

WLAC-F550 INTRODUCTION TO TRANSLATION STUDIES

COURSE DESCRIPTION & RATIONALE

This course addresses some of the main issues that have informed the general reflection on translation in the West over the past two thousand years. By examining statements from philosophers, linguists, theologians, authors, political leaders, and activists, etc., students learn to appreciate the diversity with which translation has been understood and practiced throughout the ages, and develop a critical apparatus to question the traditional understanding of the relationships between the original and translated text, between author and translator, and the source and target languages and cultures. Although there is great diversity in opinion regarding how translation should be performed, some of the most basic notions regarding this activity have remained relatively unchanged throughout history. As we establish the traditional Western view of this practice, we will also explore certain trends from the latter part of the twentieth century, that have radically problematized many of the fundamental presuppositions of the traditional notion of translation.

As Translation Studies becomes more visible in academia, and as the demand for qualified translators grows worldwide, translators need far more than simply knowledge of equivalents between languages. They should be aware of the history of translation discourse, which is the foundation upon which our contemporary understanding of this activity has been constructed. Students of translation should also be exposed to a variety of tendencies in translation studies that have come out of this history to develop a more well-rounded view of the field at large. Finally, and most importantly, by critically examining the history and tendencies associated with the notions and practice of translation, students will be better equipped to confront the complexity of the ethical decisions they will have to make and to argue their choices before possible clients and publishers.

3 CREDIT HOURS

EDUCATIONAL OBJECTIVES

By the end of the semester, students should be able to:

- a. discuss and write intelligibly about translation in an academically appropriate manner in order to effectively communicate with peers in the profession.
- b. identify different figures and trends in translation studies, associate them with their historical contexts, and critically evaluate them.
- c. articulate how theory specifically relates to and impacts translation practice.
- d. develop a sense of an ethics of translation while, at the same time, developing the ability to critique traditional notions of translation ethics that ignore the complexities of this process.

COURSE READINGS/BIBLIOGRAPHY

All the books we use for this course will be put on 2 hr.reserve in the library. When copyright laws permit it, certain articles will also be placed in "Oncourse Resources." All students have electronic access to many of the books on the reading list (marked by "[*e-resource]"), although, **it should be noted that some of the e-readers only allow one person to access them at a time and students must plan accordingly and bring hard copies of the texts to class** to ensure active participation in the discussions on the readings.

- Arrojo, Rosemary. "Fidelity and the Gendered Translation." TTR: Traduction, Terminologie, Rédaction, vol. 7, n.2, 1994. 147-163. [***Oncourse Resources**]
<http://www.erudit.org/revue/ttr/1994/v7/n2/037184ar.pdf>
- "Tradition and the Resistance to Translation." *Kultur, Interpretation, Translation*. New York: Peter Lang, 2005. p.53-60.
- "The Revision of the Traditional Gap between Theory & Practice & the Empowerment of Translation in Postmodern Times." *The Translator* vol. 4, No 1 (1998), p.25-48.
- Baker, Mona and Gabriela Saldanha. *Routledge Encyclopedia of Translation Studies, 2nd Edition*. London/New York: Routledge, 2009. [***e-resource**]
Lynell Zogbo "Bible, Jewish and Christian" (p.21-27); **Kathleen Davis** "Deconstruction" (p.74-77); **Gabriela Saldhana** "Linguistic Approaches" (p.148-152).
- Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation: Theory and Practice*. New York: Routledge, 1999. [***e-resource**]
Bassnett and Trivedi "Introduction" (p.1-18); **Else Viera** "Liberating Calibans: Readings of *Anthropofagia* and Haroldo de Campos' Poetics of Transcreation" (p.95-113); **Rosemary Arrojo** "Interpretation as Possessive Love: Hélène Cixous, Clarice Lispector and the ambivalence of Fidelity" (p.141-161)
- **Borges, Jorge Luis. 'The Homeric Versions'**, trans. Eliot Weinberger, in Daniel Balderston and Mary Schwartz (eds.) *Voice-Overs: Translation and Latin American Literature*, Albany, NY: State University of New York Press, (2002). 15-19.
- "Pierre Menard, Author of the Quixote" *Collected Fictions*. Trans Andrew Hurley. New York: Penguin Books, 1998. 88-95.
- "Borges y yo" *El Hacedor*, Buenos Aires: Emecé, 50-51 (1960). ["Borges and I." Eight translations will be posted in **Oncourse Resources**]
- Foucault, Michel. "What is an Author?" Trans. Josué Harari. *Textual Strategies: Perspectives in Post-Structuralist Criticism*. Ed. Josué Harari. Ithaca: Cornell University Press, 1979. 141-160.
- Gambier, Yves and Luc Van Doorslaer. *Handbook of Translation Studies, vol. 1*. Amsterdam/Philadelphia: John Benjamins. 2010. [***e-resource**]
Luis von Flotow "Gender in Translation" (p.129-133); **Rosemary Arrojo** "Philosophy and Translation" (p. 247-251); **Paul Bandia** "Post-colonial Literatures and Translations" (p.264-269); **Yves Gambier** "Translation Strategies and Tactics" (p.413-418); **Jeremy Munday** "Translation Studies" (p.419-428).
- Kundera, Milan. "Author's Note" *The Joke (Definitive Version)* New York: HarperCollins. 1992. 319-323.
- *Testaments Betrayed*, from "A Sentence" (108-114); from *You're Not in Your Own House Here, My Dear Fellow* (271-274)
- **Meschonnic, Henri**. "To Translate is to Re-Translate" and "The History of Europe as History and Non-History of Translating" *Target* 15 (2) (2003) p.337-353 [Oncourse resources]
<https://oncourse.iu.edu/access/content/group/FA10-IN-WLAC-F350-28824/Henri%20Meschonnic.pdf>
- New American Bible, "Preface" [***Oncourse Resources**]
- **Niranjana, Tejaswini**. *Siting Translation*. Berkeley: University of California Press, 1992. [***e-resource**]

- **Rafael, Vicente.** *Contracting Colonialism: Translation and Christian Conversion in Tagalog Society under Early Spanish Rule.* Durham and London: Duke University Press. (1993) [***e-resource**]
- Robinson, Douglas (ed.) *Western Translation Theory: From Herodotus to Nietzsche.* Manchester: St. Jerome Publishing, 1997/2002.

Aristeas [45-BCE] “The Work of the Seventy-Two” (p.4-6); **Philo Judaeus** [20 BCE] “The Creation of the Septuagint” (p.12-14); **St. Jerome** [395 CE] “The Best Kind of Translator” (p.23-30); **Martin Luther** [1530] “Circular Letter on Translation” (83-89); **Cervantes** [1615] “Viewing Flemish Tapestries From the Wrong Side”(p.147-149); **Nicholas Perrot d’Ablancourt** [1654] “Dedication of French translations of Lucian”, “Preface to French translations of *Thucydidides*” (p.156-161); **John Dryden** [1697] “Three Types of Translation” and “Steering Betwixt Two Extremes” (p.174-175); **Johann Gottfried von Herder** [1766] “The Ideal Translator as Morning Star” (p. 207-208); **Friedrich Schleiermacher** [1813] “On the Different Methods of Translating” (225-238).

- Robinson, Douglas. *Translation and Empire.* Manchester: St. Jerome Publishing, 1997.
- **Simon, Simon.** *Gender in Translation: Cultural Identity and the Politics of Transmission.* London and New York: Routledge, 1996. [***e-resource**]
- Venuti, Lawrence (ed.) *The Translation Studies Reader.* New York: Routledge, 2000. [***e-resource**]

Vladimir Nabakov [1955] “The Problems of Translating ‘Onegin’ in English” (p.71-83); **Jean-Paul Vinay and Jean Darbelnet** [1958] “A Methodology for Translation” (p.84-93); **Eugene Nida** [1964] “Principles of Correspondence” (126-140); **James Holmes** [1972] “The Name and Nature of Translation Studies” (172-185); **Gideon Toury** [1978/1995] “The Nature and Role of Norms in Translation” (p.198-211); **Hans Vermeer** [1989] “Skopos and Commission in Translation Action” (222-232); **Lori Chamberlain** [1988] “Gender and the Metaphorics of Translation” (314-329); Annie Brisset [1990/1996] “The Search for a Native Language: Translation and Cultural Identity” (343-375).

- **Venuti, Lawrence.** *The Scandals of Translation.* New York: Routledge, 1998. [***e-resource**]
- *Translator’s Invisibility : A History of Translation.* Florence, KY: Routledge, 1994. [***e-resource**]
- **Van Wyke, Ben.** “Imitating Bodies, Clothes: Refashioning the Western Conception of Translation.” *Thinking Through Translation with Metaphors.* Ed. James St. André. Manchester: St. Jerome Publishing, 2010. 17-46. [***Oncourse Resources**]
- **Von Flotow, Luis.** “Feminist Translation: Contexts, Practices and Theories” *TTR: Traduction, Terminologie, Rédaction*, vol.4, n.2, 1991. 69-84. <http://id.erudit.org/iderudit/037094ar>

COURSE CONTENT

Evaluation

Attendance/ Participation:	10%
Presentations:	15%
Exams (2):	30%
Homework/Reflective Essays:	22%
3 Revised Reflective Essays	23%

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Attendance/Participation

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings in the texts and to use the theoretical terminology for translation and interpreting. Active class participation is required, which is defined as a clear indication of having read and synthesized the readings and being able to discuss translations and interpreting not just through the experience of translating, but also through specific theoretical applications. Students are graded both on content and critical thinking and applications. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Class Presentations

All students will be required to make a 10 minute presentation on one of the national translation traditions found in the *Routledge Encyclopedia of Translation Studies*. Depending on the number of students, they must also present/lead the discussion of one or two of the readings we will be doing over the semester (two students per week, 20 minutes each).

Homework/Reflective Essays

Each week students must write a half to one-page essay regarding one of the readings (other readings from throughout the semester can be referenced). Each essay should revolve around a quotation from the text, which is to be placed at the top of the page. Students must explain why this quote is relevant, discuss it in light of the overall essay (and/or other readings), and critically examine the point of view expressed. All essays must be submitted to Oncourse fifteen minutes before class begins. A hard-copy must also be brought to class as students may be asked to read from it during the class discussion. **No late essays will be accepted.** The homework grade will be based on: a) submitting the essays on time to Oncourse; b) bringing a hard-copy to class; c) the quality of the essay.

Revised Reflective Essays

The weekly reflective essays will be returned to students with comments. Three times during the semester students will select a previous reflective essay to expand and revise (maximum three pages). **NOTE: Any work turned in late will be marked down 20 %.**

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin. Penalties for cheating and plagiarism may include failing a particular exam or paper, a failing grade for the entire course, disciplinary action, or dismissal.

Communication

Students have the responsibility to check Oncourse as this is the primary means of communication. If there are problems with a particular Oncourse account, students should contact the help line (274-HELP) of University Information Technology Services (UITS). Non-official channels of communication will not be acknowledged. Keep all email correspondence within Oncourse.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Calendar

Week 1 Introduction

- Course Introduction, syllabus

What is interpretation? How does it relate to translation?

- **Video:** Supreme Court Justices Antonin Scalia and Stephen Breyer regarding their views on interpreting the US Constitution.
- **Audio Clip:** Debate on the revision of the language of the new *Tom Sawyer*
- **In class Reading:** **Borges** "Pierre Menard, Author of the *Quixote*"

Week 2 Bible Translation

READINGS: **Aristeas** (Robinson 4-6); **Philo Judaeus** (Robinson 12-14); **St. Jerome** (Robinson 23-30); **Martin Luther** (Robinson 83-89); **Zogbo** (Baker 21-27); **Meschonnic** (Oncourse Resources); **Preface to the New American Bible** (Oncourse Resources).

Week 3 Authors on Translation

READINGS: **Cervantes** (Robinson 147-149); **Dryden** (Robinson 171-175); **Kundera** ("Author's Note" 319-323; *Testaments Betrayed* 108-114; 271-274); **Borges** ("Homeric Versions" in Balderston 15-19); **Nabokov** (Venuti 71-83); **Venuti** (*Scandals of Translation*: "Introduction" 1-7; "Authorship" 31-46).

Week 4 Linguistics

READINGS: **Saldhana** (Baker "Linguistic Approaches" 148-152); **Nida** (Venuti 126-140); **Vinay and Darbelnet** (Venuti 84-93); Arrojo (The Revision of the Traditional Gap)

Week 5 Descriptive Translation Studies and Skopos Theory

READINGS: Holmes (Venuti 172-185); Toury (Venuti 198-211); Zohar (Venuti 192-197); Vermeer (Venuti 222-232).

Week 6 Codes of Ethics & Copyright Law

READINGS: American Translators Association's (ATA) Code of Professional Conduct and Business Practices (Oncourse Resources) http://www.atanet.org/certification/online_ethics_code.php
Arrojo ("Tradition and the Resistance"); **Venuti** "Copyright" (*The Scandals* 47-66)

Week 7 National Traditions

Each student will be assigned a national translation tradition from *Routledge Encyclopedia of Translation Studies* to make a 10 minute presentation to the class.

Week 8 Intro: Part II

MIDTERM EXAM DUE

Introduction to the kind of contemporary theories we will see in the second half of the semester.

Week 9 Domestication/Foreignization

READINGS: **D'Ablancourt** (Robinson 156-161); **Herder** (Robinson 207-208); **Schleiermacher** (Robinson 225-238).

Newspaper articles about the appearance of foreigners:

- **"French woman threatens legal action over 'burkini' ban"** by Angelique Chrisafis in *The Guardian* (Oncourse Resources)
- **"Assimilation Nation"** by Charles Krauthammer in *The Washington Post* (Oncourse Resources)
- **"America's Racial and Ethnic Divides: Immigrants Shunning Idea of Assimilation"** by William Branigin in *The Washington Post* (Oncourse Resources)

Week 10 Contemporary Philosophy

READINGS: Arrojo (Gambier 247-251); Davis (Baker 74-77); Van Wyke (17-46)

Week 11 Ethics of Difference Translator's Invisibility

READINGS: Venuti *Scandals* "Heterogeneity" (8-30); "The Formation of Cultural Identities" (67-88); Venuti *Translator's Invisibility* "Invisibility" (1-34); Brisset (Venuti 343-375)

Week 12 Roundtable Discussion: Borges and Us

8 translations of Borges's story "Borges y yo" (Oncourse Resources); Foucault (141-160)

Week 13 Feminist & Gender Translation Studies

READINGS: Chamberlain (Venuti: 314-329); Simon (1-21; 28-38; 111-133); Von Flotow (Gambier 129-133); Von Flotow ("Feminist Translation: Contexts, Practices and Theories" - Oncourse Resources); Arrojo ("Fidelity and the Gendered Translation" - Oncourse Resources); Harvey (43-69).

Week 14 Postcolonial Translation Studies I

READINGS: Bandia (Gambier 264-269); Robinson, *Translation and Empire* (1-30); Bassnett and Trivedi: *Introduction* (1-18); Niranjana (1-86;).

Week 15 Postcolonial Translation Studies II

Rafael: (ix – 54); Viera (Basnett & Triveti 95-113); Arrojo: "Possessive Love" (Basnett & Triveti 141-161)

Week 16 FIN

FINAL EXAM

Indiana University Purdue University Indianapolis
F560 Computer-Assisted Translation (3 cr. hrs)

Course Description

Computers have become an essential part of the translating activity. This course introduces students to the uses, applications, and evaluation of technologies such as terminology management, translation memory systems and machine translation in the translation field. Course also includes an assessment of productivity gain, current usability and quality outcomes. Taught in English, with practice translation in second language.

Rationale

- Growing demand for qualified translators with solid knowledge of the use of computer-aided software systems
- Increasing need to provide cutting-edge training in the latest development in the field to future translators

Course Objectives

- a. To acquire a critical overview of recent developments in the area of translation technologies
- b. To gain practice in the uses and applications of the most popular translation memory tools (SDL-TRADOS, Wordfast, Déjà vu)
- c. To practice editing and correcting computer-generated translations of various source texts
- d. To gain a critical awareness of the new opportunities and challenges created by the interaction of humans with machines that will inform present and future translating practice. Could machine translation succeed in “smashing language barriers and creating a borderless global marketplace”? What is the changing role of the translator and his/her skills in the new technological environment?
- e. And, finally, to learn the business aspects of translation project management to effectively perform as a professional translator in today’s market place

Selected Texts:

Bowker, L. *Computer-Aided Translation Technology: A Practical Introduction*, University of Ottawa Press, Ottawa 2002.

*Kay, M. The proper place of men and machines in language translation, *Machine Translation*, 12 (1997), 3-23

*Höge, Monika, *Towards a Framework for the Evaluation of Translators’ Aids Systems*, Ph. D. Thesis, Helsinki University, Helsinki 2002.

*Isabelle, P and K. Church. Special issue on new tools for human translators, *Machine Translation*, 12 (1-2), 1997.

Nirenburg, Sergei, Harold Somers and Yorick Wilks (eds.), *Readings in Machine Translation*, MIT: Cambridge 2003.

Rychtycky, Nestor. “Machine Translation for Manufacturing - A Case Study at Ford Motor Company.” *AI Magazine* 28.3 (2007).

Somers, H. *Computers in Translation: a Translator's Guide*, John Benjamins: Amsterdam 2003.

Sánchez, P. M. "Electronic Tools for Translators in the 21st Century" (a survey) <http://translationjournal.net/journal/38tools.htm>

Zetzsche, Jost. *The Translator's Tool Box. A Computer Primer for Translators*, Oregon: Int'nal Writers' Group 2005

*The Tool Kit. A Computer Newsletter for Translators. Online

*Available through Oncourse

Attendance

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Students should come to class prepared to discuss any assigned readings. Active class participation is required. Students will lose 5 points off of their final class participation grade (20% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Evaluation:	Class participation	20%
	CAT Applications (in-class)*	10%
	Translations (in-class)	20%
	Editing Tasks (in-class)	20%
	Technology Assessment: Oral	
	Presentation & Term Paper*	30%

The term paper, summarized in a Power Point presentation, will present an overall assessment of the technological advances in the field that will integrate students' class readings, translating and edition practice, additional references, and, if applicable, available professional experience. Minimal length: 10 pges.

Grading Scale:

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication.

Official university email accounts are available to all registered students and official university communications will be sent to students` official university email addresses. Non-official channels of communication will not be acknowledged. Keep all email correspondence within Oncourse.

