SPECIAL REPORT

OF THE

ACADEMIC PRIORITIES, GRADUATE AND PROGRAM AND BUDGET COUNCILS

concerning

CREATION OF A GRADUATE CERTIFICATE IN TRANSLATION AND INTERPRETING STUDIES (#4122)

Presented at the
783rd Regular Meeting of the Faculty Senate
January 24, 2018

COUNCIL MEMBERSHIP

ACADEMIC PRIORITIES COUNCIL

Richard Bogartz, Chair, Leslie Button, Justin Burch, Kourosh Danai, Kathleen Debevec, Jean DeMartinis, Elizabeth Donoghue, Piper Gaubatz, Steven Goodwin, Debra Henson, Shaw Hsu, Sangeeta Kamat, Stephen Magner, Roberta Marvin, John McCarthy, Joya Misra, David Morin, MJ Peterson, Catrine Tudor-Locke, Jack Wileden

The Academic Priorities Council recommends approval of this proposal.

GRADUATE COUNCIL

Nadia Al-Ahmed, Sonia Alvarez, Joseph Black, Justin Burch, D. Anthony Butterfield, Ana Caicedo, Canan Çevik, David Cort, Robert DeConto, Jennifer Friedman, Mark Hamin, Laura Hancock, Neil Immerman, Cynthia Jacelon, Ramakrishna Janaswamy, Barbara Krauthamer, John Lopes, Chair, David Morin, Martina Nieswandt, MJ Peterson, Sarah Pfatteicher, Sarah Poissant, Rebecca Reznik-Zellen, Frederic Schaffer, Patrick Sullivan, Bianki Torres, David Vaillancourt, Tilman Wolf, Kristine Yu

The Graduate Council recommends approval of this proposal.
PROGRAM AND BUDGET COUNCIL


PROGRAM AND BUDGET COUNCIL

The Program and Budget Council recommends approval of this proposal.

Briefly describe the Proposal

The Graduate Certificate in Translation and Interpreting Studies is proposed as a nine-credit certificate. Students interested in obtaining the certificate are required to take two courses in Comparative Literature and one from a discipline related to their program of research. All courses counted toward the certificate must be at the 600 level or above.

1) CL 681 Introduction to Translation and Interpreting I (currently 581) will be required for ALL students.

2) Students will choose between CL 682 Introduction to Translation and Interpreting II (currently 582) or CL 751 Translation Theory

3) The third course should be a course from outside the program related to the student’s MA/PhD research trajectory whose relevance to the field of Translation and Interpreting Studies (TIS) can be demonstrated.

4) All students can also choose to take both courses offered in (2) above in addition to (1) to complete the certificate requirements if their program allows them to do so.

Comp Lit graduate students specializing in TIS are already required to take CL 751. As part of this proposal, 681 will also become an official requirement for these students. It is anticipated that students interested in literary translation and theory will choose to count 751 as their second option while those who interested in working in the Service Learning component will opt for 682 (currently 582). These students can choose to take both 682 and 751 or choose one additional course from within or outside the program whose relevance to the field of Translation and Interpreting Studies (TIS) can be demonstrated.
These are the descriptions of the three CL courses.

CL 581 (to become CL 481/681)

Introduction to Translation and Interpreting Research and Practice I is the first part of a two-semester certificate course in the study of translation and interpreting. This course is open to upper level undergraduates and graduate students. While no prior experience in interpreting or translation is necessary, students must have a strong command of English and at least one other language. The course will introduce students to research in the field of interpreting and translation studies and to a number of practical skills required of professional interpreters and translators. Interpreting and translation will be viewed throughout the course as socio-cultural activities as well as linguistic ones. The social, cultural and ethical complexities of the role of interpreters and translators will therefore be an important focus of the course. Students will work with written and spoken texts to develop an understanding of micro-textual elements and macro-textual structures and patterns and understand how to analyze both written and spoken texts. They will begin to develop consecutive and simultaneous interpreting skills using recorded spoken texts in the language lab. Role plays will be conducted to familiarize students with the triadic nature of interpreted communication. Graduate students are required to do additional reading and writing and to deliver an oral presentation in class. Prerequisites: proficiency in English and a language other than English.

