Federal State Autonomous Educational Institutionof Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Law Institute, Foreign Languages Department

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Techniques and Resources for TIPSI

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02. Linguistics

field of studies / speciality code and title

The course instruction is implemented within the professional educationprogramme of higher education:

Translator and Interpreter for Public Services and Institutions

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The main purpose is to introduce students to the Translation and Interpreting in Public Services. The content of the course is designed to provide students with the basic theoretical knowledge of the discipline; students are to acquire and master skills necessary for effective solution of specific translation tasks in various professional settings: legal (police station, court), healthcare and public administration

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course *Techniques and Resources for TIPSI* is aimed at the Master's students' formation of the following competencies (part of competencies):

Table 2.1. List of competencesthat students acquire through the coursestudy

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-1	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt	GPC 1.1. Knows the system of the foreign language under study, principles, patterns, and tendencies of its functioning in various communicative contexts, taking into account the values and ideas of the communities of the countries whose languages are learnt
		GPC-1.2. Masters comprehensive tools to apply linguistic and extralinguistic knowledge in various communicative contexts, taking into account values and perceptions of the communities of the countries whose languages are learnt
GPC-5	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	GPC-5.1 Knows the conventions of foreign community communication in diverse situational contexts
		GPC-5.2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers
GPC-6	Masters modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).	GPC-6.1 Knows the standards and format research documentation (dissertation, report, review, abstract).
		GPC-6.2 Masters comprehensive tools to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).
GPC-8	Can use digital technologies and methods in professional activities to study and model objects of professional	GPC-8.1 Knows digital technologies relevant for the translator and interpreter's professional activities

Competence code	Competence descriptor	Competence formation indicators (within this course)
	activities, data analysis, information presentation, etc.	GPC-8.2 Masters comprehensive digital tools to explore and model objects of professional activities, data analysis, information presentation, etc. within translator and interpreter's professional activities

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course *Techniques and Resources for TIPSI* refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-1	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt	1. Cross cultural communication in various domains (in English); 2. English Language Course; 3. Second Language Practice 4. Interlinguistic Communication	1. Research work; 2. Teaching Internship
GPC-5	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	1.Cross Cultural Communication and Mediation (in English) 2. Editing and Proofreading (in English); 3. Translation Administrative-Legal Settings (English-Russian); 5.Translation in Healthcare Settings (English-Russian); 6.Interpreting in Administrative-Legal Settings (English-Russian); 7.Interpreting in Healthcare Settings (English-Russian)	1. Elective modules 7-9; 2.Teaching Internship 3.Pre-Thesis Translation (Interpreting Internship)

Compete nce code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		8.Translator's Professional Ethics (in English) 9. Consecutive Interpreting Course (English-Russian); 10. Elective modules 1,2,5	
GPC-6	Masters modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).	1. Cross cultural communication in various domains (in English); 2. Translation Studies (in English); 3. Interlinguistic Communication; 4. Didactics of Specialized Translation Skills Training / Methodology of Foreign Language Teaching	1.Research work 2.Teaching Internship
GPC-8	Can use digital technologies and methods in professional activities to study and model objects of professional activities, data analysis, information presentation, etc.	1. Interlinguistic Communication; 2. Conference Interpreting Course;	1. Research work; 2.Teaching Internship; 3. Pre-Thesis Translation (Interpreting Internship)

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

1)The total workload of the course *Techniques and Resources for TIPSI* is 2 credits (72 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**_full-time training_**)**

Type of academic activities		Totalacademic hours	Semesters/training modules			
			5	6	7	8
Contact academic hours		40	-	40		
Lectures		8		8		
Seminars (workshops/tutorials) (S)		32	-	32		
Self-studies		41	-	41		
Evaluation and assessment (exam/passing/failing grade)		27	-	27		
Course workload	academic hours_	**72**	**-**	**72**		
	credits	**3**	**-**	**108**		