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317.274.3241

Tentative Course Schedule

Each class will consist of the following components:

- (1) introduction and practice with the technology component scheduled,
- (2) short translation or editing task associated with that technology and assignment of project applications,
- (3) class discussion and critical review based on lectures and discussion of assigned book chapter or article

Timeline	Highlights
Week 1	Course Introduction Introduction to Logo, a stepping stone to terminology management Creating an Electronic Dictionary/Glossary with Lingo
Week 2	Presentations of Essential features of SDL-TRADOS Translating with SDL-TRADOS (Application 1) Discussion of Survey article: "Electronic Tools"
Week 3	TRADOS II Translating with Wordfast (Application 2) Discussion: Bowker, Ch. 1-2
Week 4	Wordfast I Wordfast (Application 3) Discussion: Bowker, Ch. 3
Week 5	Wordfast II Translating with Wordfast (Application 4) Bowker, Ch. 5
Week 6	Déjà Vu I Translating with Déjà Vu (Application 5) Bowker, Ch. 6

Week 7	Déjà Vu II Translating with Déjà Vu (Application 6) Bowker, Ch. 7
Week 8	CAT-Assisted In-class translation
Week 9	Survey of Approaches to Machine Translation Multilingual MT Editing Task 1 Somers, Ch. 1
Week 10	MT Linguistic Knowledge Development Multilingual MT Editing Task 2 Somers, Ch. 2
Week 11	Ambiguity Resolution in MT Editing Task 3 Somers, Ch. 3-4
Week 12	MT Workflow, Human Factors & Standards in Translation Technology Editing Task 4 Somers, Ch. 5-6
Week 13	Project Management I: Making a Bid on Translation Project Life Cycle, Bid on Group Project
Week 14	Project Management II: Formation of Company, Logo, Contract, Invoice for Group Project, Quality Assurance
Week 15	Technology Assessment: Presentation & Term Paper
Week 16	In-class Critical Review And Evaluation of Machine Translation Samples

WLAC-F570 TRANSLATION AND GLOBALIZATION

COURSE DESCRIPTION & RATIONALE

We are no doubt living in a “globalized” world and, although it is often not given its due credit, translation plays a fundamental role in the process of globalization. When translation is discussed, it is usually in the context of facilitating the exchange of information between parties who cannot communicate but must do so for the purposes of global politics, the marketplace, the media, etc. However, translation is far more entrenched in the process of globalization than as merely a bridge of communication. In this class we will take an in-depth look at the intersection between translation and globalization, paying close attention to what the study of translation exposes in the globalization process and, conversely, what a close scrutiny of globalization reveals about translation that is often suppressed in traditional notions. We will also reflect upon what an inquiry of this sort means for the practicing translator in today’s globalized world, especially those working with (both into and from) English, which is widely considered to be the first truly global language. 3 CREDIT HOURS.

EDUCATIONAL OBJECTIVES

By the end of the course students should be able to discuss and write about in a coherent, critical, and academic manner the following questions:

- What are we referring to when we talk about “globalization”? When did it start? How and why did it come about, and what role did/does language and, consequently, translation, play in it?
- How has translation been used as a tool of globalization? How is it used as a tool of resistance to this process?
- If we aspire towards a “global” world, must we sacrifice the “local”? Are all “local” entities treated equally in the globalizing world? What role does translation play in promoting and/or diminishing the cultures and languages of the world?
- What are the ethical concerns facing translators who work in the global market? Are they different depending on the languages with which one works? Given that we call this a global world, is a global set of ethics possible for translators?
- If the lack of linguistic diversity is more efficient for the functioning of globalization, should we aspire to the adoption of a universal language, and try to rid ourselves of the problems associated with translation?
- How does a translator confront potential clashes between the demands of market forces, the desires of clients, or idealized codes of ethics?
- What does all of this mean for a practicing translator in our contemporary world?

COURSE READINGS/BIBLIOGRAPHY

The following are the main books we will be reading from in this class. All of the books we will be reading will be placed on 2 hr. reserve in the library. The books that are preceded by an asterisk (*) are ones that we will read in full. Several of the books, which are marked below are also accessible via the library’s website as e-resources. **However, it should be noted that some of the e-readers only allow one person to access them at a time and students must plan accordingly as this cannot be used as an excuse for not being prepared for class.** It is recommended that students bring hard

copies of the texts to class to ensure that they can actively participate in the discussions on the readings.

Bielsa, E. and Hughes, C. W. (eds.) *Globalization, Political Violence and Translation* (Basingstoke: Palgrave Macmillan, 2009)

Tymoczko, Maria "Translation, Ethics and Ideology in a Violent Globalizing World" (171-194)

Apter, Emily "Translation – 9/11: Terrorism, Immigration, Language Politics" (195-206)

Inghilleri, Moira "Translation in War Zones: Ethics Under Fire in Iraq" (207-221)

Baker, Mona "Resisting State Terror: Theorizing Communities of Activist Translators and Interpreters" (222-242)

Brisset, Annie. "The Search for a Native Language: Translation and Cultural Identity" in Lawrence Venuti (ed.) *The Translation Studies Reader* (New York: Routledge, 2000) p. 343-375. [***e-resource**]

Cronin, Michael. *Translation and Globalization* (New York: Routledge, 2003)

Crystal, David. *English as a Global Language*, 2nd edition (Cambridge, UK: Cambridge University Press 2003)

Fabian, Johannes. *Language and Colonial Power* (Berkeley/Los Angeles: University of California Press 1986)

Niranjana, Tejaswini. *Siting Translation*. Berkley: University of California Press, 1992. [***e-resource**]

Osterhammel, Jürgen and Niels P. Petersson. *Globalization: A Short History*, translated by Dona Geyer (Princeton/Oxford: Princeton University Press. 2003)

Rafael, Vicente. *Contracting Colonialism: Translation and Christian Conversion in Tagalog Society under Early Spanish Rule*. Durham and London: Duke University Press. (1993) [***e-resource**]

—. "Translation, American English, and the National Insecurities of Empire". *Social Text* 101 vol. 27, no. 4, Winter 2009 (1-23)

Venuti, Lawrence. *The Scandals of Translation: Towards and Ethics of Difference* (New York: Routledge, 1998) [***e-resource**]

—. *The Translator's Invisibility*, 2nd edition (New York: Routledge)

—. "The American Tradition" in Mona Baker and Gabriela Saldanha (eds) *Routledge Encyclopedia of Translation Studies, 2nd Edition*. London/New York: Routledge, 2009. P. (320-328) [***e-resource**]

Sandra Bermann and Michael Wood (eds.), *Nation, Language, and the Ethics of Translation* (Princeton: Princeton University Press, 2005)

Berman, Sandra. "Introduction" (1-10)

Spivak, Gayatri. "Translating into English" (93-110)

Venuti, Lawrence. "Local Contingencies: Translation and National Identities" (177-202)

Molloy, Sylvia "Postcolonial Latin America and the Magic Realist Imperative: A Report to the Academy" (370-379)

Williams, R. John. "Global English Ideography and the Dissolve Translation in Hollywood Film" *Culture Critique* 72, Spring 2009 (89-136) [**Project Muse**]

Online Readings:

- Bernofsky, Susan. "Why Donald Duck Is the Jerry Lewis of Germany" (*The Wall Street Journal*, May 23, 2009) <http://online.wsj.com/article/SB10001424052970203771904574181722075062290.html>
- Major, Aurelio and Valerie Miles. "Forward" in *Granta 113: The Best of Young Spanish-Language Novelists* by the editors. <http://www.granta.com/Magazine/113/Foreword/1>
- NPR Review of *Granta 113* <http://www.npr.org/2010/12/17/132115006/the-new-literary-stars-of-spain-and-latin-america>
- Watters, Ethan. "The Americanization of Mental Illness" (*The New York Times*, January 8, 2010) <http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html>
- Phraselator in Iraq and Afghanistan http://www.uscg.mil/hr/cgi/downloads/Military_dot_Com_Article.pdf

COURSE CONTENT

Evaluation

Attendance/ Participation:	15%
Presentations:	20%
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Homework:	15%
3 Revised Reflective Essays:	20%

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
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A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Attendance

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings in the texts and to use the theoretical terminology for translation and interpreting. Active class participation is required, which is defined as a clear indication of having read and synthesized the readings and being able to discuss translations and interpreting not just through the experience of translating, but also through specific theoretical applications. Students are graded both on content and critical thinking and applications. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Participation/discussions

This class will generally be conducted in seminar fashion and participation in discussions is mandatory. Mere presence in the classroom does not constitute participation. If students are not comfortable talking, they may elect to read from their reflective essays.

Class Presentations

All students will be required to make two 20 minute presentations about the readings and then lead the general discussion of a particular article or chapter.

Homework/Reflective Essays

Each week students must write a half to one-page essay regarding one of the readings (other readings from throughout the semester can be referenced). Each essay should revolve around a quotation from the text, which is to be placed at the top of the page. Students must explain why this quote is relevant, discuss it in light of the overall essay (and/or other readings), and critically examine the point of view expressed. All essays must be submitted to Oncourse fifteen minutes before class begins. A hard-copy must also be brought to class as students may be asked to read

from it during the class discussion. **No late essays will be accepted.** The homework grade will be based on: a) submitting the essays on time to Oncourse; b) bringing a hard-copy to class; c) the quality of the essay.

Revised Reflective Essays

The weekly reflective essays will be returned to students with comments. Three times during the semester students will select a previous reflective essay to expand and revise (maximum three pages). **NOTE: Any work turned in late will be marked down 20 %.**

Statement on Cheating and Plagiarism

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Communication

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Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Calendar

Week 1

Introduction

Syllabus and Some General Ideas for a Point of Departure

In Class Readings:

- “Why Donald Duck Is the Jerry Lewis of Germany” (Susan Bernofsky. *The Wall Street Journal*, May 23, 2009); <http://online.wsj.com/article/SB10001424052970203771904574181722075062290.html>
- “Forward” in *Granta* 113: The Best of Young Spanish-Language Novelists by the editors Major and Miles (2010). <http://www.granta.com/Magazine/113/Foreword/1>
- NPR report on *Granta*: 113. <http://www.npr.org/2010/12/17/132115006/the-new-literary-stars-of-spain-and-latin-america>

Week 2

Situating Globalization

- **Osterhammel and Petersson** (vii-80)

Week 3

- **Osterhammel and Petersson** (81-150)

Week 4 **Translation and Colonialism**

- **Niranjana** (1-86)
- **Rafael** (*Contracting Colonialism* ix-22)

Week 5

- **Rafael** (*Contracting Colonialism* 23-54)
- **Fabian** (1-65)

Week 6 **English as Global Language**

- **Crystal** (1-122)

Week 7

- **Crystal** (123-190)
- **Rafael** "Translation, American English, and the National Insecurities of Empire" (1-23)
- **Spivak** (Berman and Wood 93-110)
- **Venuti** "The American Tradition" (320-328)
- **Williams** (89-136)

Week 8

MIDTERM EXAM

Week 9 **Translation and the Global Market**

- **Venuti** "The Bestseller" (*Scandals* 124-157)
- **Cronin** (1-103)

Week 8 **Translation and Minorities**

- **Cronin** (138-171)
- **Venuti** "Globalization" (*Scandals* 158-189)

Week 10 **Translation and the Formation of National Identities**

- **Venuti** "The Formation of Cultural Identities" (*Scandals* 67-88)
- **Venuti** "Local Contingencies" (Berman and Wood 177-202)
- **Venuti** *Translators Invisibility* (83-124)

Week 11

- **Brisset** (343-375)
- **Malloy** (370-379)
- **Watters** <http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html>

Week 12 **Translation in Areas of Conflict**

- *Globalization, Political Violence and Translation*, PART III: TRANSLATING TERROR: **Tymoczko** (171-194); **Apter** (195-206); **Inghilleri** (207-221); **Baker** (222-242)

Week 13

- Article on “The Phraselator” used in Iraq and Afghanistan
http://www.uscg.mil/hr/cgi/downloads/Military_dot_Com_Article.pdf
- Bahadir (124-137)

Week 14

Translation: Practice & Ethics

Translation Activity: What Does This all Mean for our Practice?

Week 15

Review, Wrap Up

Week 16

FINAL EXAM

Indiana University Purdue University Indianapolis
WLAC F580 Localization (3 cr. hrs)

Course Description

This course provides an introduction to internationalization and localization for translators. It focuses on the adaptation of websites to other linguistic and cultural environments. In addition to specializing in the translation of web and software content, students learn to create fully "customized" websites that are adapted to the cultural context and needs of a target audience. Taught in English, with practice translation in second language.

Rationale

- Growing demand for qualified translators who are adept at Website localization for international use
- Increasing demand to provide cutting-edge training to future translators in the latest development in the field
- Importance of the role of linguistic and cultural diversity in the global market place

Course Objectives

- a. To acquire a critical overview of recent developments in the area of Web localization
- b. To acquaint students with basic Web literacy for localization purposes
- c. To practice using and evaluating new Web localization tools
- d. To learn the basic tenets of localization, and the secrets of cultural customization
- e. And, finally also, to review the business aspects of localization project management to effectively perform as a professional translator in today's market place

Selected Texts:

Esselink, Bert. *A Practical Guide to Localization*, John Benjamins Publishing, Amsterdam 2000.

Singh, Nitish and Arun Pereira, *The Culturally Customized Web Site: Customizing Web Sites for the Global Marketplace*, Elsevier: Burlington MA 2005

Localization Focus – The International Journal of Localization

The Localization Industry Standards Association www.lisa.org

Multilingual Computing and Technology Magazine www.multilingual.com

Attendance

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Students should come to class prepared to discuss any assigned readings. Active class participation is required. Students will lose 5 points off of their final class participation grade (20% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Evaluation:	Class participation	20%
	Midterm	20%
	Final Exam	20%
	Presentation & Term Project	40%

The midterm and final examination will focus on a critical assessment of the course texts. The term project will present a practical example of a website adapted for two different cultures along with an evaluation of the localization tools and overall assessment of the localization process (10 pg.).

Grading Scale:

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication.

Official university email accounts are available to all registered students and official university communications will be sent to students` official university email addresses. Non-official channels of communication will not be acknowledged. Keep all email correspondence within the Oncourse environment.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Tentative Course Schedule

Each class will consist of the following components:

- (1) introduction and practice with the technology components scheduled,
- (2) e-application associated with that technology and assessment of project applications,
- (3) class discussion and critical review based on lectures and discussion of assigned book chapter or article

Timeline	Highlights
Week 1	Course Introduction & Work Requirements Introduction to Information Technology
Week 2	Introduction to Software Localization Esselink, Chapter 1-2
Week 3	Software localization with Passolo Esselink, 2-3
Week 4	The Basics of Web Design Esselink, 5-6
Week 5	Introduction to Website Localization Esselink, 7-8
Week 6	Website localization with Multilizer Esselink, 9
Week 7	Linguistic Testing & Localization Faux Pas Esselink, 10
Week 8	Midterm Web Project Design
Week 9	Singh/Pereira, Chapter 1-2 Application
Week 10	Singh/Pereira 3 Application
Week 11	Singh/Pereira 4-5 Application
Week 12	Singh/Pereira 6-7 Application
Week 13	Singh/Pereira 8 Application
Week 14	Singh/Pereira 9 Application
Week 15	Project Presentations
Week 16	Final Examination

SPAN-S528 COMPARATIVE STYLISTICS AND TRANSLATION

COURSE DESCRIPTION

This is an introductory course to the practice and evaluation of translation. Students will get hands-on experience with many different text types from a variety of areas and professions and develop skills to translate them into both English and Spanish. At the same time, students will have the opportunity to discuss some of the theoretical and professional issues involved in translation as a profession. 3 CREDIT HOURS.

RATIONALE

Professional translators, although they often specialize in a specific area, will generally be confronted with a great variety of text types, which all have their own specific set of considerations and problems. Translators should be aware that there is not simply one way to translate all texts, and develop a critical apparatus that allows them to confront and effectively deal with the challenges they will encounter in the field.

EDUCATIONAL OBJECTIVES

By the end of the semester students should be able to:

- identify different text types, registers and audiences, and address the unique challenges posed by each
- effectively translate a variety of texts into both Spanish and English, taking into consideration the specific circumstances related to both the source and target languages and cultures
- adequately defend their translation decisions using the theoretical frameworks encountered throughout the semester
- edit their own, as well as their peers' translations
- develop a broad understanding of the profession of translation and the ethical responsibilities that go along with it

COURSE READINGS/BIBLIOGRAPHY

- Textbook: Washbourne, Kelly. *Manual of Spanish-English Translation*. Prentice Hall, 2010.
- All the texts we will be translating, as well as some of the additional readings will be posted on Oncourse.
- It is also recommended that students purchase: a) Review grammars of English and Spanish. b) A good bilingual dictionary English/Spanish, Spanish/English. c) Monolingual English and Spanish dictionaries.
- Students will also be using several online dictionaries, glossaries, and translation forums such as:
 - *The Oxford Language Dictionaries* (Available through the IUPUI University Library)
 - *ProZ.com* (<http://www.proz.com/>)
 - *The Translator's Café* (<http://www.translatorscafe.com/cafe/default.asp>)
 - *Word Reference* (<http://www.wordreference.com/>)

COURSE CONTENT

Evaluation

Class participation/Discussions:	10%
3 revised translations & commentary:	30%
3 in-class translations:	20%
Peer Editing:	10%
Homework:	10%
Final Articulated Learning Essay:	20%

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Active class participation is required. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course. **NOTE: Students must bring a bilingual dictionary to all class meetings.**

Translations

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse** (*this is very important because half of the homework grade will be based on the submissions to Oncourse and the other half on the fact that you have brought a hard copy to class*). Students will be expected to participate in discussing, editing and evaluating the translations of their peers. This will occur both in small groups, as well as with the whole class.

Three translations will be edited and turned in for a grade. The grade will be based on four factors: the final translation itself, the editing each student has done for a peer, the self-editing, and a short reflection. Students will turn in the final version on top, followed by the reflection, then the progression of edited versions. The reflection will be a paragraph that explains what changes were made over the process and why.

There will also be three timed in-class translations over the semester that will be graded. These translations will be related to the kind of texts we discuss in class.

Homework

Apart from the assigned translations, readings and exercises will be assigned from the textbook. Students **MUST** submit the completed exercises to Oncourse before class **AND** bring a copy to class so that they can discuss their answers.

NOTE: Any work turned in late will be marked down 20 %.

Service Learning and Articulated Learning

Service learning is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth and civic engagement. Our service learning will consist of translating documents for HANDS in Autism. Everyone will translate a section individually, then meet with his/her group to devise one version for that section. Each group will then edit other groups' work, and all will have to revise their work according to the comments from the others. Finally, a representative from HANDS in Autism will come to class to answer your questions regarding both the material and projected audience. A final version of each group's work will be turned in to the

instructor who will edit them all and submit them to the students for approval before the documents are sent to the client.

To understand how service learning helps in your academic and civic engagement, students will prepare a reflective essay. This essay will help you to examine your experiences critically and articulate specific learning outcomes. The goal is to enhance the quality of your learning and service. It will also have the additional benefit of deepening your understanding of what you know, how you can apply what is learned in the classroom to the workplace or volunteer experience, and how to articulate it to others. Apart from reflection on the service learning activity, students will be required to reflect on their progression over the course of the semester, and integrate this with knowledge gained from the service learning project.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication

Students have the responsibility to check Oncourse as this is the primary means of communication. If there are problems with a particular Oncourse account, students should contact the help line (274-HELP) of University Information Technology Services (UITS). Non-official channels of communication will not be acknowledged. Keep all email correspondence within Oncourse.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Calendar

Week 1

Course Introduction

TEXTBOOK: CH 1 "An Introduction to Translation: Translation as a Profession, Theory, and Practice"

Week 2

TEXTBOOK: CH 2 "Determining Context: Negotiating Meaning"

DUE: **T1 - News Fragments**

Week 3

TEXTBOOK: CH 4 "Purpose in Translation: Audience, Text Typologies, Register, Regionalisms"

DUE: **T2 - Journalistic Text**

Week 4

TEXTBOOK: CH 12 "Revising, Editing, and Proofreading"

DUE: Proofread and edit a colleague's **T2 - Journalistic Text**

Week 5

TEXTBOOK: CH 6 "Commercial and Financial Translation"

DUE: Revision **T2 - Journalistic Text**

DUE: **T3 - Bank Contract**

Week 6

* **First In-class translation**

DUE: Revision **T3 - Bank Contract**

IN-CLASS: peer editing of **T3 - Bank Contract**

Week 7

READ: CH 7: "Legal and Political Translation"

DUE: **T4 - Renter's Contract**

Week 8

READ: CH 3 "Macrocontext: Skills, Tools, and Resources for 'Connecting' Texts"

DUE: Revision **T4 - Renter's Contract**; Exercises in terminology management

Week 9

TEXTBOOK: CH 8: "Medical Translation"

DUE: **T5 - Medical Text**

Week 10

* **Second In-class translation**

DUE: **T6 - SERVICE LEARNING**: Individual 1ST DRAFT

IN-CLASS: Group work to devise ONE version for each group to be sent to the other groups.

Week 11

DUE: **T6 - SERVICE LEARNING**: Edit the translations from the other groups.

IN-CLASS: Open discussion on the SL texts.

Week 12

TEXTBOOK: CH 11: "Cultural and Consumer-Oriented Translation"

DUE: **T7 - Movie Reviews**

Week 13

DUE: Revision **T7 - Movie Reviews**

IN-CLASS: Visit from our Service Learning Community Partner to answer questions about the translations we are doing.

Week 14

TEXTBOOK: CH 5 "Translating Figurative Speech" and CH 10 "Literary Translation"

DUE: **T8 - Literary Translation**; Final Version of the Service Learning Project (1 per group)

Week 15

T8 - Literary Translation (continued)

Week 16

FINAL EXAM:

* **Third In-class translation**

**SPAN - S529 SPECIALIZED TRANSLATION I
BUSINESS/LEGAL/GOVERNMENTAL**

COURSE DESCRIPTION

This class provides an overview of the methods and terminology resources for the translation of commercial, economic, financial, legal, and governmental documents as well as intensive practice in these areas of translation. 3 credit hours. P: SPAN-S528 or equivalent.

RATIONALE

- Increasing demand in our ever-more globalized world for translators with skills necessary to become competent and responsible translators in these areas of expertise
- Increasing availability of electronic terminology and translation tools and need for informed assessment management

EDUCATIONAL OBJECTIVES

- a. Acquire critical thinking skills to identify, discriminate, and produce texts of different typologies
- b. Effectively translate a variety of commercial, economic, financial, legal, and governmental documents
- c. Be able to articulate the legal and ethical implications of translating documents in these specific areas
- d. Understand the dynamics of the job offers in this area, both as a freelance or in-house translator, and how to market one's skills.

COURSE READINGS/BIBLIOGRAPHY

The majority of this class will focus on translating and editing current and authentic discipline-based texts, which will be posted on Oncourse. The following selected readings complement the theoretical base acquired in introductory translation classes.

Cao, Deborah and Xingmin Zhao. "Translation at the United Nations as Specialized Translation" *The Journal of Specialized Translation*, Issue 9, January 2008.

http://www.jostrans.org/issue09/art_cao.pdf

Francesconi, Enrico, Simonetta Montemagni, Wim Peters and Daniela Tiscornia (eds.) ***Semantic Processing of Legal Texts: Where the Language of Law Meets the Law of Language***. New York/Berlin: Springer, 2010.

Francesconi, Montemagni, Peters, and Tiscornia. "Integrating a bottom-up and top-down methodology for building semantic resources for the multilingual legal domain" (95-121);
Schweighofer "Semantic indexing of legal documents" (157-169).

Miller, Ron. "Going Global: Navigating the Complexities of Global Content Delivery" *EContentMagazine*, September 2008. <http://www.econtentmag.com/Articles/Editorial/Feature/Going-Global-Navigating-the-Complexities-of-Global-Content-Delivery-50297.htm>

Puckett, Blake K. "'We're Very Apolitical': Examining the Role of the International Legal Assistance Expert" *Indiana Journal of Global Legal Studies*, Volume 16, Issue 1, Winter 2009, (293-310)

Saridakis, I. E., & Kostopoulou, G.. Modern Trends in the Pedagogy of Specialised Translation: LSP, Text Typology and the Use of IT Tools. *Linguistic Insights - Studies in Language and Communication*, 47, (2007) 573-584.

Whitman, Janet. "Translated Ads Can Miss The Point" *The Wall Street Journal* - September 18, 2003
<http://www.transperfect.com/tp/se/tp/wsj0918.html>

COURSE CONTENT

Evaluation

Class participation/Discussions: 10%
Homework: 20%
3 Revised Translations: 30%
Peer Editing: 20%
Final Project 20%

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

NOTE: Students must bring a bilingual dictionary to all class meetings.

Homework:

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse.** Half of the homework grade will be based on the completion of the assignments on-time (evidenced by turning it in to Oncourse and having a hard-copy in class) and the other half based on the quality of the work turned in.

Revised Translations

Three translations will be edited and turned in for a grade and will include a brief commentary/reflection (no more than 1 page, double spaced) explaining what changes were made throughout the different versions and why. In other words, students must document their learning process, taking into consideration the readings, class discussions, and comments from the peer-editing. Students shall turn in the final version on top, followed by the reflection, then the progression of edited versions starting with the first. **NOTE: No late translations will be accepted.**

Peer Editing

The ability to edit texts is an integral part of the translating profession. Besides needing to edit their own work, translators are often called to edit translations of others. All students will be expected to edit and evaluate the work of their peers. Editors must sign their name at the bottom of the translation, which will be turned in by the author of the translation with the final version.

Final Project

Each student will choose a text that is in line with the material of this course to work on throughout the semester (roughly 4 pages, but this will depend on the text-type). In the third week of classes, students will submit a proposal, which will include the name of the text, length, a brief description of

why this text has been chosen, and a description of the projected target audience. Students will submit a portfolio with the final translation, all the drafts with editing marks, as well as a 3-page reflective essay analyzing the phases of the translation process. At the end of the semester all students will make a 15-minute presentation on the challenges they faced while translating and what theoretical framework they used for addressing them. Comments from the class and instructor should be incorporated into the final essay.

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Calendar

Date	Topic and Text Type to Translate
Week 1	Introduction In-class translation and peer editing session
Week 2	Discussion Topics: Translation Briefs and Précis Writing ; Finding and evaluating parallel texts.
Week 3	Bank Contract * <u>DUE</u> : Final Project Proposal
Week 4	Rental Contract
Week 5	Legal Brief <u>READ</u> : Francesconi (95-121; 157-169)
Week 6	Court Documents <u>READ</u> : Puckett (293-310) <u>DUE</u> : 1 st Revised Translation
Week 7	Insurance Policy and Claim Form
Week 8	Business Proposal <u>READ</u> : Miller
Week 9	Employee Handbook
Week 10	Multinational Annual Report <u>DUE</u> : 2 nd Revised translation
Week 11	Product description for advertisement <u>READ</u> : Whitman
Week 12	Translating English for non-native speakers of English International business conference program
Week 13	Government Documents <u>READ</u> : Cao
Week 14	Political Speeches
Week 15	Class Presentations on final project <u>DUE</u> : 3 rd Revised Translation
Week 16	Class Presentations on final project <u>DUE</u> : Final Project Portfolio

**SPAN - S530 SPECIALIZED TRANSLATION II
SCIENTIFIC/TECHNICAL/MEDICAL**

COURSE DESCRIPTION

This class provides an overview of the methods and resources for the translation of technical, scientific, and medical documents, as well as intensive practice in these areas of translation. 3 credit hours. P: SPAN-S528 or equivalent.

RATIONALE

- Increasing demand for translators who are able to handle technical and scientific documents
- Growing health care sector and increased awareness that health care literature is needed in many languages
- Increasing availability of electronic terminology and translation tools and need for informed assessment management

EDUCATIONAL OBJECTIVES

- a. Acquire critical thinking skills to identify, discriminate, and produce texts of different typologies
- b. Effectively translate a variety of scientific, technical, and medical texts
- c. Be able to articulate the legal and ethical implications of translating documents in these specific areas
- d. Understand the dynamics of the job offers in this area, both as a freelance or in-house translator, and how to market one's skills.

COURSE READINGS/BIBLIOGRAPHY

The majority of this class will focus on translating and editing current and authentic discipline-based texts, which will be posted on Oncourse. The following selected readings complement the theoretical base acquired in introductory translation classes.

Eubanks, Philip. "Genre and Technical Translation: Social, Textual, and Educational Exigence" *Journal of Business and Technical Communication*, vol. 12, no. 1; Jan. 1998 (50-70).

Gamero Pérez, Silvia. "La traducción de textos técnicos: descripción y análisis de textos" Barcelona: Ariel Lenguas Modernas, 2001.

Garcia-Castillo, Daniela and Michael D. Fetters. "Quality in Medical Translations: A Review" *Journal of Health Care for the Poor and Underserved*, vol. 18, no. 1, Feb. 2007. (74-84).

COURSE CONTENT

Evaluation

Class participation/Discussions:	10%
Homework:	20%
3 Revised Translations:	30%
Peer Editing:	20%
Final Project	20%

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

NOTE: Students must bring a bilingual dictionary to all class meetings.

Homework:

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse**. Half of the homework grade will be based on the completion of the assignments on-time (evidenced by turning it in to Oncourse and having a hard-copy in class) and the other half based on the quality of the work turned in.

Revised Translations

Three translations will be edited and turned in for a grade and will include a brief commentary/reflection (no more than 1 page, double spaced) explaining what changes were made throughout the different versions and why. In other words, students must document their learning process, taking into consideration the readings, class discussions, and comments from the peer-editing. Students shall turn in the final version on top, followed by the reflection, then the progression of edited versions starting with the first.

Peer Editing

The ability to edit texts is an integral part of the translating profession. Besides needing to edit their own work, translators are often called to edit translations of others. All students will be expected to edit and evaluate the work of their peers. Editors must sign their name at the bottom of the translation, which will be turned in by the author of the translation with the final version.

Final Project

Each student will choose a text that is in line with the material of this course to work on throughout the semester (roughly 4 pages, but this will depend on the text-type). In the third week of classes, students will submit a proposal, which will include the name of the text, length, a brief description of why this text has been chosen, and a description of the projected target audience. Students will submit a portfolio with the final translation, all the drafts with editing marks, as well as a 3-page reflective essay analyzing the phases of the translation process. At the end of the semester all students will make a 15-minute presentation on the challenges they faced while translating and what theoretical framework they used for addressing them. Comments from the class and instructor should be incorporated into the final essay.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication

Students have the responsibility to check Oncourse as this is the primary means of communication. If there are problems with a particular Oncourse account, students should contact University Information Technology Services (UITS). Non-official channels of communication will not be acknowledged. Keep all email correspondence within Oncourse.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Calendar

Date	Topic and Text Type to Translate
Week 1	Course Introduction <u>DISCUSSION</u> : "EST" (English for Science and Technology)
	Scientific
Week 2	Scientific Journal Articles Editing activity of a Journal Article translation
Week 3	Encyclopedia Entry * <u>DUE</u> : Final Project Proposal
Week 4	Patent Application
Week 5	<u>DUE</u> : Final Revision of one Scientific Text
	Technical
Week 6	How-to Booklet <u>READ</u> : Gamero Pérez 1.3 "El texto técnico" (34-38); "1.4 Características específicas de la traducción técnica (38-41)
Week 7	Drivers Manuel Find Parallel text
Week 8	Software Manual <u>READ</u> : Eubanks
Week 9	<u>DUE</u> : Final Revision of Technical Text
	Medical
Week 10	Building a medical glossary – Body parts and functions <u>READ</u> : Garcia-Castillo
Week 11	Post-surgery Instructions Find parallel texts from various Spanish-speaking countries
Week 12	IRB (Institutional Review Board) for medical experimentation
Week 13	Hospital Pamphlets
Week 14	Final Revision of Medical Text
Week 15	Presentations on Final Project
Week 16	Presentations on Final Project

Indiana University-Purdue University, Indianapolis
School of Liberal Arts – Department of World Languages and Cultures
Masters of Arts in Translation and Interpreting

SPAN S511 Introduction to Medical Interpreting (3 cr. hrs)

Bulletin Description

This course provides an introduction to medical interpreting in healthcare settings, including code of ethics and protocol, to prepare future medical interpreters to work with patients of different cultures and healthcare systems. Significant field experience component included.

Course Description.

This is a graduate course targeting students in Spanish who are considering a career in the medical interpreting profession. It will focus on targeted readings and discussion, communicative activities, interpreting and protocols in interpreting. The practical aspect of this course consists of a set of interpretations in various healthcare settings from and into English and Spanish. Linguistic and cognitive processes during interpretation will be studied and analyzed with emphasis on identifying strategies for memory, accuracy, and speed development. Practice in all modes of interpretation will be conducted with authentic materials and situations. The course also includes some written translations based on documents that are used primarily by healthcare providers, such as consent forms, post-surgery instructions, instructions for taking medication, etc.

Rationale

- a. To meet the growing demand for qualified medical interpreters and to prepare students for the advanced medical interpreting course and internship
- b. To provide formal academic training in preparation for medical or healthcare interpreting certification.
- c. To increase the opportunities of advanced students and program graduates to obtain employment in the healthcare industry and with agencies working with the Hispanic/Latino populations in healthcare access.

Goal:

To apply and transfer the mastery of the language gained in undergraduate and graduate coursework in Spanish to Spanish medical discourse in order to undertake responsibilities common in the medical interpreting profession and working with the Hispanic/Latino populations involved who need language access to quality health care.

Texts:

The Interpreter’s Rx: A Training Program for Spanish/English Medical Interpreting, and accompanying CD practice tapes. Holly Mikkelson. Speckels, CA: Acebo Publications, 1994.

English Spanish/Spanish English Medical Dictionary by Onyria Herrera McElroy and Lola L. Grabb, 3rd ed., Philadelphia, PA: Lippencott, Williams & Wilkins, 2005. Edition with CD-ROM.

The Terminology of Health Care Interpreters: A Glossary of Terms (Revised 2008), Washington, DC: National Council on Health Care Interpreting (available in pdf file on Resources in Oncourse)

A good **medical** dictionary English/English or Spanish/Spanish of student’s choice.

NOTE: STUDENTS MUST BRING BILINGUAL MEDICAL DICTIONARIES TO ALL CLASS MEETINGS

Attendance:

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and to use the vocabulary from the textbook exercises. Active class participation is required, and simple use of the specific vocabulary does not guarantee full credit in class participation. Students are graded both on content as well as language use. Students will lose 5 points off of their final class participation grade (20% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Evaluation:	Six Graded Interpretations	25%
	Portfolio and Commentary	10%
	Two Translations	5%
	Class participation/discussions	20 %
	Written Exams (2)	10 %
	Oral Exams (3)	25 %
	Reflexive Essay on Observations	5 %

Graded Interpretations

Most of the class period will be spent listening to and practicing medical interpretations. Students will listen to both their own and other students interpretations and do peer reviews. The goal is not to criticize, but to critique your own and other’s work. We will be looking at speed, completeness and proper use of terminology as well as grammatical accuracy. Interpreting is a bilingual endeavor, so students will be graded both on their grammar in English and Spanish. Students have a total of six graded interpretations, including Sight Translation English into Spanish and Spanish into English, and consecutive interpretation. These will be prepared at home or in the language lab

and turned in for scoring. At the end of the semester you will turn in a portfolio of your graded interpretations with a critical assessment of your progress as an interpreter. More detailed guidelines on the portfolio and commentary and a rubric for grading the portfolio and commentary will be posted in Oncourse and given out in class.

Written Translations

Although it is not the work of an interpreter to write written translations, and translators and interpreters have different skill sets, some interpreters are called upon to complete written translation. The most important aspect is to know your limits and not take on translations that you are not qualified to complete. As part of the learning experience, and in an effort to improve grammar and stylistics, as well as to gain a better comprehension of the healthcare discourse typology, students will have to prepare two translations based on typical healthcare documents. In the United States, most of the translation occurs from English into Spanish, but since some medical records may be brought in by patients that need Spanish to English translation, one translation will be from English to Spanish and one from Spanish to English.

Class Participation/Discussions

The word interpreting in itself indicates an oral activity, so class participation is of utmost importance. Since this class requires for students to practice interpreting, we will work in groups of three during practice exercises. However, there will be numerous readings of articles that will require class discussion. By nature, this will be a bilingual class, with equal importance given to expression in both English and Spanish.

Written Exams

There will be two short written exams that will cover the articles read for class and classroom discussions. One of the key characteristics of a good interpreter is note-taking notes, so please take abundant and complete notes of all classroom discussions as these will be included in tests.

Oral Exams

There will be three oral exams. These will be a combination of sight translations and consecutive interpreting. The format will be the same as the oral practice in class as well as the assignments from the textbook.

Shadowing. Students will receive a list of options to complete shadowing a medical interpreter. We will partner with different healthcare providers in the city, where students will complete a total of 10 hours of shadowing activities. An in-class orientation that covers the protocols of shadowing an interpreter, a dress code and expectations for the reflexive essay based on the shadowing will help students to gain the most from the experience. Shadowing is also a preface to the internship and final project due for

students completing the Advanced Medical Interpreting course and Interpreting Internship. The goal of the shadowing is not just to prepare students for employment as a medical interpreter, but to also help students understand the importance of experiential learning and civic engagement, very essential components of working in healthcare systems and hospitals. The shadowing experience also gives students the opportunity to gain knowledge about differences in patient care in different settings for both English and non-English speaker.

Important Notice Regarding Potential Technology Glitches

This class requires a high level use of technology. Please keep electronic copies of all of your recordings in case of the possibility of a corrupted file. Keep a back-up copy of all assignments.

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the Code of Student Rights, Responsibilities and Conduct and in the IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication

Official university email accounts are available to all registered students and official university communications will be sent to students` official university email addresses. Students are expected to check their email on a frequent and consistent basis in order to stay current with university-related communications. In order to be acknowledged all electronic correspondence must be kept within the Oncourse system.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Class Syllabus

Class will consist of the following components (1) practice assignments on interpreting from the textbook, (2) articles posted on Oncourse, given through a URL, or handed out in class for general discussion; (3) additional practice of non-textbook interpreting. In Week 2 prepare the assignments on Sight Translations and Consecutive Lesson, but you do not need to record. For all other Assignments from the Mikkelson Textbook, PREPARE and RECORD your renditions prior

to class. Record them in electronic format (.mp3, .wav, .amr) or burn onto a CD. Interpreting IS NOT translating, so do not translate the texts in the book before you record. Do everything orally. During the first class we will do a sample recording to show students how to record and self-correct their interpretations.

