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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**

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

**COURSE SYLLABUS**

**COURT INTERPRETING (ENGLISH-OTHER LANGUAGE)**

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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:**

**Legal Translation and Interpreting**

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higher education programme profile/specialisation title

## 1. COURSE GOALS

*The key objective* of the course is to familiarize the students with the basic concepts relating to the theory and practice of interpreting in the court interpreting setting. The course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, note taking, sight translation, non-verbal communication, thought organization, and logic.

*This objective can be reached by the solution of a number of tasks:*

- building up linguistic skills by learning grammar and lexis of the target language;
- building up sociolinguistic skills to be able to choose adequate language forms and use them in specific contexts of legal English;
- building up pragmatic skills to be able to render the necessary legal discourse from English into Russian and vice versa in accordance with the traditions of genre, type of communication and language etiquette of the target language;
- building up sociocultural skills to be able to identify the national and cultural components in specific legal information and to adequately interpret them by means of the native language and vice versa.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

The course contributes to the following general professional competences (GPC) and professional competences (PC) as required by the Russian Higher Education Standard for Training in Linguistics and Translation. On completing the course, a student must demonstrate the following competences:

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

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators</b> (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
GPC-7	Can work with the major search engines, expert systems and other knowledge systems as well as	Indicator 1 Knows major search engines, expert systems for knowledge representation and verbal information processing

	systems of verbal information processing	Indicator 2 Masters comprehensive digital tools for knowledge representation and verbal information processing
PC-4	Can conduct consecutive and sight legal interpreting in compliance with the norms of the target text, as well as preserving the meaning and functional purpose of the source text	Indicator 1. Masters consecutive legal interpreting in line with the communicative context.
		Indicator 2. Masters sight legal interpreting while preserving the norms and functional purpose of the source text

On completion of the Course the student

- knows international etiquette and norms of conduct in court interpreting services
- knows court interpreting ethics
- knows basic principles of court interpreting
- can find reasons for communication failures in particular situations of cross-cultural interaction in the court interpreting setting
- masters cultural sensitivity issues in court interpreting
- masters basic skills of note-taking in court interpreting
- masters basic skills of court interpreting.

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the elective component of (B1) block of the higher educational programme curriculum. It is taught in English and is based on the Theory of Legal Translation and Intercultural Communication Theory.

*The startup level of IT and communicative skills to master the course*

To master the course the students need to demonstrate knowledge and skills in the following:

- B2/C1 level of English;
- computer skills in text processing;
- abilities to work with electronic documents and search engines;
- basic skills of translating.

*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	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech	Cross Cultural Communication and Mediation (in English) / Межкультурная	Multilingualism and Lawmaking: EU Practice / Многоязычие и

	communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	коммуникация и медиация (на английском языке) Consecutive Interpreting Course (English-Russian) / Практический курс устного перевода (английский-русский)	законотворчество: практика ЕС
GPC-7	Can work with the major search engines, expert systems and other knowledge systems as well as systems of verbal information processing	Translation studies Editing and proofreading Computer-assisted Tools for Legal Translation	Multilingualism and Lawmaking: EU Practice / Многоязычие и законотворчество: практика ЕС
PC-4	Can conduct consecutive and sight legal interpreting in compliance with the norms of the target text, as well as preserving the meaning and functional purpose of the source text	Cross Cultural Communication and Mediation (in English) / Межкультурная коммуникация и медиация (на английском языке) Consecutive Interpreting Course (English-Russian) / Практический курс устного перевода (английский-русский)	

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload of the course is 7 credits (252 academic hours).

*Table 4.1 Types of academic activities in time periods*

Type of academic activities		Total academic hours	Semesters/training modules					
			2	3	4	5	6	7
<i>Contact academic hours, including</i>		72						
Lectures (LC)								
Seminars (workshops/tutorials) (S)		72					32	36
<i>Self-studies</i>		148					85	63
<i>Evaluation and assessment (exam/passing/failing grade)</i>		36					27	9
<b>Course workload</b>	academic hours	252						
	credits	7					4	3

#### 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

<b>Course module titles</b>	<b>Course module contents</b>	<b>Academic activities types</b>
1 The notion of interpreter and their role in court proceedings.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
2 Laws and regulations governing judicial interpreting. Qualifications and competency in Russia, UK and USA.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English  Consecutive interpreting of the moot into English	Self-study S
3 Professional organizations of interpreters in Russia, EU, UK and USA. Functions and members.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
4 Engagement of an interpreter in pre-trial, trial and post-trial proceedings.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
5 Code of ethics in Russia, EU, UK and USA.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
6 Modes and strategies of court interpreting: consecutive, simultaneous, combining interpretation, sight translation.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S

7 Remote interpreting	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
8 Specifics of interpreting criminal cases.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
9 Specifics of interpreting civil cases.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
10 Specifics of interpreting administrative hearings.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	
11 Challenges and inaccurate legal interpretation.	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
12 Current status of court interpreting	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S
13 Qualified interpreter certification levels and rate of pay	Student's report on the topic. Video on the topic. Discourse practice: Translation of relative documents into English Consecutive interpreting of the moot into English	Self-study S

## *Seminars*

Seminars are aimed at familiarizing the students with the role, requirements to court interpreting and standards of interpreted proceedings. They involve students' reports on the topic under study and the following general discussion of the relevant issues. The course is supported by substantial video material, which greatly contributes to its better understanding. Some time is also devoted to two-way translation of court materials of Russian and English origin.

