

The University of Iowa
The College of Liberal Arts and Sciences
Spring 2025

Title of Course: TRNS:4040:0002 Topics in Translation:

Course meeting time and location: 3:30P - 4:45P Tues. & Thurs. on Zoom and in person on select dates in 161 [VAN](#) . Class runs January 21, 2025 to May 8, 2025.

Course ICON site: log into Iowa Courses Online using your HawkID and password

Instructor: Leah Leone Anderson

Office: [virtual](#) Zoom ID 972 4101 0243 Passcode: 730483

Student drop-in hours: T/Th 2pm to 3pm and by appt. (same link as class)

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Departmental Executive Office (DEO): Jill Beckman (jill-beckman@uiowa.edu)

Course Home: [Division of World Languages, Literatures, and Cultures](#)

DESCRIPTION OF COURSE

This is an introduction to the basic principles of oral translation (also called sight translation) and interpreting. Emphasis is on the study of professional aspects of language services including interpreter protocol, resource development, networking and language assessment. This course also focuses on the application of interpreter codes of ethics (community, medical and legal) to a variety of real-world scenarios. Through in-class role-plays and shadowing interpreters in the community, students will observe how expectations of accuracy, confidentiality, avoidance of conflicts of interest, professional demeanor, maintaining a proper role, competency, reporting ethical violations, professional development and cultural advocacy are applied in practice. Students will develop strategies for terminology research and vocabulary development, memory enhancement, note-taking and listening skills. Course is taught in online synchronous sessions as well as several in-person meetings and the language of instruction is English.

Appendix A: Rubrics for all major assessments

Appendix B: Individual Project details for undergraduate students

COURSE REQUIREMENTS

During synchronous virtual class sessions, students MUST attend on a laptop or PC. Phones are not an acceptable method for attending class because you won't be able to perform (much less

see) many tasks we are working on. Please avail yourselves of the university's many technology labs and a pair of earbuds if you do not own a computer.

Required Text: all texts will be provided online (students wishing to pursue interpreting as a career are strongly suggested to purchase products from [ACEBO](#)).

PROGRAM AND COURSE OUTCOMES

The University of Iowa's Translation BA has the following **Program Outcomes**:

Students will:

- develop critical global literacies necessary for purposeful and productive participation in global professional and cultural environments;
- learn research methods to enhance creativity;
- develop foundational knowledge and practice of translation, in its various modes and contexts, necessary for graduate study in specialized translation programs;
- attain preprofessional competencies toward building a career as professional translators and language mediators; and
- gain awareness of the business and industrial dimensions of translation through networking and building communities.

To support those goals, this course prepares students for the following **Course Outcomes (CO)**:

Upon finishing this course, students will be able to:

1. **develop** learning and practice materials from a variety of sources
2. **evaluate** ethical scenarios and **recommend** best practices for approaching them
3. **mediate** cultural and linguistic misunderstandings
4. **perform** consecutive, simultaneous and sight translation at a level commensurate with their language abilities
5. **research and identify** people, resources and organizations that can help them take the next steps on their personal language services career path

EVALUATION

Evaluations help students and instructors assess how well students have achieved course outcomes, as well as how they both need to modify their approaches to teaching and learning to ensure students are as successful as possible. All of the evaluation types listed below support your growth toward successful attainment of these goals.

Undergraduate Evaluation

Participation/Attendance 15% (CO 3, 4)

Homework 30% (CO 1-5)
Midterm Essay 20% (CO 2, 5)
Individual Project 25% (CO 1, 4, 5)
Final Exam 10% (CO 1, 2, 3)

Graduate Evaluation

Participation/Attendance 15% (CO 3, 4)
Homework 25% (CO 1-5)
Discussion Lead 10% (CO 2, 3, 5)
Research or Service Project 30% (CO 1-5)
Final Presentation 10% (CO 2, 5)

Grading Scale:

A: 100 - 95	A-: 94 - 90	B+: 89 - 87
B: 86 - 84	B-: 83 - 80	C+: 79 - 77
C: 76 - 74	C-: 73 - 70	D+: 69 - 67
D: 66 - 64	D-: 63 - 60	F: 59 - 0

Evaluation Descriptions

Participation/Attendance (UG/G 15%) Like the interpreting profession itself, this class is interactive and requires physical, intellectual and emotional presence. In nearly every class period, students can expect to work in small groups doing exercises, interpreting or role-playing. As this class is hybrid, students will have the opportunity to practice real-world situations in both remote and in-person interpreting.

It takes courage to try new skills publicly. A supportive and collaborative environment is essential for our mutual success. Your constructive feedback is essential to your peers' success, as theirs is for you.

To demonstrate collaborative participation, students will:

- arrive to class having read the assigned materials and being able to comment upon them
- actively participate in group activities and work well with different group members
- take responsibility for their learning by not waiting until the last minute to get help with technology issues or homework questions
- be open-minded to the broad variety of dialects and sociolects spoken around the world and being respectful of others' language abilities
- refrain from using mobile phones or laptops for personal use during class. This does not include looking up words or researching terms.

Regular and punctual class attendance is expected. If students have a conflict that causes them to be consistently late to class, they should make every effort to resolve it.

Student participation and attendance will be assessed once a month during the semester with a student self-assessment on which the instructor will provide additional feedback either confirming or explaining why she thinks the score should be higher or lower than the student suggests.

