



## Division of Interpreting/Sign Language

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/interpretingsign-language/>

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### **SLNG 2315: Interpreting in Educational Settings |Lecture/Lab| CRN 10072**

Spring 2020 | 16 Weeks (1/21-5/14/2020)  
In-Person | EDC A221 |T, Th 10:00-11:50am  
3 Credit Hours |Lec 3|48 hours per semester

#### **Instructor Contact Information**

Instructor: James Virgilio  
Office: EDC A200  
HCC Email:[james.virgilio@hccs.edu](mailto:james.virgilio@hccs.edu)

Office Phone: 713-718-7128  
Office Hours: T, Th 2:00 – 3:00 PM and by appointment  
Office Location: Educational Development Center

#### **Instructor's Preferred Method of Contact**

**Please email or call me at the information listed above.**

I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

#### **What's Exciting About This Course**

In this class we will see just how much work is involved – and how much fun it can be – to interpret in educational settings, primarily K-12, with some discussion about post-secondary interpreting. We will discuss the challenges, ethical considerations, and best practices of interpreting between children and their teachers.

#### **My Personal Welcome**

Welcome to Interpreting in Educational Settings! This will be a busy but exciting semester. We will talk about the ins and outs of interpreting in a school setting, and all the things educational interpreters get to do. I enjoy talking about our work, moreso when students talk with me. This class will be interactive. Your questions, comments, and information you bring to class will be valuable. I welcome all questions, even those that might take us down a rabbit hole. We get to interpret those sorts of things all the time. When we come out of the rabbit hole, we will see how that "unrelated" information actually connects to our main topic and helps us prepare to interpret in the real world. Again, welcome!

## Prerequisites and/or Co-Requisites

No Prerequisites

Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## Eagle Online Canvas Learning Management System

This section of SLNG 2315 will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE [FIREFOX](#) OR [CHROME](#) AS YOUR BROWSER.**

### HCC Online Information and Policies

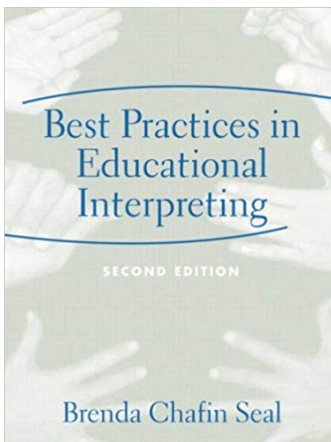
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

### Scoring Rubrics, Sample Assignments, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

## Instructional Materials

### Textbook Information



The textbook listed below is recommended but NOT required for this course.

***Best Practices in Educational Interpreting*** by Brenda Chafin Seal

ISBN: 13: 978-0205386024

It is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#).

Order your book here: [HCC Bookstore](#).

### Other Instructional Resources

#### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

## Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

## Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## Course Overview

Introduction to American Sign Language covering finger spelling, vocabulary, and basic sentence structure in preparing individuals to interpret oral speech for the deaf or hard of hearing.

### Core Curriculum Objectives (CCOs)

The ITP Advisory Board has specified that the course address the following core objectives:

- **Critical Thinking:** Students must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively of which will generate new ideas.  
**Decision making:** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.  
**Problem solving:** recognize problems and devise and implement plan of action.  
**Visualize ("seeing things in the mind's eye"):** organize and process symbols, pictures, graphs, objects, and other information.
- **Communication Skills:** Communicate thoughts, ideas, information, and messages in signs.  
**Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.  
**Speaking:** organize ideas and communicate orally.
- **Personal Qualities:** A student must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.  
**Responsibility:** exert a high level of effort and persevere toward goal attainment.  
**Self-esteem:** believe in one's own self-worth and maintain a positive view of oneself.  
**Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.  
**Self-management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.  
**Integrity and honesty:** choose ethical courses of action as per Code of Professional Conduct
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing social engagement forms

## Program Student Learning Outcomes (PSLOs)

1. Develop receptive and expressive skills in American Sign Language and Fingerspelling.
2. Develop knowledge and awareness of the differences between the Deaf culture/deaf community and the hearing community.
3. Accurately interpret and transliterate between ASL and English in a variety of settings: face-to-face, small group settings, monologue and/or large group settings.
4. Apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work.

## Course Student Learning Outcomes (CSLOs)

This course increases awareness of current techniques and ethical issues in mainstreaming and bilingual/bicultural education practices. This class includes a survey of technical signs as well as signed English systems currently in use.

