



INTERPRETING IN EDUCATIONAL SETTINGS

3-0-3

Date: 1/5/2012

COURSE NUMBER: ITP 104

PREREQUISITE(S): ITP 101

CO-REQUISITE(S): N/A

COURSE DESCRIPTIONS

The course will reinforce basic theories and techniques as related to mainstream educational settings K-12 and the community and technical colleges.

TEXTBOOK(S):

Chafin Seal, Brenda. Best Practices in Educational Interpreting, 2nd Edition. Allyn & Bacon, 2004. ISBN: 0205386024

Johnson, Robert E., et. al. Unlocking the Curriculum: Principles for Achieving Access in Deaf Education, Gallaudet Research Institute, 1989.

Implications & Complications for Deaf Students of the Full Inclusion Movement, Gallaudet Research Institute, Gallaudet Research Institute, 1994.

REFERENCE(S): N/A

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT:

Computer with Internet access, Internet Explorer 5.0 or higher or other current browser, Java, word processing software (must be able to save Word format), and anti-virus software. Adobe Acrobat Reader and Lockdown Browser (free downloads). These site requirements can be downloaded from the online course [START HERE](#) page.

METHOD OF INSTRUCTION:

Textbook readings, quizzes, discussion and hands on activities.

GRADING SYSTEM:

93 - 100 = A
85 - 92 = B
77 - 84 = C
70 - 76 = D

Below - 69 = F

**GRADE
CALCULATION
METHOD:**

Participation	=	20%
Class projects and assignments	=	40%
Quizzes	=	20%
Midterm and Final Exams	=	20%
	=	<u>100%</u>

CONFIDENTIALITY:

All students' e-mail addresses may be available to other students in the class. Although some assignments in an online course may encourage or require peer communication, the instructor will make every effort to protect the confidentiality of any personal communication (for example, grades). However, you should recognize that e-mail and other electronic media are not secure; there is no guarantee of the privacy of your e-mail or other personal information.

**APPROPRIATE
ONLINE BEHAVIOR:**

The use of Spartanburg Community College's website, e-mail service or course management software for creation and/or distribution of material not pertaining to course participation is prohibited and is grounds for dismissal according to College policy under "disruptive behavior." Such actions, include, but are not limited to:

- Inappropriate use of email and discussion boards for:
 - ✓ Harassment
 - ✓ Unlawful solicitation
 - ✓ "Spamming"
 - ✓ "Flaming"
- Use of online editing tools within the course management software to:
 - ✓ Create offensive material
 - ✓ Link to inappropriate materials

**ATTENDANCE
POLICY:**

An electronic e-mail is required from each student to the instructor by the end of the drop/add period. At this time the Instructor will drop the student from the course if it is not received.

Attendance in an online course is defined by correspondence/interaction as required by the instructor. Students are responsible for accessing the web class weekly to meet the course requirements [three contacts per week is the minimum requirement] of exams, discussion board and paper submissions.

Instructors maintain attendance records. However, it is the student's responsibility to withdraw from a course. A student who stops attending the online class and fails to initiate a withdrawal

will remain on the class roster. *With this in mind, for every assignment, test or exam not completed while still enrolled in the course the student will receive a grade of zero and the final course grade will be calculated accordingly.*

Withdrawal Policy: During the first 75% of the course, a student may initiate withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. Extenuating circumstances require documentation and approval by the appropriate department head and academic dean.

ACADEMIC CONDUCT:

ACADEMIC DISHONESTY: Students are expected to uphold the integrity of the College's standard of conduct, specifically in regards to academic honesty. All forms of academic dishonesty including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

CLASS/LAB PROCEDURES:

Each module will have lecture notes. Students will be expected to take a reading quiz and provide 3 discussion postings for each chapter, and several modules will have an additional project associated with it.

ACCOMMODATIONS:

Students who need special accommodations in this class because of a documented disability should notify Student Disability Services by calling (864) 592-4818, toll-free 1-800-922-3679; via email through the SCC web site at www.sccsc.edu/resources/disabilities; or by visiting the office located in the East Building Room 30-B on the SCC Central campus. Contacting Student Disability Services early in the semester gives the College an opportunity to provide necessary support services and appropriate accommodations.

COURSE OUTCOMES & OBJECTIVES:

Upon satisfactory completion of this course, the student will be able to:

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- I. Describe the role of the educational interpreter
 1. List the duties of an educational interpreter
 2. Describe how the educational interpreter fits in the educational team
 3. Discuss how various schools and districts approach the educational interpreter's position

4. Apply the Code of Ethics to the role of the educational interpreter
5. Elaborate on how the role of an interpreter changes based on the grade and language level of the student
- II. Discuss the educational system for Deaf and Hard of Hearing students
 1. Explain the purpose of an Individual Educational Plan (IEP) and the participants involved.
 2. Discuss the role of an Interpreter in the IEP process
 3. Define the laws that regulate educating deaf and hard of hearing students
 4. Discuss the individual needs that exist among deaf and hard of hearing students and the personnel required to meet them
 5. Analyze the effect of labeling deaf and hard of hearing students “disabled”
- III. Assess a child’s interpreting needs based on language acquisition and development
 1. Compare the approaches to interpreting based on language acquisition
 2. Explain the techniques that may be required to communicate to a child with multiple disabilities
 3. Define the interpreter’s role as it relates to assessing appropriate language requirements
 4. Discuss the effectiveness of the concept of Total Communication
- IV. Differentiate between approaches to interpreting for Hard of Hearing and Deaf children.
 1. Explain the unique language needs of a Deaf child.
 2. Explain the unique language needs of a Hard of Hearing child.
 3. Outline sign systems used in interpreting along the language continuum
 4. Identify approaches to interpreting based on the setting and the individual.
- V. Describe the various settings involved in educational interpreting.
 1. List places in education where an interpreter would be required outside of the classroom.
 2. Describe how para-classroom settings would change depending on the age of the student.
 3. Explain how the interpreter’s role would change depending on the setting and the age of the student.
- VI. Prepare for an interpreting placement in a chosen grade level and subject matter.
 1. Research the level of detail concerning information taught to the specific grade level.
 2. Determine vocabulary unique to the subject matter.
 3. Research locations to obtain signs appropriate for the specific grade and subject.
 4. Complete a notebook of specialized signs for a specific

grade and subject.

VII. Explain the hiring practices and professional development of educational interpreters.

1. List the titles and corresponding job duties that various school districts may use to define an interpreter's role.
2. Outline minimum language requirements and cultural knowledge recommended for an interpreter.
3. Discuss the benefits of certification for the profession.
4. Discuss the merits of involvement in interpreter organizations based on the uniqueness of educational interpreting.
5. List various ways that interpreters can continue professional development.