Homework (UG 30%/G 25%) Interpreting is a profession that requires a wide range of skills, knowledge and abilities. All homework assigned in the course has practical applications and will involve weekly glossary creation, memory exercises, resource development, interpreting practice and other activities. As not all students have the same goals or needs, options have been built into several other evaluations (personal projects, graduate projects, etc.). Homework itself, however, is not optional. Owing to the fabulous diversity of languages students bring to the course, many homework assignments will consist of students' self-evaluation and reflection, rather than my "correction" of their work. All homework will be submitted on the course online platform unless otherwise specified.

Final Exam (UG 10%) The final exam will consist of a series of short-answer and essay questions that elicit student demonstration of learning and professional/personal growth throughout the semester. A week before the final exam, students will submit a list of legal, medical, social-welfare and specialized terms they have compiled over the course of the semester and translate them on-site without the use of phones, glossaries or other aids (undergraduates 100 words, graduates 200 words).

Midterm Essay (UG 20%) Within the first six weeks of the course, undergraduate students will either spend two hours shadowing or observing an interpreter or conduct an interview with a professional interpreter. The midterm essay is a 1000-1200 word reflection on how what they observed/discussed corresponds, adds to or challenges what we have been learning in class. Students must have made arrangements for their observation or interview by **Week 4**, and those conducting interviews must submit a list of at least 12 questions by this time as well.

Individual Project (UG 25%) As interpreting is such a broad field, and students have such a wide range of interests and languages, the Individual Project for this course will be a series of self-selected tasks. Each task focuses on research, skill-development, language practice, and/or professional development. Students must choose tasks totaling 100 points. Please see Appendix B at the end of the syllabus explaining the options worth 10, 20, 30, 50 or 70 points. Students may select any combination they choose, as long as the tasks' sum is worth at least 100 points. Finally, if there is an activity not listed that you would like to include as a project task, please communicate details to the instructor and together you can decide on a point value for the activity. To help students stay on task, there will be three deadlines over the course of the semester by which a certain percentage of points must be accounted for.

Discussion Lead (G 10%) Graduate students will select a reading from among several possible topics. They will briefly summarize the reading's main points and then pose at least three questions to guide class discussion. Presentation and discussion should last around 15 minutes. Graduate students are encouraged to consult materials that will be provided on the course site about best pedagogical practices for discussion leadership.

Research or Service Project (G 30%) In acknowledgement of the different career goals graduate students may have there are two options for this course's major project.

Students intending to pursue a Ph.D. or who already have significant experience interpreting and wish to professionalize in a particular area of specialization may wish to write a **literature review** (around 3000 words, not including bibliography). This literature review will consider the available research about a given topic and then summarize the current state of knowledge, note where opinions/data conflict and point out areas where more research is needed. Topics can range from the impacts of minors interpreting for their parents, to how AI is currently and projected to transform interpreting practices, to interpreters' roles in federal or state responses to "the border crisis." This literature review must also be informed by at least **3 hours** of interpreter observation or shadowing in the community (a minimum of two separate occasions). Students will be provided a series of deadlines throughout the semester to help them stay on track.

Students not intending to pursue academia (or who have enough academics as it is!) may wish to perform a **service project**. After observing or shadowing interpreters in the community for **3 hours**, graduate students may volunteer to interpret in the Iowa community (or virtually) for an additional **12 hours**. There may be other language access needs in the community that are adjacent to interpreting. Students are encouraged to consult with institutions, organizations or communities with which they are (or wish to be) aligned to assess what their most pressing needs are and to lend their service hours to address them. Upon concluding the 15 combined hours of observation and service, students will submit a 1500-2000 word reflection on their experience, specifying in detail how they applied protocol, ethical codes and mediation strategies learned in class, as well as a glossary of at least 50 terms that arose during interpreted encounters.

Final Presentation (G 10%) During the last week of class, graduate students will make 10 minute oral presentations to the class describing their research or interpreting work, their main findings and reflections, and at least one question for the class to discuss that has arisen from your experience. Visuals are welcome in the presentation, but please ask permission before taking any pictures. HIPPA, FERPA and other privacy laws must be observed as well.

COURSE AND UNIVERSITY POLICIES

Homework Policy

Homework and project submission will be exclusively on ICON. Late work will receive a grade, but no feedback, and it will be returned when the instructor has time in her schedule to handle extra work. Repeated late assignments will affect students' participation scores.

Where to Get Academic Support for this Course

Please make use of the office hours (drop-in hours) indicated above. I am also widely available by appointment. When emailing me for an appointment, please indicate your available times in the next seven days, and I will email you a meeting invitation.

Additionally, writing related support is available through the Writing Center

<https://writingcenter.uiowa.edu>

Classroom Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). While students have the right to express themselves and participate freely in class, it is expected that students will behave with the same level of courtesy and respect in the virtual class setting (whether asynchronous or synchronous) as they would in an in-person classroom. Failure to follow behavior expectations as outlined in the [Code of Student Life](#) may be addressed by the instructor and may also result in discipline under the [Code of Student Life](#) policies governing E.5 Disruptive Behavior or E.6 Failure to Comply with University Directive.

Class Recordings

Some of the sessions in this course will be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the instructor and they may not be shared or reproduced without the explicit, written consent of the instructor. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of state and federal law, including the Federal Education Rights and Privacy Act (FERPA).

