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**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE  
LUMUMBA  
RUDN University**

**Law Institute, Foreign Languages Department**

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

**COURSE SYLLABUS**

**Translator's Professional Ethics (in English)**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**45.04.02. Linguistics**

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field of studies / speciality code and title

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

**MA in Translation and Interpreting for Public Services and Institutions**

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higher education programme profile/specialisation title

**2025**

The goal of the course *Translator's Professional Ethics (in English)* 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 labor market.

The course content is designed to provide students with the basic knowledge, international and national panorama of the discipline. Special emphasis is laid on interdisciplinary environment that embraces cognitive, cultural, pragmatic, linguistics aspects of translator's professional ethics.

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, healthcare setting, asylum seeking procedure, etc.

## 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<br>(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 |                           | 1. Cross Cultural Communication and Mediation (in English)<br>2. Editing and Proofreading (in English); |

| Competence code | Competence descriptor  | Previous courses/modules* | Subsequent courses/modules*   |
|-----------------|--|---------------------------|---|
|                 | conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers. |                           | 3. Translation Administrative-Legal Settings (English-Russian);<br>4. Translation in Healthcare Settings (English-Russian);<br>5. Interpreting in Administrative-Legal Settings (English-Russian);<br>6. Interpreting in Healthcare Settings (English-Russian);<br>7. Consecutive Interpreting Course (English-Russian);<br>8. Elective modules 1,2,3, 5-10;<br>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 3 credits (108 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                          |   |   |   |
| <b>Course workload</b>  | academic hours | <b>108</b>           | <b>108</b>                 |   |   |   |
|   | credits        | <b>3</b>             | <b>3</b>                   |   |   |   |

#### 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 | Professional engagement with ethics. | S                       |
|                                  | Levels of Translation Ethics         | S                       |

| Course module title                              | Course module contents (topics)                                    | Academic activities types |
|--|--|---------------------------|
| Translator's Ethics: General Principles          | Topic 2.1. Interpreter's code of ethics                            | S                         |
|  | Topic 2.2. Ethical principles, accountability                      | S                         |
| Ethics and linguistic neutrality                 | Topic 3.1. Translation and improvement: changes in the target text | S                         |
| Interpreter's role and possible ethical dilemmas | Topic 4.1. Boundaries of professional activity.                    | S                         |
|  | Topic 4.2. Interpreter's role in healthcare setting                | S                         |
|  | Topic 4.3. 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:<br>Monoblock<br>Multimedia projector<br>Screen for projector<br>Marker board<br>WiFi, specialized software:<br>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:<br>Monoblock<br>Multimedia projector<br>Screen for projector<br>Marker board<br>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).

### *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](http://www.studentlibrary.ru)
  - EL "Lan" <http://e.lanbook.com/>
  - EL "Trinity Bridge"
2. Databases and search engines:
  - electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
  - Yandex search engine [https:// www .yandex.ru/](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**

**L.Yu. Lutskovskaia**

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position, department

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signature

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name and surname

**HEAD OF EDUCATIONAL DEPARTMENT:**

**Head of Foreign Languages  
Department**

**A.A. Atabekova**

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name of department

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signature

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name and surname

**HEAD  
OF HIGHER EDUCATION PROGRAMME:**

**Head of Foreign Languages  
Department**

**A.A. Atabekova**

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position, department

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signature

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name and surname