

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. **Department/Course:** INT - 199D
2. **Title:** Introduction to Educational Interpreting K-12
3. **Cross Reference:**
4. **Units:** 1
Lec Hrs: 18
Lab Hrs:
5. **Repeatability:** No
6. **Grade Options:** Letter Grade, May Petition Credit/No Credit (GC)

7. **Degree/Applicability:**
Credit, Degree Applicable, Transferable - CSU (T)
8. **General Education:**
9. **Field Trips:** May be Required
10. **Requisites:**
Limitation on Enrollment
IPP students must be in their 3rd semester classes and have passed all 2nd year courses with "C" or better. This course is also open to working interpreters. Deaf interpreters are welcome.

12. Catalog Description:

An introduction to interpreting in the educational setting with a focus on elementary and secondary levels of education. Emphasis will be on child development through the years, resource development, team building, roles and responsibilities, communicating with children and situational ethics.

13. Class Schedule Description:

An introduction to educational interpreting in K-12 settings. Lecture, discussion and practice is included.

14. Counselor Information:

This course is open to IPP students in the 3rd semester AND to working interpreters.

II. Student Learning Outcomes

The student will:

1. Outline and analyze the roles and responsibilities of the students, instructor and interpreter k-12 setting.
2. Analyze situational demands and possible controls in a variety of real and/or videotaped educational settings.
3. Describe and outline the laws as they relate to the education of deaf children and interpreting including the Individual Educational Plan process.
4. Describe trends, issues and implications of education of deaf children and the impact those issues have on educational interpreting.
5. Identify unique characteristics of the variety of settings in which educational interpreting might be provided (IEPs, classroom, field trips, parent-teacher conferences, etc.).
6. Compile list of possible resources in school settings and elsewhere to prepare for a given interpreting assignment.
7. Assess and analyze deaf children's language samples.

8. Interpret educational (k-12) discourse at a variety of language levels.

III. **Course Outline:**

A. Deaf children and language

1. Sign systems and communication methods
2. Amplification technology
3. Language samples
4. Analysis and interpretation

B. Laws and Deaf Ed

1. PL-94-142; individuals with Disabilities Education Act
2. Deaf Children's Bill of Rights
3. Ed. Interpreting Regs
 - a. Certification
4. Issues in Education

C. Elementary and Secondary settings

1. Roles and Responsibilities of:
 - a. student
 - b. teacher
 - c. interpreter
2. Etiquette, ethics and culture
3. Role-playing

D. Working as a team

1. Role and function
2. How to feed
 - a. ASL to English
 - b. English to ASL

E. Overuse syndrome

F. Educational interpreting ethics

1. Comparing and contrasting RID Code of Professional Conduct
2. Role Playing/discussion of situational ethics

IV. **Course Assignments:**

A. Reading Assignments

1. Read Textbook, Chapters 1-5
2. The following articles:
3. "Inverted Pyramids of Responsibility"
4. "Interpreting for Deaf Pre-Schoolers," Cindy Affonso, RID Views, February, 1998
5. "Educational Interpreters and IEPs: Some Guidelines," Kendra Wasson, RID Views, March 2001
6. "Educational Interpreting for Special Needs Students," Karen Tinsley, RID Views, March 2001
7. "Education and Interpreting," Tara Roth, RID Views, March 2001
8. "Ethics in Educational Interpreting," Elizabeth Winston, RID Views, February 1998
9. "Educational Interpreter Preparation and Liberal Education," Mary Compton and Edgar Shroyer, Journal of Interpretation
10. "Fingerspelling and Number Literacy for Educational Interpreters," Brenda Chafin Seal, RID Views, March 2006
11. "The Impact of the Deaf Diaspora on the Role of Educational Interpreters," Bob Ayres, RID Views, November 2005

12. "Apples for Educational Interpreters," Raphael (Ray) James, RID Views, March 2006
13. "Overview of the Role of the Educational Interpreter," Bob Ayres, RID Views, November 2005
14. Website www.classroominterpreting.com
15. Standard Practice Paper on Educational Interpreting from RID website

B. Projects, Activities, and other Assignments

1. Collaborative case presentations from text
2. Child discourse and language analysis
3. Laws and Educational regulations effecting K-12 deaf students and interpreters
4. Role-playing

C. Writing Assignments

1. 3-4 Case study papers: identify the problem or conflict, construct a decision or solution and consequences of that decision.
2. Demand/control analysis of real and/or videotaped situations within K-12
3. Language analysis write-up

V. Methods of Evaluation/Assessment:

- A. Written Case studies
- B. Group presentation
- C. Demand/control analysis
- D. Language analysis
- E. Law and regulation rubric
- F. Final Exam

VI. Methods of Instruction:

- A. Demonstration
- B. Audiovisual
- C. Collaborative Learning
- D. Lecture
- E. Discussion

VII. Textbooks:

Required

1. Seal, Brenda Chafin. *Best Practices in Educational Interpreting* 2nd Edition, Allyn and Bacon, 2004 ISBN: 0-205-38602-4

Optional

VIII. Supplies:

- A. usb 1G ~\$20.00