The unauthorized video or audio recording of academic activities (e.g., lectures, course discussions, office hours, etc.) by a student is prohibited. Students with a reasonable accommodation for recording approved by Student Disability Services should notify each instructor and provide the Letter of Accommodation prior to using the accommodation. A student may record classroom activities with prior written permission from the instructor and notice to other students in the class that audio or video recording may occur. Any and all classroom recording must be for personal academic use only. The distribution, sharing, sale, or posting of recordings on the internet (including social media), in whole or in part, is prohibited and doing so may be a violation of the Code of Student Life and/or state or federal privacy, copyright, or other laws.

Free Speech and Expression

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit the [Free Speech at Iowa website](#) for more information on the university's policies on free speech and academic freedom.

Absences for Religious Holy Days

The university is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Policy Manual 8.2 Absences for Religious Holy Days](#) for additional information.

Non-discrimination Statement

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Senior Director, [Office of Civil Rights Compliance](#), the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, daod-ocrc@uiowa.edu. Although not required, students have the option to share their pronouns and chosen/preferred names in class and through [MyUI](#). Instructors and advisors can find information about a student's chosen/preferred name in MyUI.

Accommodations for Students with Disabilities

The university is committed to providing an educational experience that is accessible to all. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](#).

[Student Complaints Concerning Faculty Action](#)

[Sexual Harassment and Sexual Misconduct & Supportive Measures](#)

Student Wellbeing

Success in this course depends heavily on your health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your other instructors and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester before the demands of classes reach their peak. Please feel free to reach out to me about any difficulty you may be having that may affect your performance in this course as soon as it occurs and before it becomes unmanageable. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you, such as Student Care & Assistance (<https://dos.uiowa.edu/assistance>), University Counseling Service(<https://counseling.uiowa.edu>) or Student Wellness (<https://studentwellness.uiowa.edu>) or other campus mental health resources (<https://mentalhealth.uiowa.edu>). If you or someone you know needs to talk to someone right now you can call or text 844-461-5420 for a 24/7 support line. Remember, you are a human before you are a student.

COURSE SCHEDULE

Note: the instructor reserves the right to alter the schedule to accommodate the natural pacing of the course.

Note for undergrads: **Up to 2 starred homework activities may be adapted and resubmitted as a project activity.**

Week / Date	Tasks / Themes	Due 3 p.m.
Week 1 - Introductions, Overview and Goal Setting		
Jan. 21 - 23 Leah on campus for Tuesday class meeting	<ul style="list-style-type: none"> -Review of syllabus, course expectations -Self assessment -Review of knowledge, skills and aptitudes -Modes of Interpreting -Goal setting (goals will be reviewed at the end of the course) -Reflective practice 	<p>Due Jan. 23:</p> <ul style="list-style-type: none"> -Student Survey -Read Judicial Council of California, "Knowledge, Skills and Abilities for Court Interpreting" -Self-Assessment and goal Setting <p>Due Jan. 28:</p> <ul style="list-style-type: none"> -Read NAJIT, "Modes of Interpreting: Simultaneous, Consecutive, & Sight Translation"
Week 2 - Protocols and Skills I		
Jan. 28-30	<ul style="list-style-type: none"> -Stages of the interpreting encounter -Four Key protocols -Listening skills 	<p>Due Jan. 30:</p> <ul style="list-style-type: none"> -Read NCIHC "Guide to interpreter positioning in health care settings"

		<p>Due Feb. 4:</p> <ul style="list-style-type: none"> -Reflection on listening activities* -extra: ORCIT
Week 3 - Protocols and Skills II		
Feb. 4-6	<ul style="list-style-type: none"> -Memory skills -Message transfer skills 	<p>Due Feb. 6:</p> <ul style="list-style-type: none"> -Undergrads work on a project task All - practice memory technique <p>Due Feb. 11:</p> <ul style="list-style-type: none"> -Reflection on memory and message transfer activities* -Grad students must have selected topic or planned for service project
Week 4 - Protocols and Skills III		
Feb. 11-13	<ul style="list-style-type: none"> -Note-taking skills -Contextual determinations for interpreter positioning and mode 	<p>Feb. 13:</p> <ul style="list-style-type: none"> -Read <i>The Community Interpreter</i> “Note Taking for Consecutive Interpreting” Watch Interprettrain, “Note-Taking Practice Video” -UG students must have made arrangements for interpreter observation or interview by this point. <p>Feb. 18:</p> <ul style="list-style-type: none"> - Complete interpreting activity with notetaking. Write reflection and include image of notes.* -Read <i>The Community Interpreter</i>, “Ethics and Standards for Community Interpreters”
Week 5 - Professional Setting I: Community Interpreting		
Feb. 18-20	<ul style="list-style-type: none"> -Community Contexts -Community Interpreting Ethics <p>Feb. 20: Classroom Virtual Visit with Respond Crisis Translation</p>	<p>Feb. 20:</p> <ul style="list-style-type: none"> -Read over Respond Crisis Translation website and write at least 2 questions for classroom visit by two translation/interpreting project managers. -Interpreting practice reflection -Glossary 1