Timeline	Course Work, Assignments, Tests, Projects
Week 1	<p>Mock Interpreting exam for language proficiency level (baseline score); Recording an Interpreted Encounter and scoring interpretation using scoring units, grammar, missing words, unknown terminology, fluency, delivery, accuracy, and speed;</p> <p>Discussion topics: Overview of medical interpretation history in the U.S. and global counterparts, overview of medical fields;</p> <p>Video on How to Interpret Accurately, <i>How to Interpret Effectively</i>, Cross-Cultural Health Care Program, Seattle, WA: 2008.</p>
Week 2	<p>Reading Assignments: NCIHC National Code of Ethics for Medical Interpreters, National Council on Interpreting in Health Care, 2005 www.ncihc.org ; HIPAA Brief Facts (all reading assignments are posted on Oncourse under Assignments); and</p> <p>The Role of the Health Care Interpreter: An Evolving Dialogue, by Maria-Paz Beltran Avery, Ph.D. (April 2001): National Council on Interpreting in Health Care. (Available in pdf under Resources in Oncourse).</p> <p>Mikkelson: Introduction, how to use the books and recordings.</p> <p>Sight Translations, English Sight Text I; Spanish Sight Text I; Consecutive Lesson I: Medical History. Practice at home, record in class.</p> <p>Orientation for Shadowing.</p>
Week 3	<p>Reading Assignments:</p> <ol style="list-style-type: none"> 1. NCIHC Standards of Practice, National Council on Interpreting in Health Care, 2007 www.ncihc.org. Note: We will be using the Standards for discussion throughout the semester, including discussion of each of the Case Studies that accompany each of the Standards. The Standards will be discussed in most classes, so please have access to the Standards for each class. 2. Interpreting Is Interpreting, Holly Mikkelson www.acebo.com. 3. Sight Translation and Written Translation: Guidelines for Healthcare Interpreters (March 2010) www.ncihc.org (Posted in pdf under Resources in Oncourse) <p>Textbook: Mikkelson: English Sight Text 2; Spanish Sight Text 2; Consecutive Lesson 2</p> <p>Oral Recording 1 Due: Sight Translation Spanish to English</p>
Week 4	<p>Reading Assignment: <i>The Basic Principles of Consecutive Interpreting</i> (http://dzibanche.biblos.uqroo.mx/cursos_linea2/azanier/trad_iv_u2.htm) Available</p>

	<p>online and in pdf posted under Resources in Oncourse.</p> <p>Textbook: Mikkelson: English Sight Text 3; Spanish Sight Text 3; Consecutive Lesson 3</p> <p>Oral Recording 2 Due: Sight Translation English to Spanish</p> <p>Lecture: Note Taking Skills and Practice (will be repeated briefly and practiced in subsequent classes)</p>
Week 5	<p>Reading Assignment: <i>The Art of Working with Interpreters</i>, Holly Mikkelson www.acebo.com. Available the website and posted under Resources in Oncourse.</p> <p>Textbook: Mikkelson: English Sight Text 4; Spanish Sight Text 4; Consecutive Lesson 4</p> <p>Lecture: Memory Skills and Practice (will be repeated in subsequent classes)</p>
Week 6	<p>Reading Assignment: Social and historical issues in medical interpreting. The Joint Commission, The DHHS Guidance of 1998, the Revised Joint Commission Guidelines of 2010 and current National Certification Efforts (www.</p> <p>Textbook: Mikkelson: English Sight Text 6; Consecutive Lesson 5</p> <p>Oral Recording 3 Due: Consecutive Interpreting I</p> <p>Translation I Due (will be posted on Oncourse)</p> <p>Oral Exam I Sight Translations English ><Spanish</p>
Week 7	<p>Reading Assignment: Positioning in Interpreting, <i>Guide to Interpreter Positioning in Health Care Settings</i> (November 2003) (Available in pdf file under Resources in Oncourse)</p> <p>Exam I. The exam will cover all material to date, including definitions, vocabulary recognition, an oral comprehension component, and short answers on interpreting techniques and anatomy, physiology and diseases covered.</p>
Week 8	<p>Reading Assignment: <i>The Legal Framework for Access in Healthcare Settings: Title VI and Beyond</i>, Alice Hm Chen, Mara Youdleman and Jamie Brooks, <i>Journal of General Internal Medicine</i>, 2007: 22 (Supple 2): 362-367. (Under Resources in Oncourse)</p> <p>Textbook: Mikkelson: Spanish Sight Text 5</p>
Week 9	<p>Reading Assignment: <i>Culture Clues: Communicating With Your Latino Patient</i>, University of Washington Medical Center, 1999: 1-2. (Under Resources in Oncourse)</p> <p>Textbook: Mikkelson: English Sight Text 9; Consecutive Lessons 6 and 7</p> <p>Oral Recording 4: Consecutive Interpreting II</p>
Week 10	<p>Reading Assignment: Telephonic Interpreting. Nataly Kelly, <i>A Medical Interpreter's Guide to Telephone Interpreting</i>. Boston, MA: International Medical Interpreters Association, 2008, http://www.imiaweb.org/uploads/pages/380.pdf (also available</p>

	<p>in pdf under Resources in Oncourse)</p> <p>Mikkelson: Consecutive Lessons 8, 9</p> <p>Practice Shadowing to learn techniques for Simultaneous Interpreting</p> <p>Oral Exam II: Consecutive Interpreting</p>
Week 11	<p>Panel of guest speakers from healthcare facilities: MD, Behavioral Clinician, Pediatrician, RN. Doula. Topic Discussion: How to Work with an Interpreter</p> <p>Peer review of interpreting. Students will record an interpreting and then give feedback on other student's interpreting. The purpose of this exercise is not to criticize someone's interpreting, but to critique delivery, use of vocabulary, delivery, speed, memory and note-taking skills.</p>
Week 12	<p>Textbook: Mikkelson: Consecutive Lessons 8, 12</p> <p>Practice Shadowing Simultaneous Interpreting</p> <p>Simultaneous Interpreting in Class – This is a demonstration of simultaneous interpreting since simultaneous interpreting is not common in medical interpreting.</p> <p>Oral Recording 5: Consecutive Interpreting III</p>
Week 13	<p>Textbook: Mikkelson: Consecutive Lessons 13, 14</p> <p>Memory techniques and note-taking. A summary and reflective discussion of how students have improved in short-term memory and sharing of individual techniques for note-taking skills.</p> <p>Translation II Due (will be posted on Oncourse)</p>
Week 14	<p>One week off for Fall or Spring break or Thanksgiving</p>
Week 15	<p>Textbook: Mikkelson: Consecutive Interpreting Lessons 15, 16</p> <p>Oral Recording 6: Consecutive Interpreting IV</p>
Week 16	<p>Summary and Overview of Medical Interpreting; Discussion and summary of Standards of Practice and Shadowing experiences.</p> <p>Oral Exam III Consecutive Interpreting</p>
Final Exam	<p>Exam II – Material covered since Exam I; Reflexive Essay on Shadowing due; Portfolio of Commentary on Interpretations due</p>

Indiana University-Purdue University Indianapolis
School of Liberal Arts – Department of World Languages and Cultures
MA in Translation and Interpreting

SPAN S611 Advanced Medical Interpreting (3 cr. hrs)

Bulletin Description

P: S511 or equivalent.

This course provides an advanced focus on healthcare interpreting, including specialized medical interpreting sub-fields and their respective terminologies. Significant field experience component included.

Course Description

This is a graduate course targeting students in Spanish who are considering a career in the medical interpreting profession. This is a follow-up course to Introduction to Medical Interpreting and focuses on advancing knowledge of medical terminology and honing students' interpreting skills through in-class and in-field practice based on authentic medical screenings and healthcare provider-patient interactions. Attention will be placed on medical interpreting specific to likely Hispanic/Latino healthcare settings. Each targeted practicing component is preceded by a thorough reading in the medical sub-fields. Although simultaneous interpreting is not as typical in the medical interpreting field as consecutive interpreting, this course will also train students in practice simultaneous interpreting to prepare them for settings requiring this mode of interpretation.

Rationale

- a. To meet the growing demand for qualified medical interpreters and to prepare students for the advanced medical interpreting course and internship
- b. To provide formal academic training in preparation for medical or healthcare interpreting certification.
- c. To increase the opportunities of advanced students and program graduates to obtain employment in the healthcare industry and with agencies working with the Hispanic/Latino populations in healthcare access.

Goal:

To apply and transfer medical interpreting skills in advanced medical discourse in order to undertake responsibilities common to the medical interpreting profession and working with the Hispanic/Latino population in need of language access to quality health care. Students will be required to complete 20 hours of field practice, develop a terminology database related to the experience, and write a journal and analytical essay on this experience. The field experience is a stepping stone for the required Practicum for the Concentration in Medical Interpreting.

Learning Outcomes:

By the end of this course, students will

- a. Have a more in-depth understanding of the major illnesses and/or diseases prevalent in the Hispanic/Latino populations
- b. Be able to use detailed specific health-related or medical vocabulary in an interpretive setting related to the illnesses and diseases most prevalent in the Hispanic/Latino populations
- e. Be able to access resources to improve the use of medical terminology as needed to function in health-related fields
- c. Gain first-hand experience through completion of 20 hours of field work in a health-care setting.
- f. Students will be able to complete simultaneous interpreting from short medical texts at approximately 100 words per minute.
- d. Be able to apply the medical interpreter's Code of Ethics and Standards of Practice to community work.

This course fulfills the overarching premise behind the IUPUI Principles of Graduate and Professional Learning as explained in the MA in Translation and Concentration in Interpreting handbook for graduate students.

Texts:

Roseann Dueñas Gonzalez and Anthony T. Rivas (2004) *Interpretapes: Medical Edition, Vol. 1*. Tucson, AZ: University of Arizona National Center for Interpretation.

Eta Trabing, (2002). *Anatomy-Physiology, Anatomía-Fisiología*, Berkana, Inc., with accompanying CDs.

Cristina Paget and Herbert Henion (2003) *English-Spanish Medical Glossary*, Revised and expanded edition, Seattle, WA, Cross Cultural Health Care Program.

English Spanish/Spanish English Medical Dictionary. (2005) Onyria Herrera McElroy and Lola L. Grabb, 3rd ed., Philadelphia, PA: Lippencott, Williams & Wilkins. Edition with CD-ROM.

NOTE: STUDENTS MUST BRING BILINGUAL MEDICAL DICTIONARIES TO ALL CLASS MEETINGS

Attendance:

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and to use the vocabulary from the textbook exercises. Active class participation is required, and simple use of the specific vocabulary does not guarantee full credit in class participation. Students are graded both on content as well as language use. Students will lose 5 points off of their final class participation grade (20% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Evaluation:	Five Graded Interpretations	20%
	Portfolio and Commentary	10%
	Class participation/discussions	20 %
	Written Exams (2)	10 %
	Oral Exams (3)	25 %
	Report/ Essay on Field Practice	15 %

Graded Interpretations

Most of the class time will be spent practicing and listening to medical interpretations. Students will listen to both their own and other students interpretations and participate in feedback exercises during each class. The goal is not to criticize, but to critique your own and other's work. We will be looking for speed, accuracy, completeness and proper use of terminology as well as grammar. Interpreting is a bilingual endeavor, so students will be graded both on their grammar in English and Spanish. Students have a total of five graded interpretations, including Sight Translation English into Spanish and Spanish into English, and consecutive and simultaneous interpretation. These will be prepared at home or in the language lab and turned in for scoring. Since students will have time to prepare these interpretations at home they will be graded accordingly, i.e., use of terminology, grammar, etc., but they will be different from oral exams in that students will not have access to the three oral exams prior to recording. At the end of the semester you will turn in a portfolio of your graded interpretations with a commentary on where and how you think you have improved as an interpreter, and where you need to improve. More detailed guidelines on the portfolio and commentary and a rubric for grading the portfolio and commentary will be posted in Oncourse and given out in class.

Class Participation/Discussions

The word interpreting in itself indicates an oral activity, so class participation is of utmost importance. Since this class requires for students to practice interpreting, we will work in groups of three for most of the practice that is being done. However, there will be numerous readings of articles that will require class discussion. By nature, this will be a bilingual class, with equal importance given to expression in both English and Spanish.

Written Exams

There will be two short written exams that will cover the articles read for class and classroom discussions. One of the key components of a good interpreter is taking notes, so please take notes on all classroom discussions as anything discussed in class may appear on a test.

Oral Exams

There will be three oral exams. These will be sight translations, consecutive and simultaneous interpreting. The format will be the same as the oral practice in class as well as the assignments from the textbook.

Field Practice. Students will receive a list of options to complete 20 hours of field work in a healthcare facility. This will require for the students to be familiar with HIPAA laws regarding the privacy of patient documents, orientation to the facility where they will be working, and in some cases a TB screening. Students must keep (a) a glossary of vocabulary in English and Spanish used during their field experience, (b) a journal of their field experience, and (c) write a reflexive essay that should demonstrate what they have learned through the field placement experience. Students should reflect not just on interpreted encounters, but also on what they have learned about healthcare service in bio-Western medicine. The field placement is a means of preparing students for the Practicum that is required for the Concentration in Medical Interpreting.

Important Notice for Potential Technology Glitches

This class requires a high level use of technology. Please keep electronic copies of all of your recordings in case of the possibility of a corrupted file. Keep a back-up copy of all assignments.

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the Code of Student Rights, Responsibilities and Conduct and in the IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

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Class Syllabus

Class will consist of the following components (1) practice assignments on interpreting from the textbooks, (2) articles posted on Oncourse, given through a URL, or handed out in class for general discussion; (3) additional practice of non-textbook interpreting. The *Interpretapes* textbook used for this class has pre-reading on the topics in the book prior to the practice dialogues. Weekly assignments use the same title as the ones in the textbook. For all dialogues from the *Interpretapes* Textbook, PREPARE and RECORD your renditions prior to class. Record them in electronic format (.mp3, .wav, .amr) or burn onto a CD. Interpreting IS NOT translating, so do not translate the texts in the book before you record. Do everything orally. During the first class we will do a sample recording to show students how to record and self-correct their interpretations. The Trabing book will be used for reading on the dialogues in *Interpretapes*, but the CDs will be used to practice consecutive and simultaneous interpreting.

Timeline	Course Work, Assignments, Tests, Projects
Week 1	<p>Mock Interpreting exam for language proficiency level (baseline score); Recording an Interpreted Encounter and scoring interpretation using scoring units, grammar, missing words, unknown terminology, fluency, delivery, accuracy, and speed.</p> <p>Discussion topics: Review of the National Code of Ethics and Standards of Practice, HIPAA laws, and preparation for field practice</p>
Week 2	<p>Reading Assignment: Ian Mason, Dialogue Interpreting. Special issue of <i>The Translator</i>. St. Jerome Press, 1999: 9/22: 147-160</p> <p>Textbooks: <i>Interpretapes</i>: Lesson I Asthma; Read the Medical Overview, Prepare Dialogue I in Consecutive mode. Practice at home, record in class.</p> <p>Trabing: Read Respiratory System/El sistema respiratorio, pp. 50-53</p>
Week 3	<p>Reading Assignments: Fernando Navarro, Tercer listado de palabras de traducción engañosa en el inglés médico, <i>Médico Clínico</i>, Barcelona, SP: 105: 504-514, 1995. This article is primarily for translators but it gives a very important list of false cognates in medical terminology between English and Spanish. Use this as a guide for preparing the glossary for your field experience, noting in particular any false cognates that you encounter.</p> <p>Textbooks: <i>Interpretapes</i> Lesson I, Part II, Asthma. Prepare Dialogue 2 in Consecutive Mode.</p> <p>Trabing: Read Breathing and Swallowing/Respirar y Tragar, pp. 48-50.</p> <p>Oral Recording 1 Due: Record one of the dialogues from <i>interpretapes</i> on Lesson I: Asthma by listening to the CD and recording both the original and your rendition.</p> <p>Feedback Session: At the end of every practice script, the tape will be played back and the student will be evaluated on his/her performance. The class will participate</p>

	with suggestions/solutions for problems encountered. Note-taking issues will also be addressed. This feedback session will occur with all recordings and is not repeated in the syllabus.
Week 4	<p>Reading Assignment: : Lisa Diamond, et al. <i>Getting By: Underuse of Interpreters by Resident Physicians</i>, <i>Journal of General Internal Medicine</i>, DOI: 10.1007/s11606-008-0875-7, Society of Internal Medicine, 2008, np (posted under Resources on Oncourse)</p> <p>Textbooks: <i>Interpretapes</i>. Lesson II. Colon Cancer and Colonoscopy. Read Medical Overview. Practice Dialogue 1.</p> <p>Trabing: Read Digestive Tract Disorders/Trastornos del Tubo Digestivo, pp. 44-47.</p> <p>Oral Exam I (over lessons studied to date)</p>
Week 5	<p>Reading Assignment: "Note-taking." in James Nolan. (2005) <i>Interpretation: Techniques and Exercises</i>, Ontario, CA: Multilingual Matters.</p> <p>Textbook: <i>Interpretapes</i>. Lesson II. Colon Cancer and Colonoscopy. Practice Dialogue 2.</p>
Week 6	<p>Reading Assignment: Franz Pöchhacker and Mira Kadric: The Hospital Cleaner as Healthcare Interpreter. A Case Study, Special issue of <i>The Translator</i>. St. Jerome Press, 1999: 9/22, 161-178</p> <p>Textbook: <i>Interpretapes</i> Lesson III: Diabetes Mellitus Read Overview</p> <p>Trabing: Read Endocrine System/Sistema endocrino, pp. 94-99.</p> <p>Record Dialogue I for Feedback Exercise in class.</p>
Week 7	<p>Oral Exam I <i>interpretapes</i> Lessons I and II</p> <p>Exam I. The exam will cover all material to date, including definitions, vocabulary recognition, an oral comprehension component, and short answers on interpreting techniques and anatomy, physiology and diseases covered.</p>
Week 8	<p>Reading Assignment: Helen Tebble ,The Tenor of Consultant Physicians: Implications for Medical Interpreting, Special issue of <i>The Translator</i>. St. Jerome Press, 1999: 9/22, 179-200.</p> <p>Textbook: <i>Interpretapes</i> Lesson III: Diabetes Mellitus Dialogue II</p> <p>Lecture: Introduction to Simultaneous Interpreting; Practice Shadowing in English and Spanish narrative medical texts.</p>
Week 9	<p>Reading Assignment: Danile Gile, (1995) Fidelity in Interpreting and Translation," Chapter 3 in <i>Basic Concepts and Models for Interpreter and Translator Training</i>,</p>

	<p>Philadelphia, PA: John Bejamins Publishing Co., pp. 49-74.</p> <p>Textbook: <i>Interpretapes</i>, Lesson IV: Blood Pressure and Stroke Read Overview</p> <p>Trabing: Read Blood, Blood Diseases/Sangre, Enfermedades de la Sangre, pp 60-67.</p> <p>Oral Recording 3: Dialogue I</p>
Week 10	<p>Textbook: <i>Interpretapes</i>. Lesson IV: Blood Pressure and Stroke Dialogue II</p> <p>Lecture: Simultaneous Interpreting. Practice Shadowing with Dual Tasking; Practice with readings from Trabing's sections already read using CDs.</p>
Week 11	<p>Panel of guess speakers from healthcare facilities: Psychiatrist, Behavioral Clinician, Topic Discussion: Interpreting in Mental Health</p> <p>Resources: Ginger Thompson, <i>Mental Health Interpreting Resources</i>, The College of St. Catherine, 2005 (under Resources in Oncourse)</p> <p>Oral Recording 4: Dialogue II from Lesson IV.</p>
Week 12	<p>Textbook: <i>Interpretapes</i> Lesson V Heart Attack Predisposition Read Overview Dialogue I</p> <p>Trabing: Read Heart Diseases/Enfermedades Cardiacas, pp. 62-67.</p> <p>Simultaneous Interpreting in Class – Record first simultaneous interpretation in class and student feedback exercise, using Trabing's CDs.</p>
Week 13	<p>Textbook: <i>Interpretapes</i> Lesson V Heart Attack Predisposition Dialogue 2</p> <p>Oral Recording 5: Dialogue 2 from Lesson IV.</p>
Week 14	<p>One week off for Fall or Spring break or Thanksgiving</p>
Week 15	<p>Textbook: Trabing, Read The Five Senses/Los Cinco Sentidos, pp. 86-92.</p> <p>Non-Graded Oral Recording : Simultaneous Interpreting from Recording on CD uploaded in Oncourse with Feedback Exercise</p>
Week 16	<p>Trabing: Read Labor/El parto, pp. 110-113.</p> <p>Summary and Overview of Medical Interpreting; Discussion and summary of Standards of Practice and Shadowing experiences.</p> <p>Oral Exam III Simultaneous Interpreting, based on readings in Trabing's text.</p>
Final Exam	<p>Exam II – Material covered since Exam I; Glossary, Journal, Reflexive Essay on Field due; Portfolio of Commentary on Interpretations due</p>

Indiana University-Purdue University, Indianapolis
School of Liberal Arts – Department of World Languages and Cultures
Masters of Arts in Translation and Interpreting

SPAN S501 Introduction to Legal Interpreting (3 cr. hrs)

Bulletin Description

This course provides an introduction to legal interpreting in a variety of judicial settings. It includes code of ethics and protocol to prepare future legal interpreters to work in courts, law firms, or similar venues. Students will practice different modes of interpreting (sight, consecutive and simultaneous). This course includes a significant field experience component.