## Learning Objectives

- 1 Student will demonstrate an understanding of the structure, history and terminology of the educational setting as it relates to deaf student and interpreters.
- 2 Student will demonstrate an understanding of the linguistic, social, and cognitive development needs of students who are deaf and hard of hearing including educational options.
- 3 Student will demonstrate an understanding of a variety of communication modes for students who are deaf and hard of hearing.
- 4 Student will demonstrate an understanding of the role and function of interpreters in educational settings.
- 5 Student will demonstrate an understanding of the ethical considerations of interpreters in various educational scenarios.

## Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook and/or assigned materials
- Attending class in person and/or online
- Completing assignments
- Participating in class activities
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There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

## Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

## Assignments, Exams, and Activities

### Written Assignment

There will be at least one written assignment this semester. There may be one or two “long” assignments, or several “short” assignments. Each written assignment, though not a formal research paper, will still need to identify sources of information (to give credit where credit is due). “Long” assignments will be worth 100 points, “short” assignments worth 20 to 50 points.

### Exams

I anticipate one or two Major Exams in this class, depending on the progress we make during the semester. Each exam will be worth 200 points. Questions are short answer, short essay format. We typically will have a review in advance of the exam, so you will have a clear idea of what to study.

### In-Class Activities

Everyone is expected to participate in activities inside the class: attend lectures and ask questions, participate in discussions, take quizzes (if we have any, they will be announced), and share what you have learned from the homework assignments.

### Final Exam

The final exam will be in the same format as the other exam(s): Written, short answer and short essay. The exam will not be comprehensive, but will cover everything not covered by the previous exam(s). The exam will be worth 200 points.

## Grading Formula

**<< Modify Section & Delete Placeholder Text >>** The psychology department strongly recommends that you adopt a points-based grading system with a maximum 1,000 total points possible.

Written Assignment(s)	100-200 points
Exams	200-400 points
In-Class Activities	100 points
Final Exam	200 points

Grade	Percentage
A	90-100
B	80-89
C	70-79
D***	60-69
F	<60

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

## Course Calendar

Week	Dates	Topic/What's due
1	1/21, 23	Introductions, Syllabus, Expectations
2	1/28,30	History: How did we get into the schools?
3	2/4, 6	IDEA, IEP, and all those other abbreviations
4	2/11, 13	
5	2/18, 20	Cognition, Language Aquisition, Social Development Communication Modes in Deaf Education settings
6	2/25, 27	
7	3/3, 5	Code of Professional Conduct
8	3/10, 12	<b>Review</b> <b>Exam One</b>
	3/17, 19	<b>Spring Break</b>
9	3/24, 26	Pre-Elementay and Elementary School
10	3/31, 4/2	Middle School and High Schooi
11	4/7, 9	Post Secondary Interpreting
12	4/14, 16	Ethical Considerations
13	4/21, 23	More Ethical Considerations
14	4/28, 30	
15	5/ 5, 7	<b>Review</b>
16	5/14	<b>Final Exam</b>

### Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## Instructor's Practices and Procedures

### Missed Assignments

Assignments should be completed and submitted on time. Assignments submitted late are subject to a 10-point per day penalty. Assignments over two class sessions late may not be accepted.

### Missed Exams

If you know you will miss an exam, with good cause, please see me to make arrangements to take the exam before or after the scheduled time. If you miss a test due to unforeseen circumstances, please contact me as soon as possible to re-schedule your exam. If you miss an exam and fail to speak to me about it in a timely manner, I will presume you want a zero on that exam.

### Academic Integrity

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

### Attendance Procedures

It is important that you attend class everyday this summer session. Classes are condensed and a lot of information will be presented. If you miss 3 days, you can be automatically withdrawn from class. If you stop coming to class and you do not withdraw, a grade of F will automatically be given.

### Student Conduct

Students will behave according to HCC's policy and disruptive behavior will not be tolerated.

### Instructor's Course-Specific Information (As Needed)

**Exams will be graded and returned within 7 days.**

### Electronic Devices

Please respect students and the instructor and limit use of cell phone use in class

## Interpreting Program Information

- Interpreter Student Association (ISA)
- Careers in Sign Language Interpreting
- Interpreting Scholarships

## HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

### **EGLS<sup>3</sup>**

The EGLS<sup>3</sup> (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

### **Campus Carry Link**

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

### **HCC Email Policy**

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

### **Housing and Food Assistance for Students**

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

### **Office of Institutional Equity**

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

### **disAbility Services**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or



temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

### **Title IX**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
 Director EEO/Compliance  
 Office of Institutional Equity & Diversity  
 3100 Main  
 (713) 718-8271  
 Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

### **Office of the Dean of Students**

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

### **Department Chair Contact Information**

Danielle Stagg, Ed.D.  
 Faculty Division Chair  
 Speech/Communication/Sign Language Interpreting

*Email:*  
[danielle.stagg@hccs.edu](mailto:danielle.stagg@hccs.edu)  
 713/718-5478