		<p>Feb. 25:</p> <ul style="list-style-type: none"> -UG students must have completed at least 30% of their project points, or provide the instructor specific plans that account for at least 30%. -Read “The Medical Interpreting Profession”
Week 6 - Professional Setting II: Medical Interpreting		
Feb. 25-27	-Medical Contexts	<p>Feb. 27:</p> <ul style="list-style-type: none"> -Submit reflection on medical interpreting exercise* -Glossary 2 <p>March 4:</p> <ul style="list-style-type: none"> -Read <i>The Medical Interpreter</i>, “A Code of Ethics for Medical Interpreters”
Week 7 - Professional Setting II: Medical Interpreting		
March 4-6	-Medical Interpreting Ethics	<p>-March 6:</p> <ul style="list-style-type: none"> -Read <i>The Medical Interpreter</i>, “Facing Ethical Challenges” <p>March 11:</p> <ul style="list-style-type: none"> Grad students: Submit reflection on medical interpreting exercise -Grad discussion: Clifford, “Is Fidelity Ethical” Undergraduates: Work on project tasks and on midterm essay
Week 8 - Midterm		
March 11-13	-Skill assessment -Ethical scenarios	<p>March 13: Undergraduate midterm: Interpreter observation reflection</p> <p>March 13: Grad students: Work on projects</p> <ul style="list-style-type: none"> -Grad discussion, Cox and Gutierrez, “Interpreting in the Emergency Department: How Context Matters for Practice”
Week 9	Spring Break	
March 18-20	No class	<p>March 25: -UG students must have completed at least 70% of their</p>

		project points, or provide the instructor specific plans that account for at least 70%.
Week 10 - Professional Setting III: Legal Interpreting		
March 25-27	-Legal Contexts	<p>March 27: Read NAJIT, "Consecutive Interpreting at the Witness Stand"</p> <p>April 1: -Read Iowa's Code of Professional Conduct for Court Interpreters and Translators</p>
Week 11 - Professional Setting III: Legal Interpreting		
April 1-3	<p>-Legal Interpreting Ethics</p> <p>-April 4 & 5 - Highly Recommended: MICATA Annual Conference in Kansas City</p>	<p>April 3: -Reflection on simultaneous and consecutive interpreting activities* -Glossary 3</p> <p>April 8: -Work on Project Tasks -Grads read: Taylor et al, "Testifying While Black"</p>
Week 12 - Strategic Mediation		
April 8-10	<p>-Addressing unconscious bias -When to intervene -Strategic Mediation model</p>	<p>April 10: -Work on Project Tasks</p> <p>April 15 -Work on Project Tasks -Grad students: Outline Due</p>
Week 13 - Cultural Competence and Mediation		
April 15-17	<p>-Approaches to cultural mediation -Scripts for intervention</p>	<p>April 17: -Read <i>The Community Interpreter</i> "Cultural Competence and Strategic Mediation" -Create 2 scripts (as per the reading) and bring to class for Thursday</p> <p>April 22: -Read Interpreting after the Largest ICE Raid in US History: A Personal Account (Grad student discussion lead for Tuesday)</p>

		-Practice legal interpreting, reflection counts as extra credit -Glossary 4
Week 14 - Ethical Principles in Action		
April 22-24	-Interpreter’s account of the Postville Raid -Feminist Care Ethics and interpreting	April 24: -Grads read: Robinson, “The Ethics of Care and Global Politics” (Grad student discussion lead for Thursday) -Undergrads read: Kwan, “ Care Ethics ” April 29: -Work on projects -Practice interpreting, reflection counts as extra credit
Week 15 - Professionalization		
April 29-May 1	-Review goals from week 1 -Career paths -Certification -Scheduling, invoicing, advertising	May 1: -Work on Projects -Find, read and bring to Thursday’s class one short article about a professional aspect of language services from an interpreting newsletter or professional journal such as the ATA Chronicle or the ATA’s Interpreters Voice Newsletter . May 6: -Work on Projects
Week 16 - Final Exam Prep and Presentations		
May 6-May 8	-Graduate Students present about volunteer interpreting / literature review	May 8: -UG students must have completed 100% of their project points. -Graduate final papers due May 9 at 7pm.
	Final Exam Week	

APPENDIX A: RUBRICS

Participation/Attendance

Points	Criteria
10	EXCELLENT: I read the assigned materials and can comment upon them; I participate in group activities and work well with different group members; I take responsibility for my learning by not waiting until the last minute to get help with technology issues or homework questions. I am open-minded to the broad variety of Spanish dialects and sociolects spoken around the world and I am respectful of others' language abilities; I refrain from using mobile phones or laptops for personal use during class. I have had an approved excuse for any class session I missed.
9.5	VERY GOOD: I almost always read the assigned materials and can comment upon them; I almost always participate in group activities and work well with different group members; I almost always take responsibility for my learning by not waiting until the last minute to get help with technology issues or homework questions. I am almost always open-minded to the broad variety of Spanish dialects and sociolects spoken around the world and I am respectful of others' language abilities; I almost always refrain from using mobile phones or laptops for personal use during class. I have missed no more than one class without an approved excuse.
8 to 9	GOOD: I usually read the assigned materials and can comment upon them; I usually participate in group activities and work well with different group members; I usually take responsibility for my learning by not waiting until the last minute to get help with technology issues or homework questions. I usually am open-minded to the broad variety of Spanish dialects and sociolects spoken around the world and I am respectful of others' language abilities; I usually refrain from using mobile phones or laptops for personal use during class. I have missed no more than two classes without an approved excuse.
7 to 8	TOLERABLE: I generally read the assigned materials and can comment upon them; I generally participate in group activities and work well with different group members; I generally take responsibility for my learning by not waiting until the last minute to get help with technology issues or homework questions, occasionally missing deadlines. I generally am open-minded to the broad variety of Spanish dialects and sociolects spoken around the world and I am respectful of others' language abilities; I generally refrain from using mobile phones or laptops for personal use during class. I have missed more than two classes without an approved excuse.
0-6	UNACCEPTABLE: I rarely read the assigned materials and can comment upon them; I rarely participate in group activities or work well with different group members; I often wait until the last minute to get help with technology issues or homework questions, frequently missing deadlines. I rarely am open-minded to the broad variety of Spanish dialects and sociolects spoken around the world and I am respectful of others' language abilities; I rarely refrain from using mobile phones or laptops for personal use during class. I have missed multiple classes without an approved excuse.

