intentions behind classroom instruction and goals for children. You will meet with the classroom teacher, and/or teacher of the deaf, and/or speech pathologist (whoever is most appropriate, depending on the child) and, based on your classroom observations from Part A, you will discuss the completed PARC check sheet and your observations with this person.

**Points:** 10

### Assignment 3 – Part C
**Develop Strategies for Interpreting**
You will review the topics, research, and observations that you have worked on during the semester, and develop strategies that would strengthen the interpreting process for each area of focus discussed in this course. You will use the student, teacher, classroom, and interpreter discussions and observations to create these strategies. Your final submission should include the issues being discussed in class, why these are issues and/or challenges and supported with observational examples, what the strategy is to improve the situation, and why your presented approaches were selected.

**Points:** 10

### Assignment 3 – Part D
**Formal Report**
You may choose either a written report or a video presentation as your final reporting method. Whichever you select, this may be the most formally developed and professionally presented product you have ever created. It will be expected that research will be cited to support your recommendations. Additionally, you will need to submit copies of your observation worksheets, notes from the consultations, and your working notes with your final product.

1. **Formal written report - Imagine a school district has contracted with you to report on a comprehensive communication assessment for a specific deaf child. Beyond the standard expectations for formal writing it would include sections explaining each major activity you have undertaken in this course, from a statement of purpose to formal recommendations and thoughts at the end. You will use the observations, interviews, etc. from Parts A, B, C. (The report should be long enough to cover the necessary material and requirements, up to 15 pages, excluding reference list).**

   **Points:** 30

2. **Formal video presentation – The same as above, but presented as if that school district had invited you to speak about your process and findings “up to 45 minutes” at a special meeting. Also include the outline or mind-map from which you do your presentation, along with the other notes. Citations are required!**

**Points:** 100 TOTAL

For a full description and rubric for each assignment see the Assignment Description document found in Canvas modules.

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines for Use of Technology
- Guidelines for Online Discussions
- Guidelines for Written Assignments
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.

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 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/sexual-misconduct.

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 https://www.unco.edu/dean-of-students/share-concern/.

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/