INTR 211 – Critical Thinking and Analysis Summer Semester 2019

Instructor Information: Jean Parmir  
E-mail: jean.parmir@unco.edu

Program Contact: Kellie Stewart  
E-mail: kellie.stewart@unco.edu

Office Hours: 11:30-12:00 pm/onsite Tuesdays & Thursdays, McKee Hall, room 229

Class Times and Locations: McKee Hall, Room #229 (follow the daily schedule and course map for specific dates/times posted in Canvas):
This class is conducted: 2 weeks online Summer Session: June 5–19  
4 weeks onsite Summer Session: June 24 – July 19

Course Description: Through application of the Demand-Control Schema, students explore and negotiate the contexts in which interpreting occurs, question roles and responsibilities, and address situational issues arising in mediated communication events.

Course Purpose: The purpose of this course is to introduce you to demand control schema (DC-S) and how it can be used to improve your interpreting work. The course will also introduce you to tools for discussing interpreting work. This foundation will provide you with a framework for later courses when you will analyze settings where interpretation might occur or is occurring.

Pre-Requisites: American Sign Language levels 1 through 4 and INTR 101: ASL V, INTR 102: ASL VI.

Course Objectives: Upon the completion of this course, students will be able to do the following:

1. Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).
2. Discuss the five dimensions of wellness: Physical, emotional, social, intellectual, and spiritual.
3. Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.
4. Discuss Demand-Control Schema as theoretical construct, as a tool for dialogic work analysis, as a learning method and as an evaluation method.
5. Apply Demand-Control Schema to the analysis of a wide range of interpreting scenarios.
6. Analyze decision-making related to interpreting scenarios in terms of positive and negative consequences and ensuing demands.
Beyond that, as part of your lessons, I expect you will be able to do the following:

- Identify and categorize demands and possible controls within an interpreting situation (theoretical construct) and analyze the interaction of demands and controls (dialogic work analysis).
- Identify the connection between wellness, effectiveness, and ethics through the DC-S construct and as an expansion from the wellness perspective.
- Analyze decision-making related to interpreting scenarios in terms of positive and negative consequences and resulting demands.
- Discuss the differences between technical professions and practice professions and the difference between deontology and teleology.

**Entry-to-Practice Competencies:**

1.1 Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial).

1.5 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).

   1.5.1 Discuss the five dimensions of wellness: Physical, Emotional, Social, Intellectual and Spiritual

   1.5.2 Discuss demand-control schema

2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.

5.2 Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.

**Required Materials:**

**Textbook:**


**Web:** (these links also available in your online class)

1. RID Standard Practice Paper – Self-Care for Interpreters: Prevention and Care of Repetitive Strain Injuries. [https://drive.google.com/file/d/0B3DKvZMfLdaHJNeVdsWDJUUk/view](https://drive.google.com/file/d/0B3DKvZMfLdaHJNeVdsWDJUUk/view)

2. NAD-RID Code of Professional Conduct. [https://drive.google.com/file/d/0B-HBAap35D1R1Mwyk9hTUpuc3M/view](https://drive.google.com/file/d/0B-HBAap35D1R1Mwyk9hTUpuc3M/view)

eReserves (library access directions posted in class):


Course Requirements: This is a brief overview; full instructions are posted in your online class.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All postings and assignments are due by midnight Mountain Time on the due date given except for the Journals and the Notes for Discussion, which are due by class time. All assignments should be posted in Canvas; the Notes for Discussion may be turned in at the end of class rather than in Canvas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See the assignments tab for rubrics and a more detailed description of the assignments.

Postings

During the online weeks, you have required posts on the Discussion Board.

- Introduction Forum: original post June 5, response June 8, 1 point
- Demands Forum, minimum of 1 original and 2 response posts by June 11, 4 points
- Controls Forum, minimum of 1 original and 2 response posts by June 19, 4 points

Practice

These nine assignments are designed to help you practice aspects of DC-S covered in class lectures, in the text, and in other readings. Practices 1-7 are from the homework in your text.