Glossary Rubric

Note: Valid sources for terminology research include: print dictionaries; online dictionaries; checking which term gets the most hits in Google in a particular context; parallel documents (documents **originally** written in the target language that are similar to the text you are translating). The following sources must be cross-referenced and found in another source or parallel document as well: online translation forums; asking a native speaker.

Points	Quality of Terms (when applicable)	Accuracy of Translation	Validity of Source
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10	Glossary includes complete specialized terms (rather than individual words comprising them); terms correspond to context in which they are used; term selection reflects growth in student language acquisition.	Translation is completely appropriate for the source text context.	The source of the translation is credible and reliable and has been cross-referenced (dictionary and parallel document).
9.5	Glossary includes complete specialized terms (rather than individual words comprising them); terms predominantly correspond to context in which they are used; term selection reflects growth in student language acquisition.	Translation is appropriate for the source text context.	The source of the translation is credible and reliable.
8 to 9	Glossary mostly includes complete specialized terms (rather than individual words comprising them); terms mostly correspond to context in which they are used; term selection mostly reflects growth in student language acquisition.	Translation might be better suited for a different context. Possible errors in connotation, a better term could have been used.	Source is reliable. However, if the student had cross-referenced the term they looked up, they would have found a more appropriate terminology choice.
7 to 8	Glossary usually includes complete specialized terms (rather than individual words comprising them); terms usually correspond to context in which they are used; term selection usually reflects growth in student language acquisition.	Selected term is one possible translation, but incorrect for the context. Student appears to have chosen the first translation they found in the dictionary without considering meaning.	Source is dubious, or if the student had cross-referenced the term they would have avoided using the wrong translation.
0-6	Glossary usually includes complete specialized terms (rather than individual words comprising them); terms usually correspond to context in which they are used; term selection usually reflects growth in student language acquisition.	Terms selected are incorrect translations.	Terms appear to be guessed at rather than researched.

Rubric for Homework Reflections and Individual Project Discussion Posts

Points	Criteria
10	<ul style="list-style-type: none"> -Writer gives very clear description of the resource/task and their personal experience with it. -The information provided in the post would help a language professional decide if this resource/activity is worthwhile. -The tone of the post is professional enough to be published. -Post is written with standard spelling, grammar and punctuation and appears to have been proofread.

9.5	<ul style="list-style-type: none"> -Writer gives clear description of the resource/task and their personal experience with it. -Most of the information provided in the post would help a language professional decide if this resource/activity is worthwhile. -The tone of the post is almost completely professional enough to be published. -Post is for the most part written with standard spelling, grammar and punctuation and appears to have been proofread.
8 to 9	<ul style="list-style-type: none"> -Writer gives generally clear description of the resource/task and their personal experience with it. -The information provided in the post could help a language professional decide if this resource/activity is worthwhile, but they might have to make some assumptions. -The tone of the post is generally professional enough to be published. -Post is written with some standard spelling, grammar and punctuation and appears to have been proofread somewhat quickly.
7 to 8	<ul style="list-style-type: none"> -Writer gives unclear description of the resource/task and their personal experience with it. -The information provided in the post would not necessarily be of use to a language professional to decide if this resource/activity is worthwhile. -The tone of the post is professional would need revising to be published. -Post is appears not to have been proofread.
0-6	<ul style="list-style-type: none"> -Writer gives limited description of the resource/task and their personal experience with it. -The information provided in the post would not be relevant enough to help a language professional decide if this resource/activity is worthwhile. -The tone of the post is not professional enough to be published. -Post has numerous spelling, grammar and punctuation errors.