The course suggests a number of projects connected with the pre-trial, trial and post-trial court instruments. Team work will contribute to work out a list of relevant documents and build up a database. Each student is also expected to suggest a written translation of a number of instruments into English as a course project. Further practicing involves on sight rendering into English and two-way translation to form and develop interpreter's professional skills.

Self-study contributes to better understanding of theory and gaining translation skills. The students are expected to complete certain activities and tasks in preparation for sessions. They are required to prepare for seminars and come to class ready to participate.

## **6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS**

*Table 6.1. Classroom equipment and technology support requirements*

<b>Type of academic activities</b>	<b>Classroom equipment</b>	<b>Specialised educational / laboratory equipment, software, and materials for course study (if necessary)</b>
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.	Portable multimedia projector Benq MP610, notebook Acer Aspire 5315-301G08, screen, access to Internet. Software: Microsoft (OC, MS Office/ Office 365, Teams, Skype)
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.	System block IRBIS, monitor VIEW SONIC 19, multimedia projector VIEW SONIC PGD 5254, screen IPROJECTAL, access to Internet

\* - Classroom 326

## **7. RESOURCES RECOMMENDED FOR COURSE STUDY**

### *Main reading:*

Blasco Mayor, M. and del Pozo Triviño, M. (Eds.) (2015). Legal interpreting at a turning point. Monographs in Translation and Interpreting. Issue No.7.

Camayed-Freixas, E. (2013). Court interpreter ethics and the role of professional organizations. In C. Schäffner et al. (Eds.), *Interpreting in a changing landscape: Selected*

- papers from Critical Link 6 (pp. 15-30). Amsterdam and Philadelphia: John Benjamins Publishing Company.
- Braun, S. (2015). Remote interpreting. In H. Mikkelson and R. Jourdenais (Eds.), *The Routledge handbook of interpreting* (pp. 352-367). London and New York: Routledge.
- Braun, S. and Taylor, J. (Eds.) (2012). *Videoconference and remote interpreting in legal proceedings*. Cambridge and Antwerp: Intersentia.
- Camayd-Freixas, E. (2005). A revolution in consecutive interpretation: Digital voice recorder-assisted CI. *The ATA Chronicle*, 34(3), 40-46.
- González, R.D., Vasquez, V.F. and Mikkelson, H. (2012). *Fundamentals of court interpretation: Theory, policy and practice*, 2<sup>nd</sup> ed. Durham, NC: Carolina Academic Press.
- Hayes, F. and Hale, S. (2010). Appeals on incompetent interpreting. *Journal of Judicial Administration*, 20, 119-130.
- Hertog, E. (ed.) (2001). *Aequitas: Access to justice across language and culture in the EU*. Antwerp: Lessius Hogeschool. Department Vertaler-Tolk.
- Hlavac, J. (2013). A cross-national overview of translator and interpreter certification procedures. *Translation & Interpreting*, 5(1), 32-65.
- Inghilleri, M. (2011). *Interpreting justice, ethics, politics and language*. London: Routledge.
- Kelly, N. (2008). *Telephone interpreting: A comprehensive guide to the profession*. Clevedon: Multilingual Matters.
- Mason, M. (2008). *Courtroom interpreting*. Lanham, Maryland: University Press of America.
- Martinsen, B. and Dubslaff, F. (2010). The cooperative courtroom: A case study of interpreting gone wrong. *Interpreting: International Journal of Research and Practice in Interpreting*, 12(1), 21-59.
- Mikkelson, H. (2017). *Introduction to court interpreting*. 2<sup>nd</sup> ed. London and New York: Routledge
- Orlando, M. (2015). Digital pen technology and interpreting training, practice and research: Status and trends. In S. Erlich and J. Napier (Ed.), *Interpreter education in the digital age: Innovation, access and change* (pp. 125-152). Washington, DC: Gallaudet University Press.
- Pöchhacker, F. (2016). *Introducing interpreting studies*, 2<sup>nd</sup> ed. London and New York: Routledge.
- Russell, D. and Takeda, K. (2015). Simultaneous interpreting. In H. Mikkelson and R. Jourdenais (Eds.), *The Routledge handbook of interpreting* (pp.96-111). London and New York: Routledge.
- Stepanova V.V. (2020). Legal aspects of interpreter's engagement in criminal proceedings in Russia. Stepanova V.V. *Proceedings of INTCESS 2020- 7<sup>th</sup> International Conference on Education and Social Sciences*. 20-22 January, 2020 – Dubai (UAE), 720-729.
- Stepanova V.V. (2021). Institute of court interpreters in the English-speaking countries: strengths and weaknesses *Proceedings of INTCESS 2021 8<sup>th</sup> International Conference on Education and Education of Social Sciences* 18-19 January 2021, 171-178.
- Tipton, R. and Furmanek, O. (2016). *Dialogue interpreting*. London and New York: Routledge.
- Verdier, M. and Licoppe, C. (2011). Videoconference in French courtrooms: Its consequences on judicial settings. *International Journal of Law, Language & Discourse*, 1(3), 1-28.