Course Description

This is a graduate course for students in Spanish who are considering a career in the legal interpreting profession. It will focus on targeted readings and discussion, communicative activities, interpreting and protocols in interpreting. The practical aspect of this course consists of a set of interpretations in specific legal settings from and into English and Spanish. Linguistic and cognitive processes during interpretation will be studied and analyzed with emphasis on identifying strategies for memory, accuracy, and speed development. Practice in all modes of interpretation will be conducted with authentic materials and situations. The course also includes some written translations based on documents that are used primarily in the legal fields, such as Initial Hearing Rights, Waiver of Trial by Jury, Instructions for Obtaining a Driver's License, etc.

Rationale

- a. To meet the growing demand for qualified legal interpreters and to prepare students for the advanced legal interpreting course and internship
- b. To provide formal academic training in preparation for certification at the state and/or federal levels.
- c. To increase the opportunities of advanced students and program graduates to obtain employment working as a legal interpreter, bilingual legal assistant, or for those studying in the legal fields who want to improve their knowledge in the legal realm and to prepare students to function in the role of dual language provider for the Spanish-speaking populations.

Goal:

To apply and transfer the mastery of the language gained in coursework in Spanish to Spanish legal discourse in order to undertake responsibilities common in the legal interpreting profession and working with the Hispanic/Latino populations in need of language access in legal issues.

Texts:

Holly Mikkelson (1995) *The Interpreter’s Edge: Practical Exercises in Court Interpreting*, and accompanying CD practice tapes, 3rd ed. Speckels, CA: Acebo Publications.

A good **legal** dictionary English/English or Spanish/Spanish of student’s choice.

A brief **monolingual** dictionary of legal terms in English (such as *Black’s Law Dictionary*, *Barron’s Legal Dictionary*), or have access to online dictionary of legal terms.

NOTE: STUDENTS MUST BRING DICTIONARIES TO ALL CLASS MEETINGS

Attendance:

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and to use the vocabulary from the textbook exercises. Active class participation is required, and simple use of the specific vocabulary does not guarantee full credit in class participation as students are graded on content as well as language use. Students will lose 5 points off of their final class participation grade (20% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Evaluation:	Six Graded Interpretations	25%
	Portfolio and Commentary	10%
	Class participation/discussions	20 %
	Written Exams (2)	10 %
	Oral Exams (3)	30 %
	Reflexive Essay on Observations	5 %

Graded Interpretations

Most of the class period will be spent listening to and practicing legal interpretations. Students will listen to both their own and other students interpretations and do peer reviews. The goal is not to criticize, but to critique your own and other’s work. We will be looking at speed, completeness and proper use of terminology as well as grammatical accuracy. Interpreting is a bilingual endeavor, so students will be graded both on their grammar in English and Spanish. Students have a total of six graded interpretations, including Sight Translation English into Spanish and Spanish into English, consecutive and interpretations. These will be prepared at home or in the language lab and turned in for scoring. At the end of the semester students will turn in a portfolio of graded interpretations with a critical assessment of your progress as an interpreter. More detailed guidelines on the portfolio and commentary and a rubric for grading the portfolio and commentary will be posted in Oncourse and handed out in class.

Class Participation/Discussions

The word interpreting in itself indicates an oral activity, so class participation is of utmost importance. Since this class requires that students practice interpreting, we will work in groups of three during practice exercises. Additionally, there will be numerous readings of articles that will required reading for in-class discussion. By nature, this will be a bilingual class, with equal importance given to expression in both English and Spanish.

Written Exams

There will be two short written exams covering the readings class and classroom discussions. One of the key characteristics of a good interpreter is note-taking skills, so please take abundant and complete notes of all classroom discussions as these will be included in tests.

Oral Exams

There will be three oral exams. The first oral exam will be sight translations (E>S and S>E), the second will be consecutive interpreting, and the third will be simultaneous interpreting. The format will be the same as the oral practice in class as well as the assignments from the textbook.

Shadowing. Students will receive a list of options to complete shadowing a legal interpreter. The goal of the shadowing is not just to prepare students for employment as a legal interpreter, but to also help students understand the importance of experiential learning and civic engagement, very essential components of working in the legal system and the courts. The shadowing experience gives students the opportunity to gain knowledge about different modes of interpreting in different settings for both English and non-English speakers. We will partner with different legal organizations as well as the courts where students will complete a total of 10 hours of shadowing activities. An in-class orientation that covers the protocols of shadowing an interpreter, a dress code and expectations for the reflexive essay based on the shadowing will help students to gain the most from the experience. Shadowing is also a preface to the internship and final project due for students completing the Advanced Legal Interpreting course and Interpreting Internship.

Important Notice Regarding Potential Technology Glitches

This class requires a high level use of technology. Please keep electronic copies of all of your recordings in case of the possibility of a corrupted file. Keep a back-up copy of all assignments.

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the Code of Student Rights, Responsibilities and Conduct and in the IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication

Official university email accounts are available to all registered students and official university communications will be sent to students` official university email addresses. Students are expected to check their email on a frequent and consistent basis in order to stay current with university-related communications. In order to be acknowledged all electronic correspondence must be kept within the Oncourse system.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Class Syllabus

Class will consist of the following components (1) practice assignments on interpreting from the textbook, (2) articles posted on Oncourse, given through a URL, or handed out in class for general discussion; (3) additional practice of non-textbook interpreting. In Week 2 prepare the assignments on Sight Translations and Consecutive Lesson, but you do not need to record. For all other Assignments from the Mikkelson Textbook, PREPARE and RECORD your renditions prior to class. Record them in electronic format (.mp3, .wav, .amr) or burn onto a CD. Interpreting IS NOT translating, so do not translate the texts in the book before you record. Do everything orally. During the first class we will do a sample recording to show students how to record and self-correct their interpretations.

Timeline	Course Work, Assignments, Tests, Projects
Week 1	Mock Interpreting exam for language proficiency level (baseline score); Recording an Interpreted Encounter and scoring interpretation using scoring units, grammar, missing words, unknown terminology, fluency, delivery, accuracy, and speed. Discussion topics: Overview of legal and quasi-legal interpreting in the U.S. and global counterparts, overview of legal systems and legal disciplines.
Week 2	Reading Assignments: (Reading assignments are posted on Oncourse under Assignments or given through a link to access.)

	<p>1. Indiana Court Interpreter Code of Ethics</p> <p>2. 10 Key Components to a Successful Language Access Program in the Courts: Standards of Practice, National Center for State Courts (http://www.ncsconline.org/D_Research/CourtInterp/10KeystoSuccessfulLangAccessProgFI_NAL.pdf)</p> <p>3. Mikkelson, H. (1998) Towards a Redefinition of the Role of the Court Interpreter. <i>Interpreting</i>, Vol. 3(1). www.acebo.org, np.</p> <p>Mikkelson: Introduction, how to use the books and recordings; Sight Text 1: Rights Concern Misplaced; Consecutive Memory Lesson 1: Main Idea; Simultaneous Lesson 1: The Right to Competent Counsel. Practice at home, record in class.</p> <p>Orientation for community Shadowing.</p>
Week 3	<p>Reading Assignments:</p> <p>1. Angelelli, Claudia (2000). Interpreting as a Communicative Event: A Look through Hymes' Lenses. <i>Meta</i> 45 (4): 580-592.</p> <p>2. Mikkelson, H. (1995) On the Horns of a Dilemma: Accuracy vs. Brevity in the Use of Legal Terms by Court Interpreters. Originally published in <i>Translation and the Law, ATA Monograph Series</i>, Vol. 8, Marshall Morris, ed. Amsterdam/Philadelphia: John Benjamins Publishing Co., available at www.acebo.org, np.</p> <p>Textbook: Mikkelson: Sight Text 3: Hearing Procedures; Consecutive Lesson 1: Purse Snatching; Simultaneous Lesson 3: Sample <i>Voir Dire</i> Questions</p> <p>Oral Recording 1 Due: Sight Translation Spanish to English: Sight Text 4: General Waiver and Plea</p>
Week 4	<p>Reading Assignment: <i>The Basic Principles of Consecutive Interpreting</i> (http://dzibanche.biblos.ugroo.mx/cursos_linea2/azanier/trad_iv_u2.htm) Available online and in pdf posted under Resources in Oncourse.</p> <p>Textbook: Mikkelson: Sight Translation 4: Libertad Condicional; Consecutive Lesson 2: Robbery; Simultaneous Lesson 4: Declaración Jurada</p> <p>Oral Recording 2 Due: Sight Translation: Sight Text 6: Hand-written letter</p> <p>Lecture: Note Taking Skills and Practice (will be repeated briefly and practiced in subsequent classes)</p>
Week 5	<p>Reading Assignment: Bot, Hanneke (2005) Dialogue Interpreting as a Specific Case of Reported Speech. <i>Interpreting</i> 7(2): 237-261.</p> <p>Textbook: Mikkelson: Sight Translation 9: Arrest Report (DUI); Consecutive Lesson 3: Hit and Run; Simultaneous Lesson 5a: Libertad provisional, vigilada, y preparatoria</p> <p>Lecture: Memory Skills and Practice (will be repeated in subsequent classes)</p>
Week 6	<p>Reading Assignment: Holly Mikkelson (1999) Verbatim Interpretation: An Oxymoron. www.acebo.org np and on Oncourse.</p> <p>Textbook: Mikkelson: English Sight Text 6; Consecutive Lesson 5: Detailed Information;</p>

	<p>Simultaneous Lesson 5b: O.R. Motion</p> <p>Oral Recording 3 Due: Consecutive Lesson 4: Shoplifting</p> <p>Oral Exam I Two Sight Translations English ><Spanish</p>
Week 7	<p>Reading Assignment: Holly Mikkelson (1998) The Court Interpreter as Guarantor of Defendant Rights. www.acebo.org np; republished 1999 by the Federation International de Traducteurs www.fit.org.</p> <p>Exam I. The exam will cover all material to date, including definitions, vocabulary recognition, an oral comprehension component, and short answers on interpreting techniques and anatomy, physiology and diseases covered.</p>
Week 8	<p>Reading Assignment: Mikkelson, H. (2010) Consecutive or Simultaneous? An Analysis of Their Use in the Judicial Setting. <i>Across the Board</i>, Australian Sign Language Interpreters Association Vol. 5 No. 1, 2010, pp. 4-7.</p> <p>Textbook: Mikkelson: Sight Lesson 13 Arrest Report; Consecutive 6: Murder Defendant; Simultaneous Lesson 6: Derechos de los acusados, number practice</p>
Week 9	<p>Reading Assignment: Mikkelson, H. (2008) Evolving Views of the Court Interpreter's Role: Between Scylla and Charybdis. In Martin, A. and Valero Garcés, C., eds. <i>Crossing Borders in Community Interpreting: Definitions and dilemmas</i>. Philadelphia, PA: John Benjamins.</p> <p>Textbook: Mikkelson: Sight Lesson 19: Advice of Rights; Consecutive Lesson 7: Burglary; Simultaneous Lesson 6b: Advisement of Rights</p> <p>Oral Recording 4: Consecutive Interpreting Lesson: Administrative Hearing, Department of Motor Vehicles</p>
Week 10	<p>Reading Assignment: Benmaman, V. (1999). "Bilingual legal interpreter education." <i>Forensic Linguistics</i> 6(1), 109-114.</p> <p>Textbook: Mikkelson: Sight Lesson 20 Sentencia; Consecutive Lesson 8 Battered Wife; Simultaneous Lesson 8 a: Notas Policiales</p> <p>Oral Exam II: Consecutive Interpreting</p>
Week 11	<p>Panel of guess speakers from legal fields: Judge, Attorney, Paralegal Discussion: How to Work with an Interpreter in different legal settings</p> <p>Peer review of interpreting. Students will record an interpreting and then give feedback on other student's interpreting. The purpose of this exercise is not to criticize someone's interpreting, but to critique delivery, use of vocabulary, delivery, speed, memory and note-taking skills.</p>
Week 12	<p>Reading Assignment: Brennan, M. (1999). Signs of Injustice. <i>The Translator</i>, Vol. 5, No. 2, 221-246.</p> <p>Textbook: Mikkelson: Sight Lesson: Autopsy Report; Consecutive Lesson11: Juvenile Court - Gangs</p> <p>Oral Recording 5: Simultaneous Lesson 10b: Expert Witness Testimony</p>

Week 13	<p>Textbook: Mikkelson: Sight Lesson 22: Informe de autopsia; Consecutive Lesson 10 Administrative Hearing, Unemploment; Simultaneous Lesson 12a: Levantamiento de huellas dactilares</p> <p>Memory techniques and note-taking. A summary and reflective discussion of how students have improved in short-term memory and sharing of individual techniques for note-taking skills.</p>
Week 14	One week off for Fall or Spring break or Thanksgiving
Week 15	<p>Reading Assignment: Fowler, Y. (1997). "The Courtroom Interpreter: Paragon and Intruder?" in Carr, S., Roberts, R., Dufour, A. and Steyn, D. (Eds.). <i>The Critical Link: Interpreters in the Community</i>. Amsterdam/Philadelphia: John Benjamins Publishing Co., pp. 191-200.</p> <p>Textbook: Mikkelson: Sight Lesson 24: Power of Attorney; Consecutive Lesson 12 Murder Witness; Simultaneous 15b: Closing Argument</p> <p>Oral Recording 6: Simultaneous Lesson 14 Reading of the Complaint—Drug Possession</p>
Week 16	<p>Summary and Overview of Medical Interpreting; Discussion and summary of Standards of Practice and Shadowing experiences.</p> <p>Oral Exam III Simultaneous Interpreting</p>
Final Exam	Exam II – Material covered since Exam I; Reflexive Essay on Shadowing due; Portfolio of Commentary on Interpretations due

Indiana University-Purdue University Indianapolis
School of Liberal Arts – Department of World Languages and Cultures
MA in Translation and Interpreting

SPAN S611 Advanced Legal Interpreting (3 cr. hrs)

Bulletin Description

P: S601 or equivalent

This course provides an advanced focus on legal interpreting, including specialized interpreting sub-fields and their respective terminologies. Students will focus on speed memory, and enhancing skills necessary to qualifying for court certification examinations. This course includes a significant field experience component.

Course Description

This is a graduate course for students in Spanish who are considering a career in the legal interpreting profession. This is a follow-up course to Introduction to Legal Interpreting and focuses on advancing knowledge of legal terminology and honing students' interpreting skills through in-class and field practice based on authentic legal texts and through legal provider interactions. Attention will be placed on legal interpreting specific to likely Hispanic/Latino legal settings. Each targeted practicing component is preceded by a thorough reading in the legal sub-fields. Since consecutive and simultaneous interpreting is typical in the legal interpreting field, emphasis will be given to these two modes of interpreting.

Goal:

To apply and transfer legal interpreting skills in advanced legal discourse in order to undertake responsibilities common to the legal interpreting profession and working with the Hispanic/Latino population in need of language access to legal areas. Students will be required to complete 20 hours of field practice, develop a terminology database related to the experience, and write a journal and analytical essay on this experience. The field experience is a stepping stone for the required Internship and Practicum for the Concentration in Legal Interpreting.

Learning Outcomes:

By the end of this course, students will

- a. have a more in-depth understanding of the legal terminology found in legal and quasi-legal interpreting fields.
- b. use detailed specific legal vocabulary in a variety of legal settings and content areas.
- c. show in-depth knowledge of which mode of interpreting to use in the different legal settings.
- d. access resources to improve the use of legal terminology as needed to function in legal fields

- e. gain first-hand experience through completion of 20 hours of field work in a legal setting.
- f. give accurate renditions of sight translations from English to Spanish and Spanish to English of approximately 300 words in six minutes.
- g. give accurate renditions of consecutive interpreting with an expected memory of 50 words during a dialogue exchange.
- h. give accurate renditions of simultaneous interpreting at 120 words per minute.
- i. apply the Code of Ethics and Standards of Practice to community work.
- j. apply note-taking skills, application of correct mode of interpreting and vocabulary to community work.

This course fulfills the overarching premise behind the IUPUI Principles of Graduate and Professional Learning as explained in the MA in Translation and Concentration in Interpreting handbook for graduate students.

Texts:

Holly Mikkelson. (2006) *Edge 21: An Interpreter's Edge for the 21st Century. Volumes on Sight Translation, Consecutive Interpreting, Simultaneous Interpreting.* Spreckles, CA: Acebo Publishing.

Dennis McKenna. (2010). *Criminal Court Dictionary: Spanish/English Inglés/ Español.* Western Addition, Corrected and Updated. Pasadena, CA: Adepha Books.

NOTE: STUDENTS MUST BRING BILINGUAL DICTIONARIES TO ALL CLASS MEETINGS

Attendance:

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and to use the vocabulary from the textbook exercises. Active class participation is required, and simple use of the specific vocabulary does not guarantee full credit in class participation as students are graded on content as well as language use. Students will lose 5 points off of their final class participation grade (20% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

Evaluation:	Five Graded Interpretations	20%
	Portfolio and Commentary	10%
	Class participation/discussions	20 %
	Written Exams (2)	10 %
	Oral Exams (3)	25 %
	Report/ Essay on Field Practice	15 %

Graded Interpretations

Most of the class time will be spent practicing and listening to legal interpretations. Students will listen to both their own and other students interpretations and participate in feedback exercises during each class. The goal is not to criticize, but to critique each other's work. Emphasis will be on speed, accuracy, completeness and proper use of terminology as well as grammar. Interpreting is a bilingual endeavor, so students will be graded both on their grammar in English and Spanish. Students have a total of five graded interpretations, including Sight Translation English into Spanish and Spanish into English, and consecutive and simultaneous interpretation. These will be prepared at home or in the language lab and turned in for scoring. Since students will have time to prepare these interpretations at home they will be graded accordingly, i.e., use of terminology, grammar, etc., but they will be different from oral exams in that students will not have access to the three oral exams prior to recording. At the end of the semester students will turn in a portfolio of graded interpretations with a commentary on where and how you think you have improved as an interpreter, and where you need to improve. More detailed guidelines on the portfolio and commentary and a rubric for grading the portfolio and commentary will be posted in Oncourse and handed out in class.