Reading/Assignment Discussion Posts

Criteria	Excellent (A) 5pts	Acceptable (B) 4.25 pts	Unsatisfactory (D) 3pts
Content	<ul style="list-style-type: none"> -Clear reference to course material (including previous readings and discussions) and personal research. -Demonstrates clear & full understanding of theoretical & practical issues, is <i>original</i> (not repetitive) and relevant. -Furthers online discussion with questions or statements that encourage others to respond. 	<ul style="list-style-type: none"> -Occasional reference to course material, but connection to the answer is unclear. -Some critical thinking, but postings tend to wander off topic. May repeat classmate's post. -Generally accurate, but could be improved with more careful analysis. -Depends a little too heavily on quotes from other authors. 	<ul style="list-style-type: none"> -Failed to refer to specific course material, or shows that material was not read or viewed and understood. -No evidence of critical thinking. Repetitive. -Gave an irrelevant example, or didn't write it up clearly and thoroughly enough to be understood. -Consists mainly of quotations of other people's work.
Quality of writing	<ul style="list-style-type: none"> -Demonstrates logical progression of thought, correct spelling & complete sentences. -Clearly answers the entire question. -Writing is careful and precise. 	<ul style="list-style-type: none"> -Demonstrates some logical progression of thought but poor spelling and grammar distract the reader. -Some ideas clear, but not all; response is not comprehensive. 	<ul style="list-style-type: none"> -Little or no logical progression of thought, poor spelling & grammar makes it hard /impossible to understand.

		-Writing occasionally interesting and persuasive, but presentation not consistent throughout.	-Some parts of the question are not answered; response is unclear. -Writing is vague and brief; it seems the writer is just trying to get the assignment over with.
Critical thinking	-Clear evidence of critical thinking-application: analysis, synthesis, and evaluation. -Arguments are well supported by references to the text. -Sometimes includes unusual insights.	-Some evidence of critical thinking-application: analysis, synthesis, and evaluation. -Arguments are not well supported by references to the text.	-Student makes arbitrary comments with little reference to course material or research. -Arguments have no basis.
Overall	-Student has learned substantially from the course materials that were read and viewed and from her/his/their own perspectives.	-Student demonstrates several examples of new learning from both the course texts and her/his/their perspectives.	-Student could have written the answer without doing any of the course reading at all.

Reflection Essays Rubric (including Midterm and Individual Project discussions for undergrads, and Service Project write up for grads)

	Clarity	Relevance	Analysis	Interconnections	Self-Critique
Advanced 94-100%	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	The reflection thoughtfully analyzes how the experience contributed to student understanding of self, others, and/or course concepts	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.
Proficient 90-93%	Minor, infrequent lapses in clarity and accuracy.	The learning experience being reflected upon is relevant and	The reflection moves beyond simple description of	The reflection demonstrates connections between the	The reflection demonstrates ability of the student to

		meaningful to student and course learning goals.	the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.	experience and material from other courses; past experience; and/or personal goals.	question their own biases, stereotypes, preconceptions.
Emerging 80-89%	There are several lapses in clarity and accuracy.	The learning experience being reflected upon is mostly relevant and meaningful to student and course learning goals.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	The reflection demonstrates some connection between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates student attempt to question their own biases, stereotypes, preconceptions.
Basic 70-79%	There are frequent lapses in clarity and accuracy.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.
Minimal 69% or below	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	Most of the reflection is irrelevant to student and/or course learning goals.	Reflection does not move beyond description of the learning experience(s).	No attempt to demonstrate connections to previous learning or experience.	No attempt at self-criticism.

Undergraduate Individual Project Option – Error Analysis Rubric

	Error Identification	Stage in Process	Reasoning for error	Correction of error
Advanced 19-20	Student selects relevant errors from their recording and consistently identifies them	Student consistently identifies the correct stage in the process where the	Student's explanation for the error demonstrates reflection; it is logical and justified.	Student's suggested correction for the error is consistently correct both in grammar and style.

	correctly using terms identified in Gonzalez et al.	interpreting error occurred.		
Proficient 17-18	Student selects mostly relevant errors from their recording and frequently identifies them correctly using terms identified in Gonzalez et al.	Student frequently identifies the correct stage in the process where the interpreting error occurred.	Student's explanation for the error reflects some thought; it is generally logical and justified.	Student's suggested correction for the error is frequently correct both in grammar and style.
Basic 12-16	Student selects some relevant errors from their recording and but occasionally misidentifies them when using terms identified in Gonzalez et al.	Student occasionally identifies the correct stage in the process where the interpreting error occurred.	Student's explanation for the error at times seems farfetched; it is at times not logical or justified.	Student's suggested correction for the error is more often than not correct both in grammar and style.
Minimal 0-11	Student ignores relevant errors in their recording in favor of less important ones; misattributes or does not use terms from Gonzalez et al.	Student rarely identifies the correct stage in the process where the interpreting error occurred.	Student has put little if any thought into the reason for the interpreting errors; explanation has little to do with the error type.	Student's suggested correction actually introduces new errors.

Literature Review Rubric (Graduate Project)

	Advanced – A	Proficient – B	Basic – C	Minimal - D
Research question; Statement of approach, scope and general assessment of trends	The author's purpose is evident to readers; approach is compelling; assessment of body of literature invites attention.	Purpose is present, but readers must reconstruct it from the text; approach is interesting.	Author attempts, but largely fails, to make a useful statement of purpose; approach is obvious.	No attempt is made to articulate a purpose; approach is not useful.
Evaluation	Demonstrates thorough understanding of the relationship of the sources selected to the research question and to one another; insightful and useful synthesis of the literature, including analysis of gaps in and/or limitations of the research.	Demonstrates general understanding of the relationship of the sources selected to the research question and to one another; thoughtful synthesis of the literature, including analysis of gaps in and/or limitations of the research.	Lacks understanding of the relationship of the sources selected to the research question and to one another; summarizes rather than synthesizes the literature.	No understanding of the relationship of the sources selected to the research question and to one another; summarizes rather than synthesizes the literature.