Zalivin A.N., Ryzhakov A.P. (2012). Interpreter in criminal proceedings. Textbook. V.: Shield.

*Video materials:*

1 What does a court interpreter do?

[https://learn.org/multimedia/What\\_Does\\_a\\_Court\\_Interpreter\\_Do\\_-\\_Video.html](https://learn.org/multimedia/What_Does_a_Court_Interpreter_Do_-_Video.html)

2 Court interpreter's interview to verify credentials (USA)

<https://www.youtube.com/watch?v=Ylq0A0NMtuk>

3 Telephone interpreting program in federal courts (USA)

<https://www.youtube.com/watch?v=RbZ7tbfBR2o>

4 Consecutive interpreting (USA: Spanish-English)

<https://www.youtube.com/watch?v=tFsKulFcauY>

5 Simultaneous interpreting (USA) <https://www.youtube.com/watch?v=2vfpRO2mw9k>

6 Telephone interpreting program in federal courts (USA)

<https://www.youtube.com/watch?v=RbZ7tbfBR2o>

7 Introducing the interpreter in court <https://www.youtube.com/watch?v=6uDU7OjhuAs>

8 Inaccurate legal interpretation <https://www.youtube.com/watch?v=64u23Uvq6FQ>

9 Interpreter Training (Part 1) <https://www.youtube.com/watch?v=3wg-qZjMhU4>

10 Interpreter Training (Part 2) [https://www.youtube.com/watch?v=9e\\_nIDJV-Lk](https://www.youtube.com/watch?v=9e_nIDJV-Lk)

11 Consecutive Interpreting Rules <https://www.youtube.com/watch?v=7FRh9fO9Vlk>

12 Telephone Interpreting with LanguageLine Solutions

13 Interpreter's Note-Taking Video

<https://www.youtube.com/watch?v=fBMhJDjks2c>

14 How to Get to the Most out of Interpreter's Note-Taking Manual: A Court Interpreter Training Course

[https://www.youtube.com/watch?v=EZ\\_6-xHaxHY](https://www.youtube.com/watch?v=EZ_6-xHaxHY)

15 Note-Taking for Consecutive Interpretation

<https://www.youtube.com/watch?v=gG65XDLIeEU>

16 How to Best Use Interpreter's Note-Taking Manual

[https://www.youtube.com/watch?v=RS2pY8IB\\_A4](https://www.youtube.com/watch?v=RS2pY8IB_A4)

17 Federal Judiciary Careers: Court Interpreter

<https://www.youtube.com/watch?v=BnGgia8dNkU&t=32s>

18 Example of court interpreter's interview to verify credentials

<https://www.youtube.com/watch?v=Ylq0A0NMtuk>

19 Team interpreting <https://www.youtube.com/watch?v=aNXQOVABk2c>

20 Right to a court interpreter <https://www.youtube.com/watch?v=9JjWwaJuNWM>

21 Ethical obligations for court interpreters

<https://www.youtube.com/watch?v=JawVinVsNIE>

22 Correcting interpreting inaccuracies

[https://www.youtube.com/watch?v=MB\\_flfCEh1E](https://www.youtube.com/watch?v=MB_flfCEh1E)

23 Переводчик для Терезы: подробности суда над подозреваемым в терроризме

[https://www.youtube.com/watch?v=A\\_JF1DPQG-c](https://www.youtube.com/watch?v=A_JF1DPQG-c)

*Miscellaneous sources*

Статья 59 УПК РФ. Участники уголовного судопроизводства. Глава 8:

<http://rulaws.ru/upk-rf/CHAST-PERVAYA/Razdel-II/Glava-8/Statya-59/>

Союз переводчиков России. Официальный сайт: <http://www.translators-union.ru/>

Этический кодекс переводчика <http://productivnost.narod.ru/kodeks.html>;

<http://translation-ethics.ru/code/>

EULITA. Code of professional ethics: <https://eulita.eu/wp/wp-content/uploads/files/EULITA-code-London-e.pdf>

International Federation of Translators (FIT). Code of Professional Ethics for Court Interpreters: <http://www.fit-ift.org/translators-charter/>

NAATI. The Ethics of Translating and Interpreting: [https://www.naati.com.au/media/1257/ethics\\_information\\_booklet.pdf](https://www.naati.com.au/media/1257/ethics_information_booklet.pdf)

Mc.Cormack, D. The role of Interpreters before, during & after court proceedings. <http://bowden-mccormack.com.au/wp-content/uploads/2016/11/role-interpreters-court.pdf>

Recommended national standards for working with interpreters in courts and tribunals. Judicial Council on Cultural Diversity. <https://www.naati.com.au/media/1680/mca04694-national-standards-web-171025pdf.pdf>

## **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).

### **DEVELOPER:**

Associate professor of the  
department of foreign languages

V.V. Stepanova

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position, department

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signature

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name and surname

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