

# APPLIED RESEARCH PROJECT



## Description and goals of the course

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

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## Goals:

- (1) By carefully examining key aspects of academic research, students will improve their ability to design, complete and present academic research
- (2) Through chapter readings, students will identify factors related to language that impact translation and interpreting
- (3) Students will apply terminology, procedures and organizational skills presented in the course readings and in class discussions to the development of their applied research project

TIS 785 Fall 2019 Wake Forest University

Class sessions: Monday & Wednesday 2:00-3:15pm, 512 Greene Hall

Readings: selected chapters from Angelelli & Baer (2016), Saldanha & O'Brien (2014) and others

# Structure of the course

Class sessions will be used to apply the material assigned in the course calendar, to partake in activities promoting exploration of the topics presented in the course readings and to briefly 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. 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 & Homework (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, examples etc.), and active engagement for the entirety of each class session. **The use of cell phones and computers (unless directed) is not permitted** and a professional, courteous attitude is expected at all times.





#### 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 guidelines. Specific instructions and a rubric will be provided towards the end of the semester. The report is due electronically by 2pm on Saturday, December 15<sup>th</sup>, 2018.

#### 3. Project (40% in total)

Students will complete the following components of the preparatory stage of the Applied Research Project.

Great projects are built incrementally and with much thought and revision, not at the last minute or even the first try! As such, students will individually submit the following written components of the project throughout the semester (see Course calendar below). Specific expectations for each component will be provided when appropriate.

- (1) Create an original project proposal
  - a. Candidate texts (10%)
  - b. Text (10%)
  - c. Supplementary resources (5%)
  - d. Methodology (5%)
  - e. Abstract (10%)

Be proactive in your preparation during this class; if done well, this experience can provide you with a wonderful foundation for the M.A. project! The success of this project depends on you—your willingness to explore potential texts, your ability to research supplementary sources, your development of translation methodologies, your communication with me, etc. For inspiration, speak with your peers and professors.



**Dr. Tiffany Judy**

Greene 527

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Office hours: 10-11am WF

<http://tiffanyjudy.weebly.com/>

## The Honor Code

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

<https://studentