



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Fall

**Course Prefix:** ASL

**Course Title:** Applying Interpreting Skills to Coursework-Education

**Year:** 2025

**Course and Section #:** 4382-01

**Credits:** 3

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### Course Description

Guides interpreters through skill sets applied to real life classroom lectures, specifically education and other courses offered online through accredited universities. Requires practical application of specific interpreting skills and techniques as well as course preparation and acquisition of course specific knowledge to develop balanced interpreting practices, including both specific applicable skills in interpretation and a broad based liberal arts knowledge to which the skills are applied.

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### Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

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### Instructor Information

**Instructor Name:** Angela Spurgeon

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### Student Learning Outcomes

1. Use space and classifiers accurately and appropriately to convey meaning
  2. Use fingerspelling for appropriate linguistic purposes
  3. Apply semantic range appropriately and effectively
  4. Deliver the interpretation in a cohesive manner
  5. Show a sufficient degree of managing the interpretation process
  6. Deliver an overall message equivalent to the source message
  7. Deliver an overall message equivalent to the source message
  8. Explain the connection between the course content and application of interpreting skill sets.
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## ***Course Materials and Texts***

1. Best Practices in Educational Interpreting Second Edition by Brenda Chafin Seal ISBN: 0-205-38602-4
  2. Hill, Brandon, *Signlens Basic*, SmartASL, LLC.
  3. GoReact Membership
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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

**Readings and Discussions (10%):** Read the assigned reading and respond to the questions before class. Submit your chapter reflection before class to guide in class discussions and application. I don't require you to do a lot of work before class with the book. I am looking for a really good discussion and application. If we have that we will keep book work at the minimum.

**Midterm/Final (40%):** These will be completed at home. Dates are outlined in the course calendar.

**Interpretations and reviews (40%):** You will be required to do weekly recorded interpretations, self-analysis, and peer reviews.

**Personal Lab Summary (10%):** Students will spend one hour in the working on interpreting and/or language development. This practice is outside of regularly assigned course work.

A = 100-93   B+ = 89-87   B- = 82-80   C = 76-73   D+ = 69-67   D- = 62- 60

A- = 92-90   B = 86-83   C+ = 79-77   C- = 72-70   D = 66-63   E = 59-0

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### **Required or Recommended Reading Assignments**

All required readings use chapters from the course text that align with the lectures.

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### **General Description of the Subject Matter of Each Lecture or Discussion**

1. Educational Interpreting: An Introduction
  2. Best Practices in the Administration of Educational Interpreting Services
  3. Best Practices in Educational Interpreting in the Primary Grades; level appropriate interpreting practice; level appropriate ethical discussion
  4. Best Practices in Interpreting in the Elementary and Middle-School Setting; level appropriate interpreting practice; level appropriate ethical discussion
  5. Best Practices in Interpreting in High School and Vocational Settings; level appropriate interpreting practice; level appropriate ethical discussion
  6. Best Practices in Interpreting in Higher Education Settings; level appropriate interpreting; level appropriate ethical discussion
  7. Educational Interpreting Research; continued interpreting practice; ethical discussions
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## ***Required Course Syllabus Statements***

## Generative AI

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. There are many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

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### Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## Required University Syllabus Statements

### Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by

not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.