Sources and Citation	<p>The sources selected are highly relevant; they present a diverse array of perspectives on research question. Sources are primarily peer reviewed professional journals, books or other approved sources (e.g., government documents, agency manuals, etc.).</p> <p>Attribution is clear and fairly represented. The reader is confident that the information and ideas can be trusted. MLA Style is correctly employed throughout.</p>	<p>The sources selected are mostly relevant; they present a fairly diverse array of perspectives on research question. Although most of the references are professionally legitimate, a few are questionable (e.g., unreliable internet sources, popular magazines, etc.).</p> <p>Attribution is clear and fairly represented. The reader is uncertain of the reliability of one or two of the sources. MLA Style is almost always employed correctly.</p>	<p>The relevance of several of the sources selected is questionable; many sources repeat the same ideas.</p> <p>Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the relevance of information and ideas. Most of sources are not peer reviewed and have uncertain reliability. The reader doubts the accuracy of some of the material presented. Some problems with MLA Style are evident.</p>	<p>There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading. Author has not used MLA Style.</p>
Organization	<p>Research question is addressed through evidence in a cohesive and logical manner. Ideas are linked through clear transitions. Paper has introduction, body and conclusion. The conclusion does not simply restate what was presented in the paper arrives at a new interpreting and offers areas for future study or alternative approaches to topic.</p>	<p>The ideas are arranged logically to support the research question. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning. Paper contains an intro, body, and conclusion. The introduction lays out the research question and scope, but leaves the reader with doubts about what to expect in the essay. The conclusion nicely summarizes the literature, but does not move beyond what has already been presented in the paper.</p>	<p>In general, the writing is arranged logically, although occasionally ideas fail to make sense together. Paper contains an intro, body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the research question or scope. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.</p>	<p>The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.</p>
Style and Clarity	<p>The writing is compelling. It hooks the reader and sustains interest throughout. All sentences are grammatically correct and clearly written. No words are misused and technical terms are always explained. All information is accurate and up-to-date. Paper has been spell-</p>	<p>The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention. All sentences are grammatically correct and clearly written. An occasional word is misused and technical terms are usually, but</p>	<p>The writing often fails to engage reader. Though the paper has some interesting parts, the reader finds it difficult to maintain interest. A few sentences are grammatically incorrect or not clearly written. Several words</p>	<p>The writing has little personality. The reader quickly loses interest and stops reading. Paper is poorly written; language is low in register, syntax reflects popular speech rather than academic writing. Contains noticeable errors in spelling and</p>

	checked AND proofread (ideally by you and somebody else), and contains no errors.	not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no noticeable errors.	are misused and technical terms are rarely explained. Not all information is accurate and up-to-date. Paper has been cursorily spell-checked and proofread, but still contains several errors.	grammar. Appears to have been proofread too quickly.
Tone	The tone is consistently professional and appropriate for an academic literature review.	The tone is generally professional. For the most part, it is appropriate for an academic literature review.	The tone is not consistently professional or appropriate for an academic literature review.	The tone is unprofessional. It is not appropriate for an academic literature review.
Relevance to Interpreting	Project's relevance to interpreting is clearly evident. The paper would be a helpful resource to other language professionals.	Project is mostly relevant to interpreting. Language professionals might skim for information.	The author fails to make clear reference to interpreting. The topic may interest language professionals, but the paper does not.	Project seems to have no point of connection with interpreting. No examples are provided. Paper would be passed up by language professionals.

Graduate Oral Presentation Rubric

	Organization	Content	Critical Thinking	Physical Presence
Advanced 19-20pts	-Consistently clear, concise, well organized. -Points were easy to follow because of the organization. -Transitions between sections smooth and coordinated.	-Addresses in depth the issues of protocol and ethics observed during interpreter shadowing and relates them to course material. -Synthesizes with solid examples from personal experience, assigned readings and personal research.	-Identifies and questions the validity of assumptions and addresses the ethical dimensions that underlie the issue. -Examines the evidence and source of evidence.	-Holds attention of entire audience with the use of direct eye contact, seldom looking at PPT/notes. -Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.
Proficient 17-18 pts	-Usually clear, concise, well organized. Most of the presentation was easy to follow. -Transitions between sections usually coordinated.	-Addresses in moderate depth the issues of protocol and ethics observed during interpreter shadowing and relates them to course material. -Provides some examples from personal experience, assigned readings and personal research.	-Usually identifies and questions the validity of assumptions and addresses the ethical dimensions that underlie the issue. -Usually examines the evidence and source of evidence.	-Consistent use of direct eye contact with audience, but still returns to PPT/no. -Speaks with satisfactory variation of volume and inflection.
Basic 12-16 pts	-Not always clear or concise. -Organization was adequate, but weak. -Occasionally wandered and was sometimes difficult to follow. -Transitions between sections weak.	-Provides superficial overview of protocol and ethics with little synthesis among examples from personal experience, assigned readings and personal research.	-Difficulty identifying and questioning the validity of assumptions and addressing the ethical dimensions that underlie the issue. -Sometimes examines the evidence and source of evidence.	-Displays minimal eye contact with audience, while reading mostly from the PPT/notes. -Speaks in uneven volume with little or no inflection.
Minimal 0-11 pts	-Often unclear, disorganized, or rambling. The presentation was confusing and difficult to follow. -Transitions between	-Completely anecdotal with no relation among protocol and ethics observed and course readings or personal research.	-Merely repeats information provided/experienced, without reflecting. Confuses associations and correlations with cause and effect. -Does not distinguish	-Holds no eye contact with audience, as entire report is read from PPT. -Speaks in low volume and/ or monotonous tone,

	sections awkward.		between fact, opinion, and value judgments.	which causes audience to disengage.
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Appendix B: Individual Project