Class Participation/Discussions

The word interpreting in itself indicates an oral activity, so class participation is of utmost importance. Since this class requires students to practice interpreting, we will work in groups of three for most of the practice that is being done. However, there will be numerous readings that will require class discussion. By nature, this will be a bilingual class, with equal importance given to expression in both English and Spanish.

Written Exams

There will be two short written exams that will cover the readings for class and classroom discussions. One of the key components of a good interpreter is taking notes, so please take notes on all classroom discussions as anything discussed in class may appear on a test.

Oral Exams

There will be three oral exams. These will be sight translations, consecutive and simultaneous interpreting. The format will be the same as the oral practice in class as well as the assignments from the textbook.

Field Practice. Students will receive a list of options to complete 20 hours of field work in a legal facility. This will require for the students to be familiar with the Code of Ethics for legal interpreters, and the laws regarding the privacy of information, orientation to the facility where they will be working, and in some cases a criminal background check.

Students must keep (a) a glossary of vocabulary in English and Spanish used during their field experience, (b) a journal of their field experience, and (c) write a reflexive essay that should demonstrate what they have learned through the field placement experience. Students should reflect not just on interpreted encounters, but also on what they have learned about legal services and settings. The field placement is a means of preparing students for the Practicum that is required for the Concentration in Legal Interpreting.

Important Notice for Potential Technology Glitches

This class requires a high level use of technology. Please keep electronic copies of all of your recordings in case of the possibility of a corrupted file. Keep a back-up copy of all assignments.

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the Code of Student Rights, Responsibilities and Conduct and in the IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication

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Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Class Syllabus

Class will consist of the following components (1) practice assignments on interpreting from the textbooks, (2) readings posted on Oncourse, given through a URL, or handed out in class for general discussion; (3) additional practice of non-textbook authentic materials. The CDs that accompany this textbook are recorded in a dual-track system, giving students time to give a rendition of their interpretation and then hearing an accurate rendition. Students may also opt to listen to one track which allows them to give their rendition several times for practice before

listening to an accurate rendition. Weekly assignments use the same title as the ones in the textbook. For all dialogues from the textbook, PREPARE and RECORD your renditions prior to class. Record them in electronic format (.mp3, .wav, .amr) or burn onto a CD. Interpreting IS NOT translating, so do not translate the texts in the book before you record. Do everything orally. During the first class we will do a sample recording to show students how to record and self-correct their interpretations.

Timeline	Course Work, Assignments, Tests, Projects
Week 1	<p>Mock Interpreting exam for language proficiency level (baseline score); Recording an Interpreted Encounter and scoring interpretation using scoring units, grammar, missing words, unknown terminology, fluency, delivery, accuracy, and speed.</p> <p>Discussion topics: Review of the Code of Ethics and Standards of Practice, and preparation for field practice.</p>
Week 2	<p>Reading Assignment: Brennan, Mary (1999) 'Signs of Injustice' in Mona Baker (ed) <i>The Translator. Studies in Intercultural Communication</i> 5(2), Manchester: St. Jerome Publishing, 221-246.</p> <p>Textbooks: Sight Translation Lesson 3 Part 1: Rights of the Defendant; Consecutive Interpreting Lesson 3 Reading the Rights; Simultaneous Interpreting Exercise 1 Preliminary Hearing: Credit Card Theft</p>
Week 3	<p>Reading Assignments: Hewitt, William E. (1995) <i>Court Interpretation: Model Guides for Policy and Practice in the State Courts</i>. Williamsburg, Virginia: National Center for State Courts.</p> <p>Textbooks: Sight Translation Lesson 3 Part 2: Fine Schedule; Consecutive Interpreting: Lesson 2: Expert Witness; Simultaneous Interpreting Exercise 2: Opening Statement by the Prosecution: Police Shooting</p> <p>Oral Recording 1 Due: Record Sight Translation Lesson 4</p> <p>Feedback Session: At the end of every practice script, the tape will be played back and the student will be evaluated on his/her performance. The class will participate with suggestions/solutions for problems encountered. Note-taking issues will also be addressed. This feedback session will occur with all recordings and is not repeated in the syllabus.</p>
Week 4	<p>Reading Assignment: Hale, Sandra Beatriz. (2004) Chapter 1, <i>The Discourse of Court Interpreting: Discourse Practices of the Law, the Witness and the Interpreter</i>. Amsterdam/Philadelphia: John Benjamins.</p> <p>Moser-Mercer, Barbara, Ulrich Frauenfelder, Beatriz Casado and Alexander Künzli (2000) Searching to Define Expertise in Interpreting. <i>Language Processing and Simultaneous Interpreting</i>, 107-122.</p> <p>Textbooks: Sight Translation Lesson 7 Part 1: Probation; Consecutive Interpreting</p>

	<p>Lesson 3: Negotiating a Plea; Simultaneous Interpreting Exercise 3 Opening Statement by the Defense: Police Shooting</p> <p>Oral Exam I (over lessons studied to date)</p>
Week 5	<p>Reading Assignment: Mason, Marianne. (2008) Chapter on Witness Testimony, <i>Courtroom Interpreting</i>. Lanham, Maryland: University Press of America.</p> <p>Textbook: Sight Translation Lesson 7 Part 2: Parole; Consecutive Interpreting Lesson 4: Witness Testimony; Simultaneous Interpreting Exercise 4: Opening Statement by the Prosecution: Forged Lottery Ticket</p>
Week 6	<p>Reading Assignment: Steelman, David, et al. (2008) Building a Better Court: Measuring and Improving Court Performance in Child Abuse and Child Neglect Cases. National Council of Juvenile and Family Court Judges. (in Oncourse)</p> <p>Moser-Mercer, Barbara. (2000) Simultaneous interpreting: Cognitive potential and limitations. <i>Interpreting</i> 5:2, 83–94.</p> <p>Textbook: Sight Translation Lesson 9 Sentencing Juvenile Delinquents; Consecutive Lesson 5: Child Protective Services Witness; Simultaneous Interpreting Exercise 5 Opening Statement by the Prosecution: Armed Robbery</p> <p>Record Consecutive Lesson 1 for Feedback Exercise in class.</p>
Week 7	<p>Oral Exam I based on a portion of one of the recordings practiced to date</p> <p>Exam I. The exam will cover all material to date, including definitions, vocabulary recognition, an oral comprehension component, and short answers on interpreting techniques and legal terminology covered.</p>
Week 8	<p>Reading Assignment: Erickson, Andrew. (2007) <i>Team Interpreting in the Courtroom</i>. National Association of Judiciary Interpreters and Translators. np</p> <p>Textbook: Sight Translation Lesson 11 Indictment; Consecutive Interpreting Lesson 6: Expert Witness Drugs; Simultaneous Interpreting Exercise 6 Misdemeanor Sentencing</p>
Week 9	<p>Reading Assignment: Zetterstrand, Sylvia (2004) Direct Speech in Legal Interpreting, National Association of Judiciary Interpreting and Translators. (posted in Oncourse)</p> <p>Barik, Henri. (1997) A description of various types of omissions, additions and errors of translation encountered in simultaneous interpretation, in <i>Bridging the Gap: Empirical Research in Simultaneous Interpreting</i>. Amsterdam/Philadelphia: John Benjamins. Eds Silvie Lambert and Barbara Moser-Mercer, 121-139.</p> <p>Textbook: Sight Translation Lesson 13 Deposition; Consecutive Interpreting Lesson 7: Expert Witness DUI; Simultaneous Interpreting Exercise 9 Direct Examination of Arresting Officer, DUI</p>

	Oral Recording 3: Consecutive Interpreting 3
Week 10	<p>Reading Assignment: Gerver, David (1974) Simultaneous Listening and Speaking and Retention of Prose. <i>Quarterly Journal of Experimental Psychology</i> 26. 337-342.</p> <p>Shlesinger, Miriam. Intonation in the production and perception of simultaneous interpretation. In <i>Bridging the Gap: Empirical Research in Simultaneous Interpreting</i>. Amsterdam/Philadelphia: John Benjamins. Eds Silvie Lambert and Barbara Moser-Mercer, 225-237.</p> <p>Textbook: Sight Translation Lesson 15 Grand Jury Charges; Consecutive Interpreting Lesson 8: Waiver of Trial By Jury; Simultaneous Interpreting Exercise 11 DUI Arraignment</p>
Week 11	<p>Panel of guess speakers from legal entities: Child Protective Services, Protective Order Specialist, CHINS Attorney</p> <p>Textbook: Sight Translation Lesson 20 Birth Certificate from Spanish>English; Consecutive Interpreting Lesson 8: Witness Testimony: Adoption; Simultaneous Exercise 12 Initial Jury Instructions</p> <p>Oral Recording 4: Simultaneous Exercise 6</p>
Week 12	<p>Reading Assignment: Gerver, David. (1974) The Effects of Noise on the Performance of Simultaneous Interpreters: Accuracy of Performance. <i>Acta Psychologica</i> 38. 159-167.</p> <p>Textbook: Sight Translation Lesson 23 Gang Affidavit; Consecutive Interpreting Lesson 9 Expert Witness Gangs; Simultaneous Interpreting Exercise 14 Direct Examination of Arresting Officer, Car Accident.</p>
Week 13	<p>Reading Assignment: Lambert, Sylvie (1992) Shadowing. <i>The Interpreters' Newsletter</i> 4: 15-24.</p> <p>Textbook: Consecutive Interpreting Lesson 10 Competency Witness; Simultaneous Interpreting Exercise 15 Closing Argument in Competency Hearing</p> <p>Oral Recording 5: Simultaneous Interpreting Exercise 12</p>
Week 14	One week off for Fall or Spring break or Thanksgiving
Week 15	<p>Reading Assignment: Padilla, Francisca, et al. (2005). Articulatory Suppression in Language Interpretation: Working Memory Capacity, Dual Tasking and Word Knowledge. <i>Bilingualism: Language and Cognition</i> 8 (3): 207-219.</p> <p>Textbook: Consecutive Interpreting Lesson 11 Expert Witness: Ballistics; Simultaneous Interpreting Exercise 16 Sentencing Bombing Defendant</p>
Week 16	Reading Assignment: Kurz, Ingrid. (2003) Physiological Stress During Simultaneous Interpreting: a Comparison of Experts and Novices. <i>The Interpreter's Newsletter</i> . 12.

	<p>EUT-Edizioni Universita di Trieste.</p> <p>Moser-Mercer, Barbara (2008) Skill Acquisition in Interpreting: A Human Performance Perspective. <i>The Interpreter and Translator Trainer 2</i> (1): 1-28.</p> <p>Textbook: Consecutive Interpreting Lesson 11 Undercover Prostitution/Drugs; Simultaneous Interpreting Lesson 18 Closing Argument by the Prosecution: Drugs</p> <p>Summary and Overview of Lesson Interpreting; Discussion and summary of Standards of Practice and field experiences.</p> <p>Oral Exam III Simultaneous Interpreting, based on topic of previous lessons</p>
Final Exam	<p>Exam II – Material covered since Exam I; Glossary, Journal, Reflexive Essay on Field Experience due; Portfolio of Commentary on Interpretations due</p>

**FREN-F528 COMPARATIVE STYLISTICS AND TRANSLATION/
FREN-F423 THE CRAFT OF TRANSLATION (joint offerings)**

COURSE DESCRIPTION

This is an introductory course to the practice and evaluation of translation. Students will get hands-on experience with many different text types from a variety of areas and professions and develop skills to translate them into both English and French. At the same time, students will have the opportunity to discuss some of the theoretical and professional issues involved in translation as a profession.

RATIONALE

Professional translators, although they often specialize in a specific area, will generally be confronted with a great variety of text types, which all have their own specific set of considerations and problems. Translators should be aware that there is not simply one way to translate all texts, and develop a critical apparatus that allows them to confront and effectively deal with the challenges they will encounter in the field.

EDUCATIONAL OBJECTIVES

By the end of the semester students should be able to:

- identify different text types, registers and audiences, and address the unique challenges posed by each;
- translate effectively a variety of texts into both French and English, taking into consideration the specific circumstances related to both the source and target languages and cultures;
- defend adequately their translation decisions using the theoretical frameworks encountered throughout the semester;
- edit their own, as well as their peers' translations;
- develop a broad understanding of the profession of translation and the ethical responsibilities that go along with it.

COURSE READINGS/BIBLIOGRAPHY

- Textbook: Vinay, Jean-Pierre et Jean Darbelnet. *Stylistique comparée du français et de l'anglais*. Paris: Didier/Scolaire, Mai 2004. (+ Cahier d'exercices)
- Israël, Fortunato. *Quelle Formation pour le traducteur de l'an 2000? Actes du Colloque International tenu à l'ESIT les 6, 7 et 8 juin 1996*. Paris: Didier/Érudition, 1998. [Graduate students ONLY]
- All the texts we will be translating, as well as some of the additional readings will be posted on Oncourse.
- It is also recommended that students purchase: a) Review grammars of English and French. b) A good bilingual dictionary English/French, French/English. c) Monolingual English and French dictionaries.
- Students will also be using several online dictionaries, glossaries, and translation forums such as:
 - *The Oxford Language Dictionaries* (Available through the IUPUI University Library)
 - *ProZ.com* (<http://www.proz.com/>)
 - *The Translator's Café* (<http://www.translatorscafe.com/cafe/default.asp>)

- *Word Reference* (<http://www.wordreference.com/>)

COURSE CONTENT

Evaluation

Class participation/Discussions:	10%
3 revised translations & commentary:	30%
3 in-class translations:	20%
Peer Editing:	10%
Homework:	10%
Final Articulated Learning Essay:	20%

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Active class participation is required. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course. **NOTE: Students must bring a bilingual dictionary to all class meetings.**

Translations

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse** (*this is very important because half of the homework grade will be based on the submissions to Oncourse and the other half on the fact that you have brought a hard copy to class*). Students will be expected to participate in discussing, editing and evaluating the translations of their peers. This will occur both in small groups, as well as with the whole class.

Three translations will be edited and turned in for a grade. The grade will be based on four factors: the final translation itself, the editing each student has done for a peer, the self-editing, and a short reflection. Students will turn in the final version on top, followed by the reflection, then the progression of edited versions. The reflection will be a paragraph that explains what changes were made over the process and why.

There will also be three timed in-class translations over the semester that will be graded. These translations will be related to the kind of texts we discuss in class.

Homework

Apart from the assigned translations, readings and exercises will be assigned from the textbook. Students **MUST** submit the completed exercises to Oncourse before class **AND** bring a copy to class so that they can discuss their answers.

NOTE: Any work turned in late will be marked down 20 %.

Service Learning and Articulated Learning

Service learning is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth and civic engagement. Our service learning will consist of translating documents for a non-for-profit organization. Everyone will translate a section individually, then meet with his/her group to devise one version for that section. Each group will then edit other groups' work, and all will have to revise their work according to the comments from the others. Finally, a representative from the organization will come to class to answer your questions regarding both the

material and projected audience. A final version of each group's work will be turned in to the instructor who will edit them all and submit them to the students for approval before the documents are sent to the client.

To understand how service learning helps in your academic and civic engagement, students will prepare a reflective essay. This essay will help you to examine your experiences critically and articulate specific learning outcomes. The goal is to enhance the quality of your learning and service. It will also have the additional benefit of deepening your understanding of what you know, how you can apply what is learned in the classroom to the workplace or volunteer experience, and how to articulate it to others. Apart from reflection on the service learning activity, students will be required to reflect on their progression over the course of the semester, and integrate this with knowledge gained from the service learning project.

Graduate Students

Master's students (registered in F528) will have to read several essays on the nature and challenges the translator routinely faces. They will also turn in a one-page "reader response" to the materials to be read (see "READ" sections in the schedule), consisting of a summary of the essay, followed by a personal response to it. These essays will inform the "Final Articulated Essay" and will count in that section of the grade.

Grading Scale

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 *Code of Student Rights, Responsibilities and Conduct* and on pp. 36-37 of the 2004-2006 IUPUI Bulletin. Penalties for cheating and plagiarism may include:

- a failing grade on a particular exam or paper, or for the entire course,
- disciplinary action, or
- dismissal.

Communication

Students have the responsibility to check Oncourse as this is the primary means of communication. If there are problems with a particular Oncourse account, students should contact the help line (274-HELP) of University Information Technology Services (UITS). Non-official channels of communication will not be acknowledged. Keep all email correspondence within Oncourse.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Calendar

Note: The homework followed by the notation "(MA)" is solely for the Graduate Students in the course. Undergraduates [those taking F423] do *NOT* have this assigned.

Week 1

Course Introduction

TEXTBOOK: Préface pp. 4-17

Week 2

TEXTBOOK: Intro (Section I et II) pp. 23-35

DUE: **Thematic focus 1 - News Fragments**

READ: M. Lederer, "La place de la théorie dans l'enseignement de la traduction et de l'interprétation" (MA)

Week 3

TEXTBOOK: Intro (Section III) pp. 36-55

DUE: **Thematic focus 2 - Journalistic Text**

Week 4

TEXTBOOK: I. Le lexique: CH 1 & 2 pp. 58-74

DUE: Proofread and edit a colleague's **T2 - Journalistic Text**

READ: M. Ballard, "L'apport du comparatisme à la formation du traducteur" (MA)

Week 5

TEXTBOOK: I. Le lexique: CH 3 & 4 pp. 75-90

DUE: Revision **T2 - Journalistic Text**

DUE: **Thematic focus 3 - Bank Contract**

Week 6

* **First In-class translation**

DUE: Revision **T3 - Bank Contract**

IN-CLASS: peer editing of **T3 - Bank Contract**

Week 7

TEXTBOOK: II. L'Agencement (I) pp. 93-115

DUE: **Thematic focus 4 - Renter's Contract**

READ: C. Laplace, "Compréhension et contexte" (MA)

Week 8

TEXTBOOK: II. L'Agencement (II) pp. 116-137

DUE: Revision **T4 - Renter's Contract**; Exercises in terminology management

Week 9

TEXTBOOK: II. L'Agencement (III) pp. 137-156

DUE: **Thematic focus 5 - Medical Text**

READ: G. Al Hakim, "Traduction et spécialisation" (MA)

Week 10

* **Second In-class translation**

DUE: **T6 - SERVICE LEARNING**: Individual 1ST DRAFT

IN-CLASS: Group work to devise ONE version for each group to be sent to the other groups.

Week 11

DUE: **Thematic focus 6 - SERVICE LEARNING**: Edit the translations from the other groups.

IN-CLASS: Open discussion on the SL texts.

READ: V. Koutsivitis, "L'incidence des outils informatiques sur le processus de la traduction: évolution ou mutation?" (MA)

Week 12

TEXTBOOK: II. L'Agencement (IV) pp. 159-177

DUE: **Thematic focus 7 - Movie Reviews**

Week 13

DUE: Revision **T7 - Movie Reviews**

IN-CLASS: Visit from our Service Learning Community Partner to answer questions about the translations we are doing.

READ: F. Israël, "La plénitude du texte" (MA)

Week 14

TEXTBOOK: II. L'Agencement (V) pp. 201219

DUE: **Thematic focus 8 - Literary Translation**; Final Version of the Service Learning Project (1 per group)

Week 15

T8 - Literary Translation (continued)

Week 16

FINAL EXAM:

* **Third In-class translation**

Indiana University-Purdue University, Indianapolis
School of Liberal Arts – Department of World Languages and Cultures
Masters of Arts in Translation and Interpreting

**FREN F529 SPECIALIZED TRANSLATION I
BUSINESS/LEGAL/GOVERNMENTAL**

COURSE DESCRIPTION

This class provides an overview of the methods and terminology resources for the translation of commercial, economic, financial, legal, and governmental documents as well as intensive practice in these areas of translation.