CL 582 (to become CL 482/682)

Introduction to Translation and Interpreting Research and Practice II is the second part of a two-semester Certificate in the study of interpreting and translation across a range of contexts. In this course, students will continue to build on the knowledge and skills they acquired in the previous semester. Students will work on understanding the institutional and discursive structures of particular institutional domains, gain relevant vocabulary in English and other languages and practice translating, sight translating and interpreting a variety of relevant texts. This course is a designated “Service-Learning” course and endorsed by the office of Civic Engagement and Service-Learning (CESL) at UMass. A part of the course has been designed to provide opportunities for students to engage in a service project outside the classroom that is guided by appropriate input from a community partner and contributes to the public good. Selected project sites will be selected and students, with the help of faculty, will be matched with one or more community partners in the first three weeks of the semester. The CESL component of this course reflects the view that interpreting and translation are socio-cultural activities as well as linguistic ones. Your experiences of serving the community will increase your understanding of the social, cultural, and ethical complexities of the role of interpreters and translators. It will give you first-hand knowledge of the significance of interpreting and translation (and its absence) for members of communities for whom English is not their primary language. All projects will involve some additional reading of relevant literature. Graduate students are required to do additional reading and writing for all assignments. Prerequisites: proficiency in English and a language other than English.

751 Theory and Practice of Translation

A many-sided consideration of the practical problems and theoretical issues raised by translation. Consideration will be given to recent research on the role of translation and translated literature in the history of literary development; special attention will be paid to the
politics of translation also. Practical aspects to be discussed include translation of genre and form (including poetry, dramatic literature), language register and tone, metaphor and imagery, word play. Lecture/discussion with workshop elements. Readings: translation theorists, philosophers, linguists. Requirements: one historical analysis, one translation project, class participation. Prerequisites: proficiency in English and a language other than English.

Provide a brief overview of the process for developing this certificate.

The current Certificate in Translation and Interpreting Studies in Comparative Literature is considered an undergraduate certificate only, although graduate students have been attending the two required Comp Lit courses that form the core of the certificate on a regular basis for the past six years since I became the director of the Certificate.

When the certificate was originally designed over a decade ago, the two required Comp Lit courses were listed at the 400-level. Three years ago, I proposed that they be changed to the 500 level to allow graduate students to attend for credit (and not be forced to take the courses as Independent Studies.) Graduate students taking the courses are required to do extra work including extra reading, writing longer papers, and planning and delivering presentations for particular class sessions.

Despite these developments, however, there is currently no certificate to bestow at the graduate level. Therefore, in conversations with Patrick Sullivan and John McCarthy last year, it was determined that the thing to do would be to create a new Certificate and to designate the present courses as 400/600. With this proposal, the 500-level designation will be removed and a 400/600 level designation will replace it (see syllabi attached).

Purpose and Goals

Describe the certificate's purpose and the particular knowledge and skills that will be acquired by participating students.

The Certificate is open to any student on campus with an intermediate of above competence in at least one language in addition to English. It is designed to serve students who wish to engage with relevant research and theory in the field of interpreting and translation studies and be introduced to a number of practical skills required of professional interpreters and translators. No prior familiarity with the field of TIS is required.

The proposed Certificate will address the absence of a separate designation at the graduate-level for the course of study currently offered that leads to a Certificate in TIS and which grad students from various departments and programs at UMass are already participating.

The theoretical knowledge and practical skills acquired in the required courses will be invaluable for many graduate students within and outside CHFA, especially those who find themselves working in local or global communities where they are called upon to serve as ad hoc interpreters or translators or where there is a need to work with interpreters or translators to meet professional aims and purposes.
RESOURCES
If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

The proposal requires no additional resources. The courses have been running in their current form for the past three years without any problems. Any new enrollments can be accommodated without the need for more instructors.

CURRICULUM
Please describe the curriculum for this certificate, listing all required courses and possible electives, any prerequisites or GPA requirements, the recommended order or coursework and any other pertinent information. You may attach additional materials related to the curriculum at the end of this section.

The curriculum for the graduate certificate will consist of nine credits, 6 in Comparative Literature and 3 in a related discipline.

The required courses and possible electives are:

1) Introduction to Translation and Interpreting Research and Practice I (currently CL581, re-designated as CL681) will be required for all students.

2) CL582 re-designated as CL681 and/or CL751.

3) The elective can be any course related to the student's field and trajectory of study that has a demonstrated relevance to TIS.

These are the descriptions of the three CL courses.

