

LS218

Demand-Control Schema in Interpreting

4 Credits

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LS218 Version: 3



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Calendar Description

This course looks at the work of signed language interpreters via Dean and Pollard's Demand-Control Schema (DC-S). It examines interpreting as an interplay between what specific interpreting situations require, and the application of specific tools, techniques and strategies to mitigate these requirements. This course also explores ethical decision making within the DC-S framework.

Rationale

This is a required course for the Sign Language Interpretation diploma program. Successful interpreting practice requires the practitioner be able to identify and respond to environmental, interpersonal, paralinguistic and intrapersonal (EIP) demands when interpreting. This course defines and describes these demands, and supports budding practitioners in the identification and development of pre, during, and post-assignment controls to work effectively in the presence of these demands. Finally, this course provides a framework for examining ethical professional practice.

Prerequisites

[LS200](#), [LS202](#), and [LS205](#)

Co-Requisites

[LS208](#), [LS210](#) , and [LS216](#)

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. identify environmental, interpersonal, paralinguistic, and intrapersonal demands as they apply to a variety of interpreted interactions.
2. create and analyze demand constellations for interpreted interactions.
3. define the concepts of demands and controls.
4. examine the interplay between demands and controls.
5. assess positive and negative consequences of control decisions.

6. apply identified controls to practice interpretations.
7. explain the practical difference between teleological and deontological approaches to ethics.
8. develop a foundation for reflective, ethical, and effective interpreting practice based on the consistent application of the demand-control-consequence-resulting demand (DCCRD) sequence.

Resource Materials

Required Textbook(s):

Dean, R. K. & Pollard, Jr. R. Q. (2013). *The demand control schema: Interpreting as a practice profession*. North Charleston, NC: CreateSpace Independent Publishing Platform. **ISBN-10:** 148950219X. **ISBN-13:** 978-1489502193.

Conduct of Course

This is a 4-credit course which translates into 4 hours per week (or a total of 60 hours). This course is conducted in spoken English and American Sign Language. Lectures, independent and small group work, and class discussion are used to deliver the course content. It is expected that students devote as much time as necessary outside of the classroom preparing for in-class discussions and activities.

Students are expected to be active, respectful contributors to classroom dialogue, be considerate in all interactions with others (in and out of the course time), and take responsibility for their learning and development. Course related questions are addressed during class, or by appointment when necessary.

In preparation for working as a signed language interpreter, it is imperative that students develop a strong command of course content. Tutors are available at no charge to students with documented learning disabilities. All students who wish to improve their working command of course content may participate, at no charge, in peer assisted study sessions - PASS. Other tutoring services are available at the student's expense. Finally, there are a number of student success resources including one-on-one coaching and support available online at no charge. For more information on participating in the above-mentioned programs or resources, please contact Lakeland's Accessibility Advisor.

Professional Conduct

Professional identity is cultivated by adhering to the following tenets central to competent interpreting practice: respect, personal accountability, culturally-appropriate dialogue and behaviour, and confidentiality. It is expected that students continue to be mindful of their behaviour and its impact on the environment and others. This course devotes special attention to the impact of an interpreter's presence, and the repercussions of the practitioner's linguistic and

professional decisions. Practicing these tenets in all classroom interactions contribute to a safe learning environment and facilitate transference of these behaviours into professional practice.

In addition, it is expected that all students adhere to the guidelines set forth in the Student Handbook, and the Lakeland College Student Policies & Procedures.

Evaluation Procedures

Student progress in this course is evaluated via submission of the end-of-chapter homework assignments and two progress checks.

Additionally, students receive a mark for professional conduct and demeanour in all class related activities. In the event personal issues or conflicts arise, it is expected that each student take responsibility for seeking the external support necessary to resolve them.

The weighting for each evaluation measure is listed below.

Professional Conduct	10%
End-of-chapter Homework Assignments (3 valued at 10% each)	30%
Progress Check #1	30%
Progress Check #2	30%

See the course schedule for due dates.

Late Assignments:

Late assignments are not accepted.

Grade Equivalents and Course Pass Requirements

A minimum grade of B (3.00) (75-79%) is required to pass this course. A cumulative GPA of B (3.00) is required to qualify to graduate. Students are responsible for monitoring their academic progress and requesting assistance as necessary.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Attendance is considered vital to the learning process and as significant to the students' evaluation as are progress checks and assignments, therefore, absenteeism is recorded. Absence for any reason does not relieve a student of the responsibility of timely completion of course work and assignments.

In keeping with professional standards in the field of signed language interpreting, should a situation arise that prevents a student from attending class, submitting an assignment on time, presenting, or writing a progress check, the student is required to notify the course instructor as far in advance as possible. Should the situation involve an emergency, a medical note or other supporting documentation must be submitted to the instructor or the program facilitator within 24 hours of the absence.

Absence from progress checks without a medical certificate/documentation will be awarded a zero.

In the event of an absence, it is recommended that students follow up with a peer first, then consult the course instructor for additional clarification or questions regarding material covered.

Professional practice requires that students arrive and be prepared for class at least 15 minutes prior to the scheduled start of class. Students arriving after class commences are considered absent. More than two (2) absences may result in probation. Further absences may result in suspension from the program.

Instructors have the authority to require attendance in classes.

Course Units/Topics

Demands of interpreting
Controls of interpreting
DC-S analysis rubric
Demand categories
Demand-control interactions
Ethics and values
Demand constellations
Consequences
DCCRD practice sequence
Supervision, reflective practice and case conferencing



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