RATIONALE

- Increasing demand in our ever-more globalized world for translators with skills necessary to become competent and responsible translators in these areas of expertise;
- Increasing availability of electronic terminology and translation memory tools and need for their informed assessment and management .

EDUCATIONAL OBJECTIVES

Acquire the skills to

- translate effectively a variety of commercial, economic, financial, legal, and governmental documents;
- articulate the legal and ethical implications of translating documents in these specific areas;
- understand the dynamics of the job offers in this area, both as a freelance or in-house translator, and how to market one's skills.

COURSE READINGS/BIBLIOGRAPHY

Note: *The majority of this class will focus on translating and editing current and authentic discipline-based texts, which will be posted on Oncourse. The following selected readings complement the theoretical base acquired in introductory translation classes.*

Cao, Deborah and Xingmin Zhao. "Translation at the United Nations as Specialized Translation" *The Journal of Specialized Translation*, Issue 9, January 2008.
http://www.jostrans.org/issue09/art_cao.pdf

Francesconi, Enrico, Simonetta Montemangi, Wim Peters and Daniela Tiscornia (eds.) *Semantic Processing of Legal Texts: Where the Language of Law Meets the Law of Language*. New York/Berlin: Springer, 2010.

Francesconi, Montemagni, Peters, and Tiscornia "Integrating a bottom-up and top-down methodology for building semantic resources for the multilingual legal domain" (95-121); Schweighofer "Semantic indexing of legal documents" (157-169).

Miller, Ron. "Going Global: Navigating the Complexities of Global Content Delivery" *EContentMagazine*, September 2008.
<http://www.econtentmag.com/Articles/Editorial/Feature/Going-Global-Navigating-the-Complexities-of-Global-Content-Delivery-50297.htm>

Saridakis, I. E., & Kostopoulou, G. "Modern Trends in the Pedagogy of Specialised Translation: LSP, Text Typology and the Use of IT Tools." *Linguistic Insights - Studies in Language and Communication*, 47, (2007) 573-584.

Whitman, Janet. "Translated Ads Can Miss The Point" *The Wall Street Journal* - September 18, 2003 <http://www.transperfect.com/tp/se/tp/wsj0918.html>

COURSE CONTENT

Evaluation

Grading Scale

A+	B+	C+	D+
100-98	89-87	79-77	69-67
A	B	C	D
97-93	86-83	76-73	66-63
A-	B-	C-	D-
92-90	82-80	72-70	62-60

Elements of the final grade

Class participation/Discussions:	10%
Homework:	20%
3 Revised Translations:	30%
Peer Editing:	20%
Final Project	20%

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course. **NOTE: Students must bring a bilingual dictionary to all class meetings.**

Homework

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse.** Half of the homework grade will be based on the completion of the assignments on-time

(evidenced by turning it in to Oncourse and having a hard-copy in class) and the other half based on the quality of the work turned in.

NOTE: Any homework turned in late will be marked down 20 %.

Revised Translations

Three translations will be edited and turned in for a grade and will include a brief commentary/reflection (no more than 1 page, double spaced) explaining what changes were made throughout the different versions and why. In other words, students must document their learning process, taking into consideration the readings, class discussions, and comments from the peer-editing. Students will turn in the final version on top, followed by the reflection, then the progression of edited versions starting with the first. **NOTE: No late translations will be accepted.**

Peer Editing

The ability to edit texts is an integral part of the translating profession. Besides needing to edit their own work, translators are often called to edit translations of others. All students will be expected to edit and evaluate the work of their peers. Editors must sign their name at the bottom of the translation, which will be turned in by the author of the translation with the final version.

Final Project

Each student will choose a text that is in line with the material of this course to work on throughout the semester (roughly 4 pages, but this will depend on the text-type). In the third week of classes, students will submit a proposal, which will include the name of the text, length, a brief description of why this text was chosen, and a description of the projected target audience. Students will submit a portfolio with the final translation, all the drafts with editing marks, as well as a 3-page reflective essay analyzing the phases of the translation process. At the end of the semester all students will make a 15-minute presentation on the challenges they faced while translating and what theoretical framework they used for addressing them. Comments from the class and instructor should be incorporated into the final essay.

Statement on Cheating and Plagiarism

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317.274.3241

Calendar

Date	Topic and Discourse Typology to Translate
Week 1	Introduction In-class translation and peer editing session
Week 2	Discussion Topics: Translation Briefs and Précis Writing ; Finding and evaluating parallel texts.
Week 3	Bank Contract * <u>DUE</u> : Final Project Proposal
Week 4	Rental Contract
Week 5	Legal Brief <u>READ</u> : Francesconi (95-121; 157-169)
Week 6	Court Documents <u>READ</u> : Puckett (293-310) <u>DUE</u> : 1 st Revised Translation
Week 7	Insurance Policy and Claim Form
Week 8	Business Proposal <u>READ</u> : Miller
Week 9	Employee Handbook
Week 10	Multinational Annual Report <u>DUE</u> : 2 nd Revised translation
Week 11	Product description for advertisement <u>READ</u> : Whitman
Week 12	Translating English for non-native speakers of English International business conference program
Week 13	Government Documents <u>READ</u> : Cao
Week 14	Political Speeches
Week 15	Class Presentations on final project <u>DUE</u> : 3 rd Revised Translation

Week 16	Class Presentations on final project <u>DUE</u> : Final Project Portfolio
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**FREN - F530 SPECIALIZED TRANSLATION II
SCIENTIFIC/TECHNICAL/MEDICAL**

COURSE DESCRIPTION

This class provides an overview of the methods and resources for the translation of technical, scientific, and medical documents, as well as intensive practice in these areas of translation.

RATIONALE

- Increasing demand for translators who are able to handle technical and scientific documents
- Growing health care sector and increased awareness that health care literature is needed in many languages
- Increasing availability of electronic terminology and translation tools and need for informed assessment management

EDUCATIONAL OBJECTIVES

- a. Acquire the skills to effectively translate a variety of scientific, technical, and medical texts
- b. Be able to articulate the legal and ethical implications of translating documents in these specific areas
- c. Understand the dynamics of the job offers in this area, both as a freelance or in-house translator, and how to market one's skills.

COURSE READINGS/BIBLIOGRAPHY

The majority of this class will focus on translating and editing current and authentic discipline-based texts, which will be posted on Oncourse. The following selected readings complement the theoretical base acquired in introductory translation classes.

Corpas Pastor, G. The Compilation of an ad hoc Corpus for Instruction in Specialized Translation into a Nonnative Language. *TRANS. Revista de Traductologia*, 5 (2001)155-184.

Cross, A. R. *Medical multilingual translation guide*. Norfolk, VA: The Red Cross 1979.

Eubanks, Philip. "Genre and Technical Translation: Social, Textual, and Educational Exigence" *Journal of Business and Technical Communication*, vol. 12, no. 1; Jan. 1998 (50-70).

COURSE CONTENT

Evaluation

Class participation/Discussions: 10%
Homework: 20%
3 Revised Translations: 30%
Peer Editing: 20%
Final Project 20%

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

NOTE: Students must bring a bilingual dictionary to all class meetings.

Homework:

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse.** Half of the homework grade will be based on the completion of the assignments on-time (evidenced by turning it in to Oncourse and having a hard-copy in class) and the other half based on the quality of the work turned in.

Revised Translations

Three translations will be edited and turned in for a grade and will include a brief commentary/reflection (no more than 1 page, double spaced) explaining what changes were made throughout the different versions and why. In other words, students must document their learning process, taking into consideration the readings, class discussions, and comments from the peer-editing. Students shall turn in the final version on top, followed by the reflection, then the progression of edited versions starting with the first.

Peer Editing

The ability to edit texts is an integral part of the translating profession. Besides needing to edit their own work, translators are often called to edit translations of others. All students will be expected to edit and evaluate the work of their peers. Editors must sign their name at the bottom of the translation, which will be turned in by the author of the translation with the final version.

Final Project

Each student will choose a text that is in line with the material of this course to work on throughout the semester (roughly 4 pages, but this will depend on the text-type). In the third week of classes, students will submit a proposal, which will include the name of the text, length, a brief description of why this text has been chosen, and a description of the projected target audience. Students will submit a portfolio with the final translation, all the drafts with editing marks, as well as a 3-page reflective essay analyzing the phases of the translation process. At the end of the semester all students will make a 15-minute presentation on the challenges they faced while translating and what theoretical framework they used for addressing them. Comments from the class and instructor should be incorporated into the final essay.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication

Students have the responsibility to check Oncourse as this is the primary means of communication. If there are problems with a particular Oncourse account, students should contact University Information Technology Services (UITS). Non-official channels of communication will not be acknowledged. Keep all email correspondence within Oncourse.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Calendar

Date	Topic and Text Type to Translate
Week 1	Course Introduction <u>DISCUSSION</u> : "EST" (English for Science and Technology)
	Scientific
Week 2	Scientific Journal Articles
Week 3	Encyclopedia Entry
Week 4	Patent Application
Week 5	<u>DUE</u> : Final Revision of one Scientific Text
	Technical
Week 6	How-to Booklet <u>READ</u> : Corpas
Week 7	Drivers Manual
Week 8	Software Manual <u>READ</u> : Eubanks
Week 9	<u>DUE</u> : Final Revision of Technical Text
	Medical
Week 10	Building a medical glossary – Body parts and functions <u>READ</u> : Cross
Week 11	Post-surgery Instructions
Week 12	IRB (Institutional Review Board) for medical experimentation
Week 13	Hospital Pamphlets
Week 14	Final Revision of Medical Text
Week 15	Presentations on Final Project
Week 16	Presentations on Final Project

INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS
Department of World Languages & Cultures - German
<http://liberalarts.iupui.edu/wlac>

GER G528 Comparative Stylistics and Translation (3 cr. hrs)
GER G 423 – The Craft of Translation (joint offerings)

Course Description:

This is an introductory course to the practice and evaluation of translation. Students will get hands-on experience with many different text types from a variety of areas and professions and develop skills to translate them into both English and German. At the same time, students will have the opportunity to discuss some of the theoretical and professional issues involved in translation as a profession.

Rationale:

Professional translators, although they often specialize in a specific area, will generally be confronted with a great variety of text types, which all have their own specific set of considerations and problems. Translators should be aware that there is not simply one way to translate all texts, and develop a critical apparatus that allows them to confront and effectively deal with the challenges they will encounter in the field.

Educational Objectives:

By the end of the semester students should be able to:

- identify different text types, registers and audiences, and address the unique challenges posed by each
- effectively translate a variety of texts into both Spanish and English, taking into consideration the specific circumstances related to both the source and target languages and cultures
- adequately defend their translation decisions using the theoretical frameworks encountered throughout the semester
- edit their own, as well as their peers' translations
- develop a broad understanding of the profession of translation and the ethical responsibilities that go along with it

Readings:

Thinking German Translation – A Course in Translation Method, 2nd edition. Eds. Sandor Hervey, Michael Loughridge and Ian Higgins. Routledge.

- All the texts we will be translating, as well as some of the additional readings will be posted on Oncourse.
- It is also recommended that students purchase: a) Review grammars of English and German. b) A good bilingual dictionary English/German, German/English. c) Monolingual English and German dictionaries.
- Students will also be using several online dictionaries, glossaries, and translation forums such as:
- *The Oxford Language Dictionaries* (Available through the IUPUI University Library)
- *ProZ.com* (<http://www.proz.com/>)
- *The Translator's Café* (<http://www.translatorscafe.com/cafe/default.asp>)

- *Word Reference* (<http://www.wordreference.com/>)

Methodology:

Students will translate individually, as well as in small groups, a variety of texts ranging from business and legal texts to technical and medical texts. The level of difficulty of these texts will range from moderate to difficult. Authentic texts will be used as much as possible. In addition to translating from a common core of texts, each student will have the opportunity to work on an individual translation project in his/her area of interest during the second half of the semester.

Graded Work:

5 translations done at home:	50%
(first three translations may be revised, translation 4 & 5 final draft only)	
4 (out of 5) timed translations done in class:	20 %
1 Individual Translation Project:	20%
Attendance and Participation:	10%

Grading Scale:

100 - 98.5: A+	98.4-91.9: A	91.8-89.9: A-
89.8 – 88.5: B+	88.4-81.9: B	81.8-79.9: B-
79.8 – 78.5: C+	78.4-71.9: C	71.8-69.9: C-
69.8 – 68.5: D+	68.4-61.9: D	61.8-59.9 D-
59.9 and under: F		

OnCourse: Please check into Oncourse on a regular basis, especially if you miss class. We will be using the **Original Oncourse** environment.

General Information: Attendance is required. In the event that a class has to be missed, inform me beforehand. Attendance grade is based on the same grading scale as other coursework. All students will need to have an e-mail account and access to *Oncourse* and know how to use them. As a rule, there are no make-up exams, except for unusual and documented circumstances. The grade of "Incomplete" will only be given under special circumstances. (See: School of Liberal Arts Bulletin for details). Late homework, unless due to documented illness, will result in a lower grade. Homework may be faxed, sent via Oncourse or e-mail, or dropped off in my mailbox in CA 545.

Cheating and Plagiarism: Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the inappropriate use of machine translation, web-based translation engines, or web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

IUPUI Principles of Undergraduate Learning: The undergraduate course connects to all principles in various degrees of intensity, particularly #2# and 1A (in bold):

- Integration and Application of Knowledge
- Intellectual Depth, Breadth, and Adaptiveness
- Understanding Society and Culture
- **Critical Thinking**
- **Communication Skills**
- Values and Ethics

See <http://bulletin.iupui.edu/2004/intro/ideals.html>

Outline of Work

In general, one chapter per week will be discussed. Please read the text in advance. Practical exercises in the textbook will usually be done in class. Additional texts (5 total) will be assigned for homework and will be graded. The texts range from technical to business and medical texts. Also, check on ONCOURSE (original version) regularly for additional information and announcements.

In Class Work

Homework

Week 1: Introduction, Diagnostic Translation	
Week 2: Discussion of Chapter 1 Practical 1.2.: Manufactum Küchenmesser	Chapter 1
Week 3: Discussion of Chapter 2 Practical 2.1.: Audi Dieseltechnologie	Chapter 2 Text 1:
Week 4: Discussion of Chapter 3 Practical 3.1.: Kulturelle Vielfalt in Europa Speed Translation # 1	Chapter 3 Text 1 final
Week 5 : Discussion of Chapter 4 Practical 4.1.: Audi 8	Chapter 4 Text 2:
Week 6: Discussion of Chapter 5 Practical exercises group work (each group works on a different text) Speed Translation # 2	Chapter 5 Text 2 final
Week 7: Discussion of Chapter 6 Practical exercises (group work)	Chapter 6 Text 3:
Week 8: Discussion of Chapter 7 Practical exercises (group work)	Chapter 7
Week 9: Discussion of Chapter 8 Speed Translation # 3	Chapter 8
Week 10: Discussion of Chapter 9 Practical Exercises	Chapter 9
Week 11: Discussion of Chapter 10 Practical Exercises Speed Translation # 4	Chapter 10 Text 4:

Week 12 :	Chapter 11
Discussion of Chapter 11	
Practical Exercises	
Week 13 :	Chapter 12
Discussion of Chapter 12	
Practical Exercises	Text 5:
Week 14 :	Chapter 13
Discussion of Chapter 13	
Practical Exercises	
Speed Translation # 5	
Week 15:	Chapters 14-16
Discussion of Chapters 14-16	

Week 16 (Finals Week): Final Translation Projects due May 1.

Quotes:

„Wörter sind des Übersetzers Mosaiksteine. Er sollte mit ihnen behutsam umgehen, wie mit Edelsteinen, wenn er sie in ihre Fassung bringt. Der Vorgang ist, wie alles, was Kunst sein möchte, ebenso ernst wie spielerisch. Das Spielerische aber setzt nicht nur Einfall, sondern auch Übung voraus.“

-Karl Dedecius, *Das ABC des Übersetzers* (1978). In: *Vom Übersetzen*. Suhrkamp, Frankfurt 1986.

“Wenn man einmal mit angesehen hat, mit welcher Unverfrorenheit sich die meisten Übersetzer ans Werk machen, mit welchem völligem Mangel an Kenntnis von Land, Grammatik und Lebensgewohnheiten der anderen, dann wird einem himmelangst, und man wundert sich über gar nichts mehr.“

-Kurt Tucholsky, *Übersetzer*. In: *Gesammelte Werke*, Rowohlt 1975, Band V.

„Nichts ist schlimmer, als wenn einer wörtlich nimmt, ohne den Sinn zu kontrollieren, und nichts ist gefährlicher als Wörter, die so vertraut klingen, weil man Verwandtschaft spürt. Gemeinsame Herkunft ist oft nur die Ursache völliger Verschiedenheit.“

-Heinrich Böll, *Wort und Wirklichkeit*. In: *Essayistische Schriften und Reden 2: 1964-1972*, Kiepenheuer & Witsch, 1979.

“Die Übersetzung ist die Überführung der einen Sprache in die andere durch ein Kontinuum von Verwandlungen. Kontinua der Verwandlung, nicht abstrakte Gleichheits- und Ähnlichkeitsbezirke durchmisst die Übersetzung.“

-Walter Benjamin, *Über Sprache überhaupt und über die Sprache des Menschen*. In: *Angelus Novus. Ausgewählte Schriften 2*. Suhrkamp, Frankfurt 1956.

„Es gibt in allen Sprachen gewisse eigentümliche Redensarten, die man in anderen entweder gar nicht, oder doch allererst durch viele Umschweife geben kann...Daher kommt's, dass fast alle Originale unter der Feder der Übersetzer etwas verlieren.“

-Johann Christoph Gottsched, *Der Biedermann*. Eine Auswahl. Leipzig 1966.

„Allzu pünktliche Treue macht jede Übersetzung steif, weil unmöglich alles, was in der einen Sprache natürlich ist, es auch in der anderen sein kann.“

- Gottfried Ephraim Lessing, Hamburgische Dramaturgie, Achtes Stück (26. Mai 1767).

„Wo Verständigung ist, da wird nicht übersetzt, sondern gesprochen. Eine fremde Sprache verstehen bedeutet ja, sie nicht in die eigene Sprache übersetzen müssen. Wo einer eine Sprache wirklich beherrscht, bedarf es keiner Übersetzung mehr, ja erscheint jede Übersetzung unmöglich.“

- Hans-Georg Gadamer, Wahrheit und Methode. Mohr, Tübingen 1975.

„Und so ist jeder Übersetzer anzusehen, dass er sich als Vermittler dieses allgemeingeistigen Handelns bemüht und den Wechselaustausch zu befördern sich zum Geschäft macht. Denn was man auch von der Unzulänglichkeit des Übersetzens sagen mag, so ist und bleibt es doch eines der wichtigsten und würdigsten Geschäfte in dem allgemeinen Weltverkehr.“

J.W. von Goethe. German Romance (1824)

„Halte deine Übersetzung nie für vollendet.“

Karl Dedecius. In: Vom Übersetzen (1986)

„Translation, as is well known, brings out the hidden possibilities of a language. It is also likely to bring out the hidden curiosities and gaps.“

-C. Rabin,. *The Linguistics of Translation*. In: Aspects of Translation. Eds. Smith, Secker & Warburg: London 1958.

