INT 434-900 K-12 Interpreting Skill Development II
Spring Semester 2019

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Office Hours: TBA – will posted in Canvas class.

Class Times and Locations (follow the course map posted in your class for specific dates/times):  
This class is conducted: Online beginning January 7 – May 3, 2019.

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 continues the skills development accomplished in INTR 432. Students will engage in a wide range of skill development activities designed to increase interpreting competence in various K-12 settings.

Pre-Requisites: Prerequisite knowledge in the discipline includes: INTR 426: Simultaneous Interpreting Skills Lab III.

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

- Discuss the nature and structure of interpreting in K-12 settings.
- Apply discourse analysis and the demand control consequence cycle, to assess the requirements for a range of assignments in K-12 settings.
- Utilize the discourse and D-C-C cycle analyses to prepare and implement the interpreting task.
- Interpret texts related to the K-12 setting using sight translation, and consecutive and/or simultaneous interpreting as appropriate.
- Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.
Entry-to-Practice Competencies

4.2 Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.

4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.

4.5 Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.

4.6 Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s).

Examples: Identifies where breakdowns occur, applies strategies for seeking clarification in appropriate manner/at the appropriate times, and determines questions to ask to gain further meaning.

Required Materials:
The following textbook and media items can be purchased at www.uncbooks.com or your favorite website.

Textbook

GoReact
You will be using GoReact to submit and to receive feedback on all assignments that involve interpreting. The link to register can be found in a Canvas module. There is a $19.95 fee for the service for the course, which will be paid online in the GoReact site. (There is also a $99.00 option for a 5-year license.) If you have used GoReact before, make sure that the current class is highlighted as the active one under your Profile settings.

Media (Additional videos will be available as links in Canvas)
(Not available at UNC bookstore, please order directly from Boys Town or your favorite website.)


eReserves (Library access directions in your class)


Online Resources (These will be linked in Canvas for your use)


Parmir, J., & Brodie, P. (2011). Emerging issues for interpreters in the K-12 setting: Students with cochlear implants. (This article will be provided in the class.)

PEPnet Midwest. (2009, December 22). Why do some students with cochlear implants request accommodations and others do not? [Video file]. Retrieved from [https://www.youtube.com/watch?v=DWrOv9up5Es](https://www.youtube.com/watch?v=DWrOv9up5Es)


*Additional online resources will be linked and available in Canvas

Supplemental Resources:

Classroom interpreting website: [http://www.classroominterpreting.org/](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.

National Deaf Center Website: [https://www.nationaldeafcenter.org/](https://www.nationaldeafcenter.org/)
ASL Lex: [http://asl-lex.org/](http://asl-lex.org/)

**Equipment**
- Webcam or digital camera capable of recording and uploading videos to YouTube
- Device that plays DVDs
- Regular access to internet

**Course Requirements:** This is a brief overview of all the assignments in this course.

<table>
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<tr>
<th>Description</th>
<th>Points</th>
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<tr>
<td><strong>Assignment 1</strong></td>
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<td><strong>Online Discussion/participation:</strong> Units 1-4 include lectures and discussion threads with embedded questions and activities. Each of these units has 10 points worth of varying requirements. Narrative discussion posts will be graded using the rubric for graded discussion items and should not exceed 500 words unless otherwise stated. Skills based questions &amp; activities will be assessed as either correct or incorrect.</td>
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<td><strong>Assignment 2</strong></td>
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<td><strong>DCS Analysis:</strong> For this part of the assignment you will schedule a live observation in one of the following settings: physical education or extracurricular sports practice, school nurse’s office, school counselor or guidance counselor, extra-curricular club (drama, art, newspaper, student government, sports practice, Lego robotics...).</td>
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<td><strong>Assignment 3</strong></td>
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<td><strong>Analysis and Interpretation:</strong> Units 2-4 require an analysis of specific features that are focused on in that unit as well as an interpretation. These are 3 separate assignments worth 10 points each. Each interpretation will include the Peer Review process. This assignment will be assessed according to the breakdown described in the Assignment description below.</td>
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<td><strong>Assignment 4</strong></td>
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<td><strong>Project Presentation:</strong> Communication Adaptations You will develop a short presentation using Google Slides or another approved platform. The presentation should describe the topic, its incidence, resources available for more information about the topic, and potential implications and strategies for interpreters working with these students in the classroom.</td>
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<td><strong>Assignment 5</strong></td>
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<td><strong>Culminating Project:</strong> Choose one ASL-to-English and one English-to ASL interpretation from INTR 432 or INTR 434 that you would like an opportunity to continue to work on. Upload them to your GoReact account. <strong>Peer conferencing &amp; discussion:</strong> During the peer conferencing session you and a peer will work together to talk about the two interpretations you have chosen to work on for Assignment 5.</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 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/.