CL 581 (to become CL 481/681)

Introduction to Translation and Interpreting Research and Practice I is the first part of a two-semester certificate course in the study of translation and interpreting. This course is open to upper level undergraduates and graduate students. While no prior experience in interpreting or translation is necessary, students must have a strong command of English and at least one other language. The course will introduce students to research in the field of interpreting and translation studies and to a number of practical skills required of professional interpreters and translators. Interpreting and translation will be viewed throughout the course as socio-cultural activities as well as linguistic ones. The social, cultural and ethical complexities of the role of interpreters and translators will therefore be an important focus of the course. Students will work with written and spoken texts to develop an understanding of micro-textual elements and macro-textual structures and patterns and understand how to analyze both written and spoken texts. They will begin to develop consecutive and simultaneous interpreting skills using recorded spoken texts in the language lab. Role plays will be conducted to familiarize students with the triadic nature of interpreted communication. Graduate students are required to do additional reading and writing and to deliver an oral presentation in class. Prerequisites: proficiency in English and a language other than English.
Introduction to Translation and Interpreting Research and Practice II is the second part of a two-semester Certificate in the study of interpreting and translation across a range of contexts. In this course, students will continue to build on the knowledge and skills they acquired in the previous semester. Students will work on understanding the institutional and discursive structures of particular institutional domains, gain relevant vocabulary in English and other languages and practice translating, sight translating and interpreting a variety of relevant texts. This course is a designated “Service-Learning” course and endorsed by the office of Civic Engagement and Service-Learning (CESL) at UMass. A part of the course has been designed to provide opportunities for students to engage in a service project outside the classroom that is guided by appropriate input from a community partner and contributes to the public good. Selected project sites will be selected and students, with the help of faculty, will be matched with one or more community partners in the first three weeks of the semester. The CESL component of this course reflects the view that interpreting and translation are socio-cultural activities as well as linguistic ones. Your experiences of serving the community will increase your understanding of the social, cultural, and ethical complexities of the role of interpreters and translators. It will give you first-hand knowledge of the significance of interpreting and translation (and its absence) for members of communities for whom English is not their primary language. All projects will involve some additional reading of relevant literature. Graduate students are required to do additional reading and writing for all assignments. Prerequisites: proficiency in English and a language other than English.

751 Theory and Practice of Translation

A many-sided consideration of the practical problems and theoretical issues raised by translation. Consideration will be given to recent research on the role of translation and translated literature in the history of literary development; special attention will be paid to the politics of translation also. Practical aspects to be discussed include translation of genre and form (including poetry, dramatic literature), language register and tone, metaphor and imagery, word play. Lecture/discussion with workshop elements. Readings: translation theorists, philosophers, linguists. Requirements: one historical analysis, one translation project, class participation. Prerequisites: proficiency in English and a language other than English. Explain how these courses represent a coherent course of study.

The courses taken together will provide students with academic and skill-based knowledge of:

a) past and current academic research on theory ad practice in the field of TIS;
b) the relationship between language and socio-cultural competence and translation and interpreting activity;
c) the use of interpreting and translation in specific fields (law, politics, health, business, military, etc.) and diverse contexts ranging from local communities to global diplomatic settings;
d) developing a sound ethical practice that takes into account both professional duties and social responsibility.

Describe how there is a clear educational objective that can be achieved in an efficient and well-defined manner.
The educational objective of the Certificate is to introduce graduate students at UMass to the field of TIS. The specific objectives of each of the courses offered have worked extremely well over the past six years in achieving that aim. All of the graduate (and undergraduate) students who have taken the course have come to value the translation of spoken and written texts as an important means of cultural exchange and of building understanding within and between different types of communities in which multilingual communication plays a major role.

The graduate students consistently produce high quality and innovative work. Many of them use the skills they obtain in the course while still at UMass, some working as interpreters in the Amherst public schools or for guest speakers and visiting international students, and translating information leaflets in community or online organizations often pertinent to their research. Others have gone abroad to continue to study at next level of professionalization following completion of their degree.