11 total

53 total break-down follows:
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice 1:</strong> Intrapersonal Demands</td>
<td>See page 11 in the text. For Part I, you should list at least 8 ideas. Make sure your list for Part II is properly phrased. Due: June 11</td>
<td>(3 points)</td>
</tr>
<tr>
<td><strong>Practice 2:</strong> Control Inventory</td>
<td>See page 23 in the text. Make sure you list a variety of controls, not just a few. Due: June 19</td>
<td>(3 points)</td>
</tr>
<tr>
<td><strong>Practice 3:</strong> Situational Analysis</td>
<td>See page 45 in the text. You should have at least 20 demands, three pre-assignment controls, nine assignment controls, and two post-assignment controls. This assignment will be graded using the DC-S Rubric. Due: June 28</td>
<td>(15 points)</td>
</tr>
<tr>
<td><strong>Practice 4:</strong> Observation</td>
<td>See page 64 in the text. Although the instructions say to choose a college/university setting, you may use a community setting where interpretation might occur. Due: July 1</td>
<td>(3 points)</td>
</tr>
<tr>
<td><strong>Practice 5:</strong> More Liberal, More Conservative</td>
<td>See page 81 in the text. You will choose 5 of your 9 assignment controls from Practice 3 for this. You should not use pre- or post-assignment controls. Note: You may incorporate feedback from Practice 3 to revise your controls if they were incorrect. Make sure to state which demands you were responding to. Due: July 2</td>
<td>(3 points)</td>
</tr>
<tr>
<td><strong>Practice 6:</strong> Demand Constellations</td>
<td>See page 106 in the text. You can find the first grade scenario on pages 79-80. Due: July 5</td>
<td>(3 points)</td>
</tr>
<tr>
<td><strong>Practice 7:</strong> Positive and Negative Consequences and Resulting Demands</td>
<td>See page 118 in the text. Make sure you use the constellations on page 104 for the first grid and the homework for Chapter 7 (Practice 6) for the second grid. Then add a potential resulting demand for each item. Due: July 12</td>
<td>(3 points)</td>
</tr>
<tr>
<td><strong>Practice 8:</strong> Analysis with DCCRD</td>
<td>As you did in Practice 3, choose a picture, video clip, or observed scenario. Name at least 20 demands that you could imagine arising from this scenario and categorize them according to the DC-S EIPI demand categories. Identify at least three pre-assignment controls, nine assignment controls, and two post-assignment controls. Then complete a DCCRD analysis for demand-control pairs using five of your assignment controls. Due: July 16</td>
<td>(20 points)</td>
</tr>
<tr>
<td><strong>Journal on Readings</strong></td>
<td>Complete three (3) written reflections on assigned readings (Baker-Shenk, Cokely, and Ott) using a double journaling approach (see Double Entry Journal template and sample in the Assignments section). For each reading, select 3-4 excerpts that strike you. Then journal about why you have chosen that excerpt. Come to class prepared to discuss the readings. Each reading is worth 7 points; 5 for the journal entry and 2 for class discussion. Due before class: June 27 (Baker-Shenk), July 9 (Cokely), and July 18 (Ott)</td>
<td>21</td>
</tr>
<tr>
<td>Assignments</td>
<td>Description</td>
<td>Points</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Reading Discussion Notes</td>
<td>Read and make notes on assigned chapter in <em>How Professionals Make Decisions</em>. Turn in handwritten notes at the end of class or submit online notes before class. Due: July 3</td>
<td>2</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>Consider what you have learned about EIPI demands, controls, demand constellations, consequences and resulting demands, implications of DC-S for wellness and ethics, and reflective practices. Write an essay on what new skills, knowledge, resources, attributes, etc., you have gained through your study and application of DC-S that can benefit your current and/or future interpreting practice. Due: July 19</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total score:** 100 points

**Evaluation Method:** The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A = 91 - 100** superior achievement of course objectives
- **B = 81 - 90** above average achievement of objectives
  (Reminder: you must maintain at least a “B” per class to meet graduation requirements)
- **C/D = 61 - 80** below average achievement of course objectives
- 60 or below is considered not passing.
University Policies:

Student Code of Conduct: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit https://www.unco.edu/dean-of-students/share-concern-complaint/.