Individual Project Options

As interpreting is such a broad field, and students have such a wide range of interests, the Individual Project for this course will be a series of self-selected tasks. Each task focuses on research, skill-development, language practice, and/or professional development. Students must choose tasks totaling 100 points. Below is a list of options worth 10, 20, 50 or 80 points. Students may select any combination they choose, as long as the tasks' sum is worth at least 100 points. Finally, if there is an activity not listed here that you would like to include as a project task, please communicate details to the instructor and together you can decide on a point value for the task.

Task Descriptions

10 Point Options – All 10 point tasks are accompanied by a discussion post of between 150 and 300 words. Be sure to upload or copy and paste the links to the resources you use into the discussion post (link does not count toward word-count). Tasks will be graded using the Discussion Post Rubric.

- Find and read an article about professional language services in your area of interest in a professional journal (for example, The ATA Chronicle). Write a discussion post detailing 3 main takeaways from the article and how they might be applied to your future career.
- Research techniques for interpreters to improve their memories. Try one of them and write a discussion post detailing your efforts.
- Research and compare at least 3 different graduate programs in Translation and Interpreting Studies. Write a discussion post comparing and contrasting the programs.
- Research one of the key professional language associations ([ATA](#), [NAJIT](#), [AIIC](#), [NCIHC](#), [IMIA](#)) and write a discussion post summarizing their mission, their main activities and how they might be of use for translation students and those early in their careers.

20 Point Options – All 20 point tasks must be accompanied by a reflection of about 150 to 300 words. Be sure to upload or copy and paste the links to the resources you use into the discussion post (link does not count toward word-count). Tasks will be graded using the Discussion Post Rubric.

- Find and watch a recording of a consecutive interpreting. Write a discussion post commenting on accuracy, technique, ethics or any other course-related aspect you notice.
- Find a recorded speech in your area of interest that is at least 5 minutes long. Play the speech and shadow, repeating the same words in the same language, but about half a sentence behind the original utterance. Write a discussion post detailing your experience shadowing.

- Find a document in your area of interest and its translation into your language/English. Compare the translations and create a glossary using key terms you identify (at least 10). Write a discussion post describing your decision-making processes as you selected which terms you thought needed to be included.
- Look online and find a recorded dialogue in your area of interest. Interpret each speaker's words into the other language after each dialogue turn. (It's okay if both are speaking the same language, just translate both speakers' sentences into your other language). Write a discussion post describing your experience: where you were successful, where you still need more work and steps you could take to improve.

30 Point Options – All 30 point tasks must be accompanied by a reflection of about 300 words. Reflections will be graded according to the Reflection Rubric.

- Create and record a practice interpreting file. Start with an English language dialogue, and translate one participant's speech into your other language. Then record yourself (or invite a partner to read one of the participant's lines) reading the entire dialogue. Then use the recording to practice performing a consecutive interpreting. Write a 300+ word reflection about the process of creating your own practice materials and then employing them.
- Attend (or view a recording of) a professional development webinar. Write a 300+ word reflection discussing what you learned, how the information relates to what we have been discussing in class and what follow-up questions or future paths of action you might have.
- Find an English-language document in your area of interest and record yourself performing a sight translation. Listen to the recording and write a 300+ word reflection analyzing which language features were the most challenging to interpret. Select 2 or 3 of your more unsuccessful translations and write them out, then write out a more successful option.
- Listen to/watch an interview with a professional interpreter or a professional who works with/advocates for interpreters (several are available on the course site but you are welcome to find your own). Write a 300+ word reflection outlining the interviewee's main tasks, their areas of concern/advocacy and at least one thing that changed your perspective or provided you with new insight.
- Research techniques for interpreters to improve their memories (they can include techniques we learn in class, but see what other people have to say about them). Try at least 3 of them and write a discussion 300+ word reflection detailing your efforts and comparing the methods and their usefulness for you as a student.
- Create an interpreting practice recording to share with other students of your language pair. Select a dialogue, translate one speaker's words into your other language, then, ideally with another person, record the dialogue. Your work may be used in this and future courses!

50 Point Option – The Error Analysis will be assessed with the Error Analysis Rubric.

- Read the chapter posted on Canvas regarding Error Analyses. Record yourself performing a consecutive interpreting (I may be able provide the audio file, or you can create one). Then

perform an error analysis of at least 10 errors and write a 150 to 250 word reflection on the process. Additional instructions and work samples are provided on Canvas.

80 Point Option – Attend the MICATA annual convention in Kansas City April 4-5. The 750 to 1000 word reflection and 30 term glossary will be assessed using the Individual Project Paper Rubric

- Write a 750 to 1000 word paper describing and evaluating each session you attended and your most valuable take-aways from each. Discuss how you plan to use the information from the orientation. Finally, in a separate file, compile a glossary of 30 new terms you learned.