

Course Information



Educational Interpreting

INTR 2910-001

Fall 2025

Course Section Information

Days: THURS

Time: 10-11:50 am

Campus: Taylorsville

Classroom: AAB 227

Course Prerequisites/Co-requisites

Prerequisite: concurrent with INTR 2200

Textbooks, Readings, and Course Materials

Authors: Seal, B.C.

Publication Date: 2004

Title: Best Practices in Educational Interpreting

Edition: 2nd

Publisher: Allyn & Bacon

ISBN: : 0205386024

Authors: Boys Town

Title: Ed. Interpreter Guide Sheets

Link: <https://eipa.boystown.org/guide>

Title: NAIE Educational Interpreter Code of Ethics

Publisher: NAIE

Link: <https://naiedu.org/codeofethics/>

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Demonstrate knowledge that allows for interpretation of general discourse within educational settings.
- Compare educational interpreting with general interpreting and identify the differences and similarities in regards to skill set, work demands, consumers, technology, etc.
- Prepare for and interpret stimulus material from this specialized area.
- Discuss options for certification when working in K-12 educational settings.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	LINKS	Discussion	0
	Test #3	Quiz	50
9/4/25	Reading Summary 1	Assignment	5
9/4/25	Voicing 1 - DC	Assignment	50
9/8/25	Syllabus Quiz	Quiz	0

Due Date	Assignment Name	Assignment Type	Points
9/11/25	Reading Summary 2	Assignment	5
9/18/25	Reading Summary 3	Assignment	5
9/25/25	Signing 1 (Elem)	Assignment	50
9/25/25	Test #1	Quiz	40
10/2/25	Reading Summary 4	Assignment	5
10/9/25	Reading Summary 5	Assignment	5
10/9/25	Test #2	Quiz	50
10/16/25	Reading Summary 6	Assignment	5
10/16/25	Signing 2 (Middle)_ peer eval due	Assignment	50
10/30/25	Reading Summary 7	Assignment	5
11/6/25	Reading Summary 8	Assignment	5
11/13/25	Reading Summary 9	Assignment	5
11/20/25	Signing 3 (HS) Self Eval due	Assignment	50
11/20/25	Test #4	Quiz	50
11/27/25	Reading Summary 10	Assignment	5
11/27/25	Voicing 2 (graded)_ Hockey	Assignment	50
12/10/25	Test #5	Quiz	50
12/11/25	Final Interpretation (sign)	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
12/11/25	Interview & ethical Decision-Making Paper	Assignment	50
12/11/25	Signing 4 (Post-Secondary Finance) graded	Assignment	50
12/18/25	Final Exam Written 9-11a	Quiz	100
12/18/25	Final Interpretation (voice)	Assignment	100
12/18/25	Optional Extra Credit	Assignment	0

Coursework & Assignment Descriptions

Required Readings & Reading Summaries (x10):

Points: 10 each

Due date: weekly, except test weeks

Description: Weekly textbook and supplemental readings will be required. Students will be assigned portions of the assigned readings to summarize. Summaries should be concise, focusing on the main points only, well prepared and delivered in ASL or English as directed. 1-2 minutes is the recommended length for a summary; 3 minutes maximum.

Written Exams (x 5):

Points: 40 each

Due Date: one in Sept, 2 in Oct, 2 in Nov.

Description: Students will be tested on material from the chapters in Best Practices in Educational Interpreting as well as additional PDF readings & ASL Viewings. Students will be expected to provide college-level responses at are well show understanding and application of the theory. Study guides will be provided as a resource though will not be graded, Tests will be on Canvas and may be in-class or at-home at the discretion of the instructor. Questions will be mainly short answer.

Ethical Decision-Making Paper:

Points: 100

Due Date: end of term

Description: Working with children is different than working with adults. This assignment will assess students' ability to appropriately employ the CPC and EIPA Guidelines of Professional Conduct for Educational Interpreters in a hypothetical scenario through a written paper.

Voice Interpreting Evaluations (child signers) (x 2):

Points: 50 each

Due Date: September and November.

Description: Students will voice interpret for two child signers, one elementary and one secondary. The video segment will simulate the voicing portion of the EIPA exam and will be graded on EIPA criteria. Simultaneous interpreting will be expected. One voice interpretation will be self-evaluated and one will be instructor evaluated.

Sign Interpreting Evaluations (classroom stimulus) (x 4):

Points: 50 each

Due Date: one each month Sept - Dec

Description: Students will interpret four videos of actual classrooms from various grade levels. Two interpretations will be evaluated by the instructor, one will be peer evaluated and one will be self-evaluated. Professional appearance is required for recorded

performances (consider potential inclusion in your ePortfolio). Simultaneous interpreting is expected. The video segments will simulate the signing portions of the EIPA exam.

Final Interpretations (1x voicing and 1x signing)

Points: 100

Due Date: Finals Week

Description: This will be a cold performance exam with both a voicing and signing component. It will be similar to EIPA stimulus. These will be taken during finals week.

Final Written Exam

Points: 100

Due Date: Finals week

Description: The exam will be comprehensive testing the readings and discussions from the semester. It will be taken during Final Exams week.

Grading Scale

- 940 – 1000 A
- 900 - 939 A-
- 870 - 899 B+
- 840 - 869 B
- 800 - 829 B
- 770 – 799 C+
- 740 - 769 C
- 700 - 729 C
- 670 - 699 D+
- 640 - 669 D

- 600 - 629 D
- 000 - 599 E

Program Grade Requirement: A grade of B- or higher is required in order to continue with the Interpreter Training Program.

Engagement Plan

- I will respond to email within 48 hours. I will offer feedback on major assignments within 2 weeks. The best way to contact me is through Canvas inbox or text as I will prioritize this method over other modes of communication.
- Canvas: Canvas is used heavily in this course. You will use it to complete and submit all of your assignments and exams. Checking Canvas regularly is expected and will help you succeed in this course.
- GoReact: The online video tool, GoReact, will be used for all video recorded interpreting assignments. You are expected to have an active account on the first day of class. Sponsored students can use grant/scholarship monies for their membership through the bookstore
- Email Communication: The Canvas inbox will be used for class related information, updates and interpreting news and opportunities. You will also be responsible for information about class sent via email. It is recommended that you check for messages daily. Likewise, I will respond to all messages within 24 hours Monday – Friday.
- Cell Phones / Laptops: Please silence and store cell phones while in person in class. Laptops may be used if it contributes to the learning activity. If you must be available to respond to an emergency call or text message, please inform the instructor, respond and return promptly.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload

assignments, receive course announcements, and review the class section's syllabus.

How to Succeed in the Course

Class participation is crucial. As the instructor, I will do my best to make class a productive learning environment. It is your responsibility to be in class on time, prepared with readings and assignments, ready to learn. When you must miss class, please notify me beforehand or the same day via email or text. Missing class for reasons other than approved college approved outings, serious illness, funerals, etc. will result in the forfeit of any points associated with attendance that day.

Additional Class Policies

Late Work: All assignments are due at the beginning of class or at 11:59pm as listed on Canvas. Work turned in after the deadline will be marked late. Late assignments will be accepted for half credit up to one week past the deadline except in the cases of emergency such as funeral or serious illness.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

[Advising and Counseling Support Services](#)

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

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[Student Academic Calendar](#)

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)