5. COURSE CONTENTS

Table 5.1. Course contents and academic activitiestypes

Course module title	Course module contents (topics)	Academic activitiestypes
1. Public Service Interpreting: Trends and Issues.	Topic 1.1. Key concepts and definitions	LC
	Topic 1.2. Professional dimension of PS interpreting and translation. Professionalization.	LC
2. Types of services required by PS	Topic 2.1. Translation and interpreting – the difference of concepts.	LC
	Topic 2.2. Translation norms. Interpreting norms. On-site interpreting, telephone interpreting, videoconference interpreting..	LC
3. Interpreter's qualifications. Skills and Competences	Topic 3.1. Qualification Exams for various professional settings	S
	Topic 3.2. Interpreting skills. Language skills.	S
	Topic 3.3. Interpersonal skills. Research and Technical competence	S
4. Role and responsibilities of Interpreters. Responsibilities of Clients	Topic 4.1. Role and responsibilities of Interpreters. Responsibilities of Clients	S
	Topic 4.2. Professional Associations	S
5. Standards of Practice and Ethical Principles	Topic 5.1. Code of Ethics. Accuracy and Fidelity. Confidentiality. Impartiality. Respect for Persons. Maintenance of Role Boundaries. Accountability. Professional conduct. Continued Competence.	S
6. Translation and Interpreting in legal Court, Police station) settings	Topic 6.1 Legal Interpreting as a specialized area of the interpretation practice.	S
	Topic 6.2 Interpreting in a police station.	S
	Topic 6.3 Court Interpreting.	S
7. Translation and Interpreting in healthcare settings	Topic 7.1 Healthcare Interpreting as a specialized area of the interpretation practice.	S
8. Translation and Interpreting in educational settings	Topic 8.1 Definitions and specific features of the practice setting. Standards of Practice.	

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
Lecture	Alecture hall for lecture-type classes, equipped with a set of specialised furniture; board	A set of specialized furniture; technical means:

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
	(screen) and technical means of multimedia presentations.	Monoblock Multimedia projector Screen for projector Marker board WiFi, s
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	
Seminar	A classroom for conducting seminars, group and individual consultations, current andmid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi, specialized software: Trados
Computer Lab	A classroom for conducting classes, group and individual consultations, current andmid-term assessment, equipped with personal computers (in the amount of ____pcs), a board (screen) and technical means of multimedia presentations.	
Self-studies	Aclassroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi

* The premises for students' self-studies are subject to**MANDATORY**mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
1. Valero-Garcés, C., & Tipton, R. (Eds.). (2017). *Ideology, ethics and policy development in public service interpreting and translation* (Vol. 1). Multilingual Matters.

Additional readings:
1. Arumí Ribas, M., & Vargas-Urpi, M. (2017). Strategies in public service interpreting. *Interpreting*, *19*(1), 118-141.
2. Pöllabauer, S., & Topolovec, I. (2020). Ethics in public service interpreting. In *The Routledge Handbook of Translation and Ethics* (pp. 211-226). Routledge.
3. Skaaden, H. (2019). Invisible or invincible? Professional integrity, ethics, and voice in public service interpreting. *Perspectives*, *27*(5), 704-717.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
- The Association of Police and Court interpreters
http://www.apciinterpreters.org.uk/
- National association of Judiciary Interpreters and translators
https://najit.org/
- Charted Institute of Linguists (CIOL).
https://www.ciol.org.uk
- The International language Association
http://www.icc-languages.eu/links/156-the-national-centre-for-languages-cilt
- International Medical Interpreters Association
http://www.imiaweb.org/
- National council on Interpreting in Health Care
https://www.ncihc.org/
- National Association of Interpreters in Education
http://naiedu.org

-

- Training toolkit for self- studies to master the course *:

* The training toolkit for self- studies to master the course isplaced on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVELUPON COURSECOMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completionare specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

Associate Professor of Foreign

Languages Department   **L.Yu.Lutskovskaia**

_____   _____   _____
position, department   signature   name and surname

_____   _____   _____

position, department	signature	name and surname

position, department	signature	name and surname

HEAD OF EDUCATIONAL DEPARTMENT:
Head of Foreign Languages

Department

A.A. Atabekova

name of department	signature	name and surname

HEAD
OF HIGHER EDUCATION PROGRAMME:
Head of Foreign Languages

Department

A.A. Atabekova

position, department	signature	name and surname