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**Federal State Autonomous Educational Institution of 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

Translator's Professional Ethics(in English)

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 education programme of higher education:

Legal translation and Interpreting

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The goal of the course *Translator's Professional Ethics* is to train a qualified specialist capable of solving professional tasks in the field of professional ethics through the formation and development of professional competencies among students that allow them to ensure social mobility, demand and competitiveness in the labour market.

The course acquaints students with the translator's ethics essence, background principles and procedures to meet the relevant requirements in the field under study in general and with regard to interpreting in police and court settings.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline *Translator's Professional Ethics* expects students to acquire the following competences

Table 2.1. List of competences that students acquire through the course study

| Competence code | Competence descriptor | Competence formation indicators (within this course) |
|-----------------|---|---|
| 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 | Indicator 1 Knows the conventions of foreign community communication in diverse situational contexts |
| | | Indicator 2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers |

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course *Translator's Professional Ethics* refers to the core/variable/elective component of (B1) block of the higher educational programme curriculum.

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-5 | Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language | | 1. Cross Cultural Communication and Mediation (in English) 2. Editing and Proofreading (in English); 3. Legal Documents Translation (1st language) 3. Consecutive Interpreting Course (English-Russian); |

| Competence code | Competence descriptor | Previous courses/modules* | Subsequent courses/modules* |
|-----------------|--|---------------------------|--|
| | community, in line with the rules and traditions of intercultural professional communication with native speakers. | | 4. Conference Interpreting Course; 5. Translation and International Law; 6. Translation and Civil Law; 7. Translation and Criminal Law; 8. Elective modules 1,3, 4-7; 9. 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

Possible wording

1) The total workload of the course *Translation in Healthcare Settings (English-Russian)* is 6 credits (266 academic hours).

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

| Type of academic activities | Total academic hours | Semesters/training modules | | | |
|---|----------------------|----------------------------|------------|---|---|
| | | 1 | 2 | 3 | 4 |
| <i>Contact academic hours</i> | 18 | 18 | | | |
| Seminars (workshops/tutorials) (S) | 18 | 18 | | | |
| <i>Self-studies</i> | 81 | 81 | | | |
| <i>Evaluation and assessment (exam/passing/failing grade)</i> | 9 | 9 | | | |
| Course workload | academic hours_ | 108 | 108 | | |
| | credits | 3 | 3 | | |

5. COURSE CONTENTS

Table 5.1. Course contents and academic activity types

| Course module title | Course module contents (topics) | Academic activity types |
|---|--|-------------------------|
| Ethics as a professional concern | Topic 1.1. Topical Vocabulary Discussion | S |
| | Topic 1.2. Professional engagement with ethics | S |
| | Topic 1.3. Levels of Translation Ethics | S |
| Translator's Ethics: General Principles | Topic 2.1. Interpreter's code of ethics | S |
| | Topic 2.2. Ethical principles, accountability of the profession | S |
| Ethics and linguistic neutrality | Topic 3.1. Translation and improvement: changes in the target text | S |
| Interpreter's role and | Topic 4.1. Interpreter's role in healthcare setting | S |

| Course module title | Course module contents (topics) | Academic activities types |
|---------------------------|--|---------------------------|
| possible ethical dilemmas | Topic 4.2. Interpreter's role in court setting | S |

* - 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 course study (if necessary) |
|-----------------------------|---|--|
| Lecture | A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations. | |
| 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 and mid-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 and mid-term assessment, equipped with personal computers (in the amount of ___ pcs), a board (screen) and technical means of multimedia presentations. | |
| Self-studies | A classroom 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. Phelan, M., Rudvin, M., Skaaden, H., & Kermit, P. (2019). Ethics in public service interpreting. Routledge.

2. Tryuk, M. (2015). *On ethics and interpreters*. Frankfurt am Main: Peter Lang. (republished).

3. Mikkelsen, H. (2016). *Introduction to court interpreting*. Routledge.

Additional readings:

1. Drugan, J., & Tipton, R. (2017). Translation, ethics and social responsibility.

2. Drugan, J. (2017). Ethics and social responsibility in practice: interpreters and translators engaging with and beyond the professions. *The Translator*, 23(2), 126-142.

3. Greenall, A. K. (2018). The discursive (re-) construction of translational ethics. *Perspectives*, 1-16.

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"

- Interpreters code of ethics

<https://www.mcislanguages.com/interpretation/interpreters-code-of-ethics/>

- A Brief Guide to Ethics for Interpreters and Translators

<https://www.ulatus.com/translation-blog/a-brief-guide-to-ethics-for-interpreters-and-translators/>

- Interpreter Rules of Conduct | Judicial Administration

<https://www.pacourts.us/judicial-administration/court-programs/interpreter-program/interpreter-rules-of-conduct>

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation
<http://docs.cntd.ru/>

- Yandex search engine <https://www.yandex.ru/>

- Google search engine <https://www.google.ru/>

- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

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

* The training toolkit for self- studies to master the course is placed 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 LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are 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**

position, department



signature

L.Yu. Lutskovskaia

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