*Explain how the course sequence offers a clear objective at the appropriate educational level.*

The first course is required for all students who wish to earn the certificate. CL 681 introduces students to relevant research in the inter-disciplinary area of interpreting and translation studies and to a number of practical skills required of professional interpreters and translators. The social, cultural and ethical complexities of the role of interpreters and translators is a central focus of the course. At the linguistic level, the students work with written and spoken texts to develop an understanding of micro-textual elements and macro-textual structures and patterns and understand how to analyze both written and spoken texts as part of translation or interpreting activity. In this first course, students begin to develop consecutive and simultaneous interpreting skills through the use of in-class scripted and improvised role plays and website archives. Comp Lit 682 builds on the knowledge and skills students acquire in CL 681. Students focus on different social and professional domains in which interpreting and translation play a significant role: Diplomatic, Healthcare, Business, and the Law (Court/Prison/Police, International Tribunals and Truth and Reconciliation Committees), and work on deepening their understanding of the unique discursive structures operating within each domain. They gain knowledge of the relevant vocabulary specific to a particular institution and continue developing translating, sight translating and interpreting skills in the process. CL 751 will allow students who are more interested in gaining more knowledge of theories of translation and their relevance to literature to build on their knowledge in this way. Its focus is on the role of translation and translated literature in the history of literary development with special attention paid to the politics of translation in relation to the literary field.

*Describe the perceived need for this certificate.*

The current Certificate in Translation and Interpreting Studies in Comparative Literature is considered an undergraduate certificate only though graduate students regularly attend the two Comp Lit courses that form the core of the certificate. When the certificate was originally designed over a decade ago, these two courses were listed at the 400-level. Three years ago, I proposed that they be changed to the 500 level to allow graduate students to attend for credit (and not be forced to take the courses as Independent Studies.) Despite this change, however, there is currently no certificate to bestow at the graduate level. (Graduate students taking the courses currently are required to do extra work in the 500-level course including more reading, writing longer papers, and planning and delivering presentations for particular class sessions.) This is the primary reason for proposing this Certificate in CHFA.
It is also the case that many SBS, CNS, and STEM graduate students working in, for example, anthropology, sociology engineering, architecture, nursing or teaching, may be called on to rely on interpreters or translators or to use their native language skills to translate or interpret in their professional lives. The courses required to complete the Certificate can help all students who know more than one language, whatever their research area, to understand translation and interpreting as socio-cultural activities as well as linguistic ones.

If the courses that comprise the certificate have been or currently are being offered, describe their schedule of availability. If the certificate is comprised of new courses, describe their planned availability.

The courses are already available and are taught every year across consecutive Fall-Spring semesters. I have on occasion allowed some students to take them in a different order due to schedule conflicts, study abroad, or other circumstances. The CL 681 and 682 courses are taught Tues/Thurs from 2:30-3:45 and CL 751 is normally taught from 4-6:30 one day a week.

If the certificate requires or includes courses from outside the sponsoring department, provide evidence of agreement(s) with the unit(s) offering those courses. You may attach any memoranda of understanding below.

The third course is an elective and is chosen by students in accordance with their specific program requirements and the demonstrated relevance of the course to TIS. There is a good deal of flexibility in their choice.

If the requirements for this certificate overlap with those of another certificate or a degree program, describe that overlap.
(Note that if a student who has completed a certificate seeks clearance for a degree program that overlaps with that certificate program, the Registrar will note on the transcript that the certificate has been superseded by the degree.)

There is no overlap with another certificate or degree program.

What type of student is allowed to participate in this certificate program? (E.g., matriculated UMass students, non-matriculated CPE students, Five College students, graduate students, students in a specific degree program, etc.)

The proposed Certificate is restricted to UMass and Five College graduate students only. The Comp Lit 481/681 and 482/682 courses themselves are restricted to matriculating UMass and Five College undergraduate and graduate students. It is not offered to non-matriculated CPE students.

What role will this certificate play in relation to other departments or degree programs on campus? Certificates vary widely across campus and may represent a subset of an existing degree program, a multidisciplinary program, or an entirely free-standing area of focus.

There is no relation between this Certificate and other Certificates, departments or degree programs except that it is open to students outside of the Comparative Literature program.
Is this a transitional certificate program?

(Transitional certificate programs are comprised of core courses from specific degree programs and may act as stepping stones into those programs. If a student who has completed a transitional certificate matriculates to the University and completes the degree program associated with that certificate, the transcript will note that the certificate has been superseded by the degree.)

No

If applicable, please attach any additional material relating to the certificate (such as requirement checksheets for students, etc.) below.