“To translate is, as Dr. Johnson defined it, ‘to change into another language, retaining the sense.’ It would perhaps be wiser to qualify this definition, and suggest that to translate is to change into another language, retaining as much of the sense as one can.”

-A.H.Smith, *Aspects of Translation*. Secker and Warburg, London 1958.

“There is no such thing as a science of translation, and never will be.”

Peter Newmark, *Approaches to Translation*. Pergamon Press, Oxford 1981.

“There is no more intensive and productive way of studying a work of literature than to translate it.” – R.R. Read.

“Poetry is what gets lost in translation.” - Robert Frost

„Übersetzen heisst, in einem Minenfeld Gänseblümchen pflücken.“

Ernst Mandelbaum, *Obolus*. o.O., o. J.

Indiana University-Purdue University Indianapolis
GER G513 German-American Research Internship (3 cr. hrs)

Course Description

P: Minimum of 15 cr. hours in the program. Requires Max Kade Director's authorization. Students apply the skills learned in the translation coursework in an intensive research work program in German-American heritage documentation, through placement in area of specialization supervised by German program internship director program. Students must complete a minimum of 60 hours of on-work or equivalent. Requirements include an internship portfolio consisting of work products and a reflexive essay.

Rationale

- Need for future specialists in the field to gain experience with heritage collection analysis, translation as well as digitization needs related to specific locales
- Opportunity for future professionals to focus on a specific area of professional application

Course Objectives

- a. To acquire practical experience in the field, and develop translation expertise in area of professional interest or specialization through placement with specific archives, museums, church organizations, or other relevant depositories of German-American collections
- b. To gain insights in the logistical, business and ethical aspects of the field to effectively prepare for future career as a professional translator or collection specialist

Texts

No textbooks are required for the course, but specialized readings related to the area of investigation will be assigned for the reflexive essay.

Implementation Structure

Successful implementation of the internship is based on timely work placement and collaboration between the MATI student, the German Internship Director, a second German faculty member and a work-site supervisor, if applicable.

Students are responsible for securing their own appropriate work placement with the help of the appropriate German faculty. Whenever possible, the Max Kade Center Director or Associate Director will function as internship director. During the semester before the beginning of the actual internship, students must notify the Internship Director of their intention to apply for G513 German-American Research Internship and seek approval for their placement.

The Max Kade Center Director or Associate Director will normally function as internship director. He/she is responsible for contact with work-site supervisor, when applicable, schedule regular meetings with the student, as well as evaluation and grading of the internship portfolio in conjunction with a second German faculty member/reader.

The second faculty reviewer is also an academic expert in the student's discipline, or in a field related to the area of the internship. Whenever necessary, he/she assumes the

responsibilities of internship director, including primary responsibilities for portfolio evaluation and course grade.

The On-site Supervisor is responsible for scheduling, work assignments, attendance supervision and performance evaluation.

Internship Requirements

Students must complete a minimum of 60 hours of on-site work.

During the period of the internship, they will prepare an internship portfolio illustrating, analyzing and assessing their professional performance and learning outcomes. The internship portfolio includes the following components:

1. Work log, journal with summary description of work-related activities and two performance evaluations by worksite supervisor (if applicable)
2. Presentation of translations, terminology management and other professional products
3. Reflexive essay including a detailed analysis of professional experience, and a thorough statement of learning outcomes, as they relate to the area of investigation and developments in the field
(Minimal length: 10 pgs).

Evaluation:	Work-site Attendance and Performance Evaluation	20%
	Preparation and Meetings with Internship Director	10%
	Portfolio Work Products	20%
	Reflexive essay	40%

Grading Scale:

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication.

Official university email accounts are available to all registered students and official university communications will be sent to students` official university email addresses.

Non-official channels of communication will not be acknowledged. Keep all email correspondence within the Oncourse environment.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Tentative Schedule of Activities (*subject to modifications for summer semester)

Week 1	Meeting with internship director and discussion of course expectations and their scheduling; (If applicable: Work-site meeting with work supervisor and introduction to placement expectations)
Week 2	On-site internship work
Week 3	On-site internship work
Week 4	On-site internship work
Week 5	Meeting with internship director: preliminary outline of reflexive essay due
Week 6	On-site internship work
Week 7	On-site internship work
Week 8	Second meeting between student and internship director: Midterm progress check (If applicable: contact with work-site supervisor)
Week 9	On-site internship work
Week 10	On-site internship work
Week 11	On-site internship work
Week 12	Submission of first draft of internship portfolio
Week 13	On-site internship work
Week 14	On-site internship work; submission of final draft of reflexive essay
Week 15	Meeting with internship director and second faculty reviewer: presentation of completed internship portfolio, discussion and assessment of internship experience

Indiana University-Purdue University, Indianapolis
School of Liberal Arts – Department of World Languages and Cultures
Masters of Arts in Translation and Interpreting

GER - G529 SPECIALIZED TRANSLATION I BUSINESS/LEGAL/GOVERNMENTAL

COURSE DESCRIPTION

This class provides an overview of the methods and terminology resources for the translation of commercial, economic, financial, legal, and governmental documents as well as intensive practice in these areas of translation.

RATIONALE

- Increasing demand in our ever-more globalized world for translators with skills necessary to become competent and responsible translators in these areas of expertise
- Increasing availability of electronic terminology and translation memory tools and need for their informed assessment and management

EDUCATIONAL OBJECTIVES

- Acquire the skills to effectively translate a variety of commercial, economic, financial, legal, and governmental documents
- Be able to articulate the legal and ethical implications of translating documents in these specific areas
- Understand the dynamics of the job offers in this area, both as a freelance or in-house translator, and how to market one's skills.

COURSE READINGS/BIBLIOGRAPHY

The majority of this class will focus on translating and editing current and authentic discipline-based texts, which will be posted on Oncourse. The following selected readings complement the theoretical base acquired in introductory translation classes.

Cao, Deborah and Xingmin Zhao. "Translation at the United Nations as Specialized Translation" *The Journal of Specialized Translation*, Issue 9, January 2008.

http://www.jostrans.org/issue09/art_cao.pdf

Francesconi, Enrico, Simonetta Montemangi, Wim Peters and Daniela Tiscornia (eds.) *Semantic Processing of Legal Texts: Where the Language of Law Meets the Law of Language*. New York/Berlin: Springer, 2010.

Francesconi, Montemagni, Peters, and Tiscornia "Integrating a bottom-up and top-down methodology for building semantic resources for the multilingual legal domain" (95-121); **Schweighofer** "Semantic indexing of legal documents" (157-169).

Miller, Ron. "Going Global: Navigating the Complexities of Global Content Delivery" *EContentMagazine*, September 2008.

<http://www.econtentmag.com/Articles/Editorial/Feature/Going-Global-Navigating-the-Complexities-of-Global-Content-Delivery-50297.htm>

Saridakis, I. E., & Kostopoulou, G.. Modern Trends in the Pedagogy of Specialised Translation: LSP, Text Typology and the Use of IT Tools. *Linguistic Insights - Studies in Language and Communication*, 47, (2007) 573-584.

Whitman, Janet. "Translated Ads Can Miss The Point" *The Wall Street Journal* - September 18, 2003 <http://www.transperfect.com/tp/sc/tp/wsj0918.html>

COURSE CONTENT

Evaluation

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

Grading Scale

Class participation/Discussions:	10%
Homework:	20%
3 Revised Translations:	30%
Peer Editing:	20%
Final Project	20%

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course. **NOTE: Students must bring a bilingual dictionary to all class meetings.**

Homework:

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse.** Half of the homework grade will be based on the completion of the assignments on-time (evidenced by turning it in to Oncourse and having a hard-copy in class) and the other half based on the quality of the work turned in.

NOTE: Any homework turned in late will be marked down 20 %.

Revised Translations

Three translations will be edited and turned in for a grade and will include a brief commentary/reflection (no more than 1 page, double spaced) explaining what changes were made throughout the different versions and why. In other words, students must document their learning process, taking into consideration the readings, class discussions, and comments from the peer-editing. Students shall turn in the final version on top, followed by the reflection, then the progression of edited versions starting with the first.

NOTE: No late translations will be accepted.

Peer Editing

The ability to edit texts is an integral part of the translating profession. Besides needing to edit their own work, translators are often called to edit translations of others. All students will be expected to edit and evaluate the work of their peers. Editors must sign their name at the bottom of the translation, which will be turned in by the author of the translation with the final version.

Final Project

Each student will choose a text that is in line with the material of this course to work on throughout the semester (roughly 4 pages, but this will depend on the text-type). In the third week of classes, students will submit a proposal, which will include the name of the text, length, a brief description of why this text has been chosen, and a description of the projected target audience. Students will submit a portfolio with the final translation, all the drafts with editing marks, as well as a 3-page reflective essay analyzing the phases of the translation process. At the end of the semester all students will make a 15-minute presentation on the challenges they faced while translating and what theoretical framework they used for addressing them. Comments from the class and instructor should be incorporated into the final essay.

Statement on Cheating and Plagiarism

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Communication

Students have the responsibility to check Oncourse as this is the primary means of communication. If there are problems with a particular Oncourse account, students should contact the help line (274-HELP) of University Information Technology Services (UITS). Non-official channels of communication will not be acknowledged. Keep all email correspondence within Oncourse.

Students with Special Needs. Please check with the office of Adaptive Services:
317.274.3241

Calendar

Date	Topic and Discourse Typology to Translate
Week 1	Introduction In-class translation and peer editing session
Week 2	Discussion Topics: Translation Briefs and Précis Writing ; Finding and evaluating parallel texts.
Week 3	Bank Contract * <u>DUE</u> : Final Project Proposal
Week 4	Rental Contract
Week 5	Legal Brief <u>READ</u> : Francesconi (95-121; 157-169)
Week 6	Court Documents <u>READ</u> : Puckett (293-310) <u>DUE</u> : 1 st Revised Translation
Week 7	Insurance Policy and Claim Form
Week 8	Business Proposal <u>READ</u> : Miller
Week 9	Employee Handbook
Week 10	Multinational Annual Report <u>DUE</u> : 2 nd Revised translation
Week 11	Product description for advertisement <u>READ</u> : Whitman
Week 12	Translating English for non-native speakers of English International business conference program
Week 13	Government Documents <u>READ</u> : Cao
Week 14	Political Speeches

Week 15	Class Presentations on final project <u>DUE</u> : 3 rd Revised Translation
Week 16	Class Presentations on final project <u>DUE</u> : Final Project Portfolio

**GER - G530 SPECIALIZED TRANSLATION II
SCIENTIFIC/TECHNICAL/MEDICAL**

COURSE DESCRIPTION

This class provides an overview of the methods and resources for the translation of technical, scientific, and medical documents, as well as intensive practice in these areas of translation.

RATIONALE

- Increasing demand for translators who are able to handle technical and scientific documents
- Growing health care sector and increased awareness that health care literature is needed in many languages
- Increasing availability of electronic terminology and translation tools and need for informed assessment management

EDUCATIONAL OBJECTIVES

- a. Acquire the skills to effectively translate a variety of scientific, technical, and medical texts
- b. Be able to articulate the legal and ethical implications of translating documents in these specific areas
- c. Understand the dynamics of the job offers in this area, both as a freelance or in-house translator, and how to market one's skills.

COURSE READINGS/BIBLIOGRAPHY

The majority of this class will focus on translating and editing current and authentic discipline-based texts, which will be posted on Oncourse. The following selected readings complement the theoretical base acquired in introductory translation classes.

Corpas Pastor, G. The Compilation of an ad hoc Corpus for Instruction in Specialized Translation into a Nonnative Language. *TRANS. Revista de Traductologia*, 5 (2001) 155-184.

Cross, A. R. *Medical multilingual translation guide*. Norfolk, VA: The Red Cross 1979.

Hann, M. *A Basis for Scientific and Engineering Translation: German-English-German*. John Benjamins Publishing Co., 2004.

Eubanks, Philip. "Genre and Technical Translation: Social, Textual, and Educational Exigence" *Journal of Business and Technical Communication*, vol. 12, no. 1; Jan. 1998 (50-70).

Montalt, V. *Medical Translation Step by Step: Learning by Drafting (Translation Practices Explained)*, St. Jerome Press, 2007.

COURSE CONTENT

A+	B+	C+	D+
100-98	89-87	79-77	69-67

Evaluation

Class participation/Discussions:	10%
Homework:	20%
3 Revised Translations:	30%
Peer Editing:	20%
Final Project	20%

A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

NOTE: Any work turned in late will be marked down 20 %.

Class Participation/Discussions

Students are expected to attend each class meeting and to participate actively in the work of the course and in the classroom discussions. Class participation is essential. Students should come to class prepared to discuss the readings and how they apply to the texts we translate. Students are graded both on content, critical thinking and the application of the readings for the practice. Students will lose 5 points off of their final class participation grade (10% of the final grade) for each unexcused absence. Any student who misses four classes for any reason will fail the course.

NOTE: Students must bring a bilingual dictionary to all class meetings.

Homework:

Each week students will perform the translation(s) posted on Oncourse and **bring a typed hardcopy of their translation to class AND submit a copy to Oncourse.** Half of the homework grade will be based on the completion of the assignments on-time (evidenced by turning it in to Oncourse and having a hard-copy in class) and the other half based on the quality of the work turned in.

Revised Translations

Three translations will be edited and turned in for a grade and will include a brief commentary/reflection (no more than 1 page, double spaced) explaining what changes were made throughout the different versions and why. In other words, students must document their learning process, taking into consideration the readings, class discussions, and comments from the peer-editing. Students shall turn in the final version on top, followed by the reflection, then the progression of edited versions starting with the first.

Peer Editing

The ability to edit texts is an integral part of the translating profession. Besides needing to edit their own work, translators are often called to edit translations of others. All students will be expected to edit and evaluate the work of their peers. Editors must sign their name at the bottom of the translation, which will be turned in by the author of the translation with the final version.

Final Project

Each student will choose a text that is in line with the material of this course to work on throughout the semester (roughly 4 pages, but this will depend on the text-type). In the third week of classes, students will submit a proposal, which will include the name of the text, length, a brief description of why this text has been chosen, and a description of the projected target audience. Students will submit a portfolio with the final translation, all the drafts with editing marks, as well as a 3-page reflective essay analyzing the phases of the translation process. At the end of the semester all students will make a 15-minute presentation on the challenges they faced while translating and what theoretical framework they used for addressing them. Comments from the class and instructor should be incorporated into the final essay.

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

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Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Calendar

Date	Topic and Text Type to Translate
Week 1	Course Introduction <u>DISCUSSION</u> : "EST" (English for Science and Technology)
	Scientific
Week 2	Scientific Journal Articles <u>READ</u> : Hann, Chapter 1
Week 3	Encyclopedia Entry <u>READ</u> : Hann, Chapters 2-3
Week 4	Patent Application <u>READ</u> : Chapters 4-5
Week 5	<u>DUE</u> : Final Revision of one Scientific Text
	Technical
Week 6	How-to Booklet <u>READ</u> : Corpas
Week 7	Drivers Manuel
Week 8	Software Manual <u>READ</u> : Eubanks
Week 9	<u>DUE</u> : Final Revision of Technical Text
	Medical
Week 10	Building a medical glossary – Body parts and functions <u>READ</u> : Cross; Montalt Chapters 1-2
Week 11	Post-surgery Instructions <u>READ</u> : Montalt Chapters 3-4

Week 12	IRB (Institutional Review Board) for medical experimentation <u>READ: Montalt Chapters 5-6</u>
Week 13	Hospital Pamphlets CDC Guidelines for Vital Documents.
Week 14	Final Revision of Medical Text
Week 15	Presentations on Final Project
Week 16	Presentations on Final Project

Indiana University-Purdue University Indianapolis
WLAC F693 Internship in Translation (3 cr. hrs)

Course Description

P: Minimum of 15 cr. hours in the program. Requires MATI Director's authorization. Students apply the skills acquired in the translation coursework in an intensive work program in the target language, through placement in area of specialization supervised by MATI Graduate Program Director and Program Faculty Mentor. Students must complete a minimum of 60 hours of on-site work. Requirements include an internship portfolio including work products and a reflexive essay.

Rationale

- Growing demand for qualified translators who are familiar with workflow in a professional or business environment
- Increasing need for future translators to gain experience with the various work-site-related and terminology applications
- Opportunity for future professionals to focus on a specific area of professional application

Course Objectives

- a. To acquire practical experience in the field, and develop translation expertise in area of professional interest or specialization through placement with translation agency, governmental agency, social-service provider, health care provider, company with non-English-speaking clients and partners, legal clinic or law firm, or other organization in need of language services
- b. To gain insights in the logistical, business and ethical aspects of the translation field to effectively prepare for future career as a professional translator

Texts

No textbooks are required for the course, but specialized readings will be assigned for the reflexive essay.

Implementation Structure

Successful implementation of the internship is based on timely work placement and collaboration between the MATI student, the MATI Graduate Program Director, a second faculty reviewer and a work-site supervisor.

MATI students are responsible for securing their own appropriate work placement. During the semester before the beginning of the actual internship, they must notify the Graduate Director of their intention to apply for F693 Internship in Translation and seek approval for their internship placement.

The MATI Program Director functions as internship director. He/she is responsible for contact with work-site supervisor, regular meetings with the student, as well as evaluation and grading of the internship portfolio in conjunction with the program faculty mentor. The Second Faculty Reviewer is an academic expert in the student's discipline.

Whenever necessary, the second faculty reviewer can assume the responsibilities of

internship director, including primary responsibilities for portfolio evaluation and course grade.

The On-site Supervisor is responsible for scheduling, work assignments, attendance supervision and performance evaluation.

Internship Requirements

Students must complete a minimum of 60 hours of on-site work.

During the period of the internship, they will prepare an internship portfolio illustrating, analyzing and assessing their professional performance and learning outcomes. The internship portfolio includes the following components:

1. Work log, journal with summary description of work-related activities and two performance evaluations by worksite supervisor
2. Presentation of translations, terminology management and other professional products
3. Reflexive essay including a detailed analysis of professional experience, its challenges and opportunities, and a thorough statement of learning outcomes, as they relate to professional goals and developments in the field (Minimal length: 10 pgs).

Evaluation:	Work-site Attendance and Performance Evaluation	20%
	Preparation and Meetings with Internship Director	10%
	Portfolio Work Products	20%
	Reflexive essay	40%

Grading Scale:

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

Statement on Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

Communication.

Official university email accounts are available to all registered students and official university communications will be sent to students' official university email addresses.

Non-official channels of communication will not be acknowledged. Keep all email correspondence within the Oncourse environment.

Students with Special Needs. Please check with the office of Adaptive Services: 317.274.3241

Tentative Schedule of Activities (*subject to modifications for summer semester)

Week 1	Meeting with internship director and discussion of course expectations and their scheduling; Work site meeting with work supervisor and introduction to placement expectations
Week 2	On-site internship work
Week 3	On-site internship work
Week 4	On-site internship work
Week 5	Meeting with internship director: preliminary outline of reflexive essay due
Week 6	On-site internship work
Week 7	On-site internship work
Week 8	On-site visit and meeting of internship director with work supervisor: Midterm progress check
Week 9	On-site internship work
Week 10	On-site internship work
Week 11	On-site internship work
Week 12	Submission of first draft of internship portfolio
Week 13	On-site internship work
Week 14	On-site internship work; submission of final draft of reflexive essay
Week 15	Meeting with internship director and second faculty reviewer: presentation of completed internship portfolio, discussion and assessment of internship experience