



APPLIED RESEARCH PROJECT

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Description and goals of the course

This course introduces students to the fundamentals of academic research methodologies and writing successful research papers. When studied and applied carefully, the techniques presented in the text and in class will allow students to design and carry out a research project that is organized, coherent and meaningful.

Goals:

- (1) Through chapter readings, students will identify the major areas of study and methodologies in the discipline as well as determine which methodologies best fit given research questions
- (2) Students will apply terminology, procedures and organizational skills presented in the text and class discussions to the development of their chosen research project
- (3) By carefully examining of the central aspects of research, students will improve their ability to critically analyze research and to understand the purpose of each step involved in the research process

TIS 785 Fall 2015 Wake Forest University

Class sessions: Wednesday & Friday 11:00-12:15pm, 514 Greene Hall

Text: Saldanha & O'Brien (2014). *Research Methodologies in Translation Studies* (page 9)

Structure of the course

Class sessions will be used to discuss the material assigned in the course calendar, to partake in activities promoting exploration of the topics presented in the text and to clarify students' doubts. Daily attendance and thorough preparation are necessary.

Student tasks

1. Daily Evaluations (20%)

Thorough preparation of the assigned reading material is crucial for success in this class and, because this class provides students with a foundation in research, it is crucial for success in the M.A. program applied research project. Therefore, in order to incrementally measure your comprehension of and ability to apply the assigned reading material, short daily evaluations will be administered. The daily evaluations should also be taken as an indication of how well you are preparing. If you find that the grade earned does not match your perceived level of effort, please speak with me as soon as possible. Adjustments in study practices and strategies may be required.

2. Classwork (20%)

Related to each day's prepared material, we will do a variety of in-class exercises (both theoretical and practical in nature), for which active participation is required. This includes thoughtful contributions to our class discussions (in the form of questions, responses, comments, examples etc.), and active engagement for the entirety of each class session. The use of cell phones and computers (unless directed) are not permitted and a professional, courteous attitude is expected at all times. Some activities will be completed individually, while others will require that students work together to present concepts from the text to the rest of class. Each student is expected to positively contribute to these group activities.





4. Progress Report/Action Plan (20%)

By the end of the semester, students will have worked significantly towards completion of their applied research project. To organize this work and reflect upon the status and trajectory of the project, students will turn in a report summarizing:

- (1) Where the project currently stands
- (2) What remains to be done
- (3) What its limitations/issues are

This report should be comprehensive and detailed. Students should carefully consider the materials and activities examined in class to determine how well their project follows these research guidelines. Specific instructions and a rubric will be provided towards the end of the semester. The report is due by 2pm on Thursday, December 10th.

Dr. Tiffany Judy

Greene 545

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Office hours: Monday 2-3:30pm;
Wednesday 10-11am; Friday 10-11am and by appointment

3. Project (40% in total)

In preparation for the applied research component of the M.A., students will complete one of the projects below.

Great projects are built incrementally and with much thought and revision. As such, students will individually submit the following written components of the project on separate dates during the semester (see Course calendar below). Specific expectations for each component will be provided when appropriate.

- (1) Create an original project proposal
 - a. Area (4%)
 - b. Topic (12%)
 - c. Methodology (12%)
 - d. Abstract (12%)
- (2) Summarize and critique a primary source related to the student's main research interest
 - a. Area (4%)
 - b. Article (12%)
 - c. Identify (12%)
 - d. Abstract (12%)

Be proactive in your preparation of this project; if done well, this experience can provide you with a wonderful foundation for the M.A. project! For inspiration, see the text (Ch. 3-6) and the Resources box (p. 6) and speak with your peers and professors.



The Honor Code

Students are responsible for familiarizing themselves with Wake Forest University's Honor Code. If you have questions, please contact Professor Judy.

<http://www.wfu.edu/studentlife/judicial/honor.html>

Special accommodations

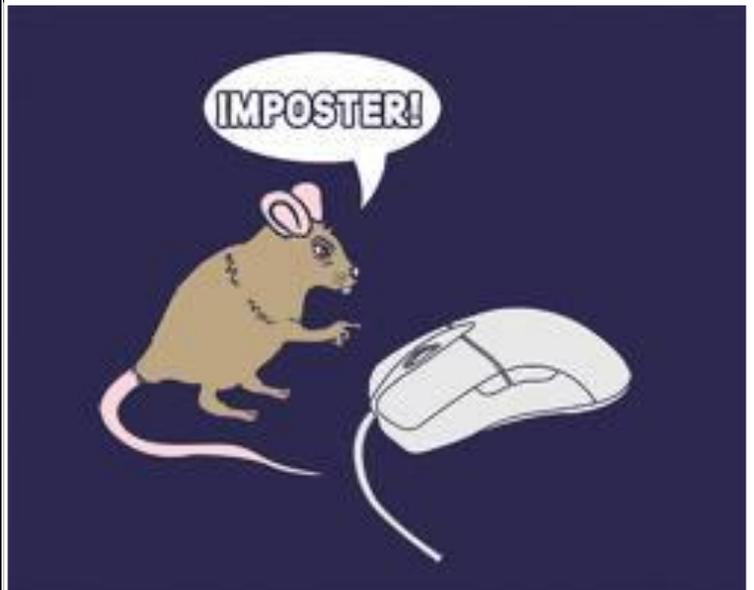
Students requiring special accommodations should speak with Professor Judy and the Learning Assistance Center as early as possible in the semester. (<http://lac.wfu.edu/disability-services/>)

Grading scale

93–100=A, 90–92=A-, 88–89=B+, 83–87=B, 80–82=B-, 78–79=C+, 73–77=C, 70–72=C-, 68–69=D+, 63–67=D, 60–62=D-, <60=F

"*Wisdom outweighs any wealth.*" Sophocles

What is the *Imposter Syndrome*?



Course calendar

The four columns below outline the date, topic, in-class activities and homework for each class session. Specific readings and activities to be prepared before class are shown in the second column. The third column describes the topics and activities we will cover in each class session, while the far right column indicates assignments to be turned in. Unless otherwise directed, please turn in all assignments **electronically** before the start of class. This course plan is *ideal*, but may not reflect the reality of the semester. When changes are necessary, they will be communicated as far in advance as possible.

| Date | Topic and preparation | In-class activity/topics | Turn in |
|--|--|---|----------------------------|
| Week 1 | | | |
| Aug 26 | | Introduction | |
| Aug 28 | S&O Ch. 7 (p. 234-243) | Research Report; How does this help us now? How can this be applied now? | |
| Week 2 | | | |
| Sep 2 | S&O Ch. 2 (p. 10-27) | Research Terminology; Types of Research; RQs & Hypotheses; Literature Review; Data | |
| Sep 4 | S&O Ch. 2 (p. 27-49) | Research Quality; Research Ethics; IRB | Area |
| Week 3 | | | |
| Sep 9 | S&O Ch. 4 (p. 109-130) | Process-oriented Research; Introspection | |
| Sep 11 | S&O Ch. 4 (p. 145-149) | Complementary Methods | Topic/Article |
| Week 4 | | | |
| Sep 16 | S&O Ch. 5 (p. 151-171) | Participant-oriented Research; Questionnaires; Interviews & Focus Groups | |
| Sep 18 | S&O Ch. 5 (p. 188-204) | Analyzing Qualitative & Quantitative Data | |
| Week 5 | | | |
| Sep 23 | S&O Ch. 3 (p. 50-70) | Product-oriented Research; Language Analysis; Discourse Analysis & Corpus Linguistics | Methods/Identify |
| Sep 25 | S&O Ch. 3 (p. 70-95) | Building & Analyzing Corpora | |
| Week 6 | | | |
| Sep 30 | S&O Ch. 3 (p. 95-108) | Translation Quality Assessment | |
| Oct 2 | S&O Ch. 6 (p. 205-217, 232-233) | Context-oriented Research; Case Studies | Presentation Slides |
| Week 7 | | | |
| Oct 7 | | Presentations | |
| Oct 9 | | Presentations | |
| Week 8 | | | |
| Oct 14 | | Presentations | Abstract |
| Oct 16 | NO CLASS – FALL BREAK | | |
| Weeks 9- 16 | | | |
| | Individual Meetings by Appointment | | |
| Finals week: Thursday, December 10th, 2pm | | | |
| | | Progress Report/Action Plan | |

Resources and help

Required text for this course:

Saldanha, G., & O'Brien, S. (2014). *Research Methodologies in Translation Studies*. Oxon, UK: Routledge.

Additional useful texts:

Angelelli, C., & Baer, B. (2015). *Researching Translation and Interpreting*. Routledge.

Williams, J., & Chesterman, A. (2002). *The map: a beginner's guide to doing research in translation studies*. Oxon, UK: Routledge.

Research resources:

--Brainstorming materials: http://isg.urv.es/library/papers/conf_v080208.pdf

http://isg.urv.es/publicity/isg/publications/trp_2_2009/TRP_2_may_3.pdf

--Some key TIS journals: <http://guides.lib.monash.edu/c.php?g=219748&p=1453102>

--Databases: http://aplicacionesua.cpd.ua.es/tra_int/usu/buscar.asp?idioma=en

<http://guides.zsr.wfu.edu/interpreting>

--Formatting guides: <https://owl.english.purdue.edu/owl/section/2/>

Other helpful webpages:

--On being a Graduate Student: <http://www.idealists.org/info/GradEducation/Resources/Preparing/WhatChanges>

--Getting help around campus: <http://www.wfu.edu/students/current/>

<http://thrive.wfu.edu/>

<http://shs.wfu.edu/>

<http://counselingcenter.wfu.edu/>

--Presentations on Prezi: www.prezi.com

The Honor Code: <http://www.wfu.edu/studentlife/judicial/honor.html>

What are the key components of a research project?