[The two attached documents appear on the following pages]

MOTION: That the Faculty Senate approve the Creation of a Certificate in Translation and Interpreting Studies, as presented in Sen. Doc. No. 19-036.
Introduction to Interpreting and Translation: Research and Practice I is the first part of a two-semester certificate in the study of translation and interpreting across a range of contexts. While no prior experience in interpreting or translation is necessary, students must have command of English and at least one other language. This course introduces students to relevant research in the inter-disciplinary area of interpreting and translation studies and to a number of practical skills required of professional interpreters and translators. Interpreting and translation are viewed throughout the course as socio-cultural as well as linguistic activities. The social, cultural and ethical complexities of the role of interpreters and translators will therefore be an important focus of the course. In Part I of the course, students work with written and spoken texts to develop an understanding of micro-textual elements and macro-textual structures and patterns and understand how to analyze both written and spoken texts as part of translation or interpreting activity. You will also begin to develop consecutive and simultaneous interpreting skills. The use of in-class scripted and improvised role plays and website archives will familiarize students with different modes of interpreted communication.

- All readings will be provided on Moodle. Format for all written assignments: Times New Roman, 12 pt font, double spaced, 1” margins.

**Assignments and Grading**

- Class participation (20%)

- You are expected to complete **one translation assignment** and **four reading responses** in total. Reading responses should be 3-4 pages for undergrad students and 5-6 for graduate students. All reading responses are due on the **Thursday** of the week selected unless otherwise specified. (20%)

- The Midterm paper is based on a set of assigned readings concerned with ethics in the context of an actual interpreting event (10 pages for undergraduates/15-20 pages for graduate students). You will have three weeks to complete it. (30%)

- The Final assignment is a simultaneous interpreting/translation project begun at the end of the semester and due two weeks after classes end. (30%)
• Graduate students will be expected to lead at least one class presentation on a particular week’s readings, providing students with an outline and/or set of questions for discussion ahead of time where appropriate. Graduate students write longer response, midterm and final papers drawing on a more expansive set of references.

Course Schedule

Week 1 (September 4 and 6) - Introduction

Prompt for response paper due Tuesday 9/12:
Both Robinson (1991) and Inghilleri (2012) are critical of the influence of Saussure’s binary concepts of langue/parole and Chomsky’s competence-performance arguing that these dichotomies have had a negative influence on translation and interpreting practices that foster a view of language and meaning as separate from contexts of use. Discuss their critiques identifying any overlaps and divergences you perceive, including the different contexts on which they focus their attention. Please be prepared to share this response in class.

Thursday - Lecture

Week 2 (September 11 and 13)
   Tuesday – Response #1 paper due - class discussion on Robinson/Inghilleri readings
   Thursday - Watch ‘Say It For Me’ - Community interpreting video (in class)

Week 3 (September 18 and 20) - Interpreting research and practice - varied perspectives

Week 4 (September 25 and 27) - Consecutive interpreting practice
   Tuesday - scripted role plays (#2)
   Thursday - improvised role plays (#1)

Week 5 (October 2 and 3) Philosophical/Sociological Approaches
   Read (3): Wilson, “Reading the Source Text for Translation”; Inghilleri, “The sociology of Bourdieu and the construction of the 'object'; Inghilleri, ‘Habitus, field and discourse’
   Tuesday - Grad student(s) presentation week’s readings
   Thursday - improvised role plays (#2) - Response #2 paper due
Week 6 (October 9 and 11) Thinking about paratexts


**Browse:** Williams, *Keywords: A Vocabulary of Culture and Society*.

**Tuesday** – Lecture/activity

**Thursday** - work on translation of inauguration speech excerpts

Week 6 (no class and October 18)

**Thursday** - turn in final translation of speech excerpt on **Thursday 10/18** and be prepared to discuss in class.

Week 7 (October 23 and 25) - Ethics of Translation and Interpreting

**Read (3):** Interview with Mona Baker, “Ethics of Renarration”; Freely, “Misreading Orhan Pamuk”; [pdfs]; Parkert, *Witnesss*

**Tuesday** - Graduate student presentation(s) of readings

**Thursday** - Meet in Language Lab – intro to SI (#1)

**Midterm Take Home Paper** - The instructions and readings for this assignment will be given on **Thursday 10/18** and due three weeks later on Thursday **11/08**.

Week 8 (October 30 and November 1) - Consecutive to Simultaneous Interpreting I

**Read:** Jones, *Conference Interpreting Explained* [pdf]

**Tues/Thurs** - Meet in Language Lab (#2)

Week 9 (November 6 and 8) - Consecutive to Simultaneous Interpreting II

**Tues/Thurs** - Meet in Language Lab (#3)

Week 10 (November 13 and 15) - Applying for Political Asylum

**Read (3):** Inghilleri, “Mediating Zones of Uncertainty”; Jacquemet, “Asylum and Superdiversity”; TBD [pdfs]

**Tuesday** - Graduate student presentation(s) of this week’s readings

**Thursday** - Completing the asylum application - **Response #3 paper due**

Week 11 (November 27 and 29) - Applying for Political Asylum

**Tuesday** - Completing the asylum application

**Thursday** - Rendering asylum narratives from the oral to the written
THANKSGIVING BREAK

Week 12 (December 4 and 6) - Interpreting in conflict zones

Tuesday - Graduate student presentation(s) of readings
Thursday - ‘Restrepo’ (2010) Dir. Sebastian Junger and Tim Hetherington (view and discuss clips in class) - Response #4 paper due

Week 13 (December 11) - (#4) Language Lab - Final exam prep

Reading List


Williams, Raymond (1985) *Keywords: A Vocabulary of Culture and Society*. Oxford University Press. [pdf]

Comp Lit 582
Interpreting and Translation Research and Practice II

Spring 2019
Tues and Thur 2:30-3:45
Professor Cristiano Mazzei
Herter 518
cmazzei@umass.edu

Comp Lit 582 is the second part of a two-semester Certificate in the study of interpreting and translation across a range of contexts. In this course, students will continue to build on the knowledge and skills they acquired in the previous semester. The course is structured around four social and professional domains in which interpreting and translation play a significant role: Diplomatic, Healthcare, Business, and the Law (Court/Prison/Police, International Tribunals and Truth and Reconciliation Committees). Students will work on understanding the institutional and discursive structures of these particular domains, gain relevant vocabulary in English and other languages, and practice translating, sight translating and interpreting a variety of relevant texts.

This course is a designated “Service-Learning” course and endorsed by the office of Civic Engagement and Service-Learning at UMass. A part of the course has been designed to provide opportunities for students to engage in a service project outside the classroom that is guided by appropriate input from a community partner and contributes to the public good. Selected project sites are selected each year and students, with their input and the help of faculty, are matched with one or more community partners in the first three weeks of the semester.

The “Service Learning” component of this course is designed to increase students’ understanding of the social, cultural, and ethical complexities of the role of interpreters and translators and to give them first-hand knowledge of the significance of interpreting and translation (or its absence) for individuals and members of communities for whom English is not their primary language.

Students are expected to spend approximately 20 hours with their chosen agency over a period of 10 weeks (February-April). The type of activities undertaken over this period will depend on the needs of the organization. For those whose languages match with those served by the organization, you may be asked to provide interpreting or translation services. Another role might be to explore the extent of translated materials or interpreter services available at a particular institution; explore the extent to which a public service institution recognizes the role of translation or interpreting to reach local communities in their websites or other informational or public relations materials; or observe others involved in translation and interpreting and record and reflect on these observations.
Assignments and Grading
Students will be graded on the following: class participation (10%); student presentation of readings (10%); three 3-4 page reading response papers (graduate students, 5-6 pages) (15%); two 3-5 page reflective service learning ‘journal’ entries (graduate students, 5-7 pages) (15%); five translation/interpreting assignments with reflection (15%) one final presentation on service-learning project (20%); and one final 8-10 page paper related to the service learning experience (grad students 15-20) (30%).

Students will do a final paper/project (some version of which to be made available to the community partner at the end of the course) that should include constructive commentary and critique of the experience. These final papers/projects should also include some additional reading of relevant scholarship, undergrad students should include at least 4-6 relevant bibliographical references, and graduate students at least 6-8.

Course Schedule

Week 1 - Interpreting and Translating through History

Tues 1/23 - Course Introduction and explanation of CESL component

- What does service learning mean to you?
- Discuss time commitment/management and organization/planning
- Talk about assessments and expectations


[https://www.youtube.com/watch?v=cyY_lbMAZrY](https://www.youtube.com/watch?v=cyY_lbMAZrY) - Nuremberg Interpreter (6:50 -30:00) (23 min)

Thurs 1/25 – Lab work – short translation – interpreting exercises

Week 2 - Diplomatic Settings

Tues 1/30 – Class discussion of readings


Herbert, Jean. “Preface” and “The Object and Spirit of Conference Interpretation” in *The Interpreter’s Handbook.* [pdf]
Gile, Daniel “Chapter 8: Facing and Coping with Online Problems in Interpreting.” In Basic Concepts and Models for Interpreter and Translator Training [e-book]

Thurs 2/1 – Lab: Simultaneous Interpreting Exercises!

- **Assignment due:** 1st Reading Response paper (due Feb 6 by 2:30 pm) on history of interpreting.

**Week 3 - Diplomatic settings (cont.)**

Tues 2/6 – **Student presentation of readings**

Class activity – Prepare for a simultaneous interpreting assignment (video)

Thurs 2/8 – Record simultaneous interpreting assignment and reflect on performance.

- **Assignment due:** 1st Reflective Service Learning Journal Entry (due 2/13, by 11:55pm)
- **1st T/I assignment due:** Simultaneous Interpretation and Reflection (due 2/13, by 2:30pm)

**Week 4 – Business Settings**

Tues 2/13 – **Student presentation of readings**


2/15 - Thurs 3/8 - Lab: Sight Translation

- **2nd T/I assignment due:** Business Translation and Reflection (due 2/20 by 2:30pm)

**Week 5 – Healthcare Settings**

Tues 2/20 - **Student presentation of readings**

**Read:** Hale, Sandra. “Analysing the Interpreter’s Code of Ethics.”


Thur 2/22 – Lab: Consecutive interpreting in dialogue setting (Healthcare)

Week 6 – Healthcare Settings

Tues 2/27 - Student presentation of readings


Thurs 3/1 – Class activity: Translation of a short medical text.

● **Assignment due:** 2nd Reading Response paper (due 3/6 by 2:30pm) on healthcare interpreting
● **3rd T/I assignment due:** Dialogue Interpreting with Reflection (due 3/6 by 2:30pm)

Week 7 – Healthcare Settings in Mental Health

Tues 3/6 – Student presentation of readings


Bot, Hanneke. 2014. “Role Models in Mental Health Interpreting.” In Interpreting and Translating in Public Service Settings. Routledge

Thurs 3/8 – Lab: Simultaneous interpreting in mental health

● **Assignment due:** 2nd Reflective Service Learning Journal Entry (due March 10, by noon)

SPRING BREAK (3/12 - 3/18)
**Week 8 – Note-taking**

Tues 3/20 – Consecutive Interpretation and Note-taking.


Thurs 3/22 - Lab: Long consecutive interpreting with notes

ือน 4th T/I assignment due: Long Consecutive with Notes and Reflection (due 3/27 by 2:30pm)

**Week 9 - Legal Settings – Courts and Prisons**

Tues 3/27 – **Student presentation of readings**

**Read:** Mikkelson, Holly “Garbage In, Garbage Out: The Court Interpreter’s Lament”
[https://www.openstarts.units.it/dspace/bitstream/10077/7380/1/Mikkelson.pdf](https://www.openstarts.units.it/dspace/bitstream/10077/7380/1/Mikkelson.pdf)


Thur 3/29 - Lab: Consecutive/Simultaneous interpreting

**Week 10 – Legal Settings – Police Interviewing**

Tues 4/3 – **Student presentation of readings**

Translation of legal document, accompanied by self-assessment/reflection

**Read:** Mulayim, Sedat and Miranda Lai (selected chapters) *Ethics for Police Translators and Interpreters*. 2017

Thur 4/5 - Lab: Dialogue interpreting - police interview

ือน Assignment due: 3rd Reading Response paper due 4/10 (by 2:30pm) on legal interpreting.
**Week 11 - Translating Trauma – War Tribunals/Truth and Reconciliation Committees**

**Tues 4/10 - Student presentation of readings**


**Thurs 4/12 - Lab: Consecutive/Simultaneous interpreting**

▶ 5th T/I assignment due: Simultaneous Interpreting with Reflection (due 4/17 by 2:30pm)

**Week 12/13/14 - Service Learning Activities**

4/17 - No class

4/19 - Final presentations of students’ service learning experience

4/24 - Final presentations of students’ service learning experience

4/26 - Final presentations of students’ service learning experience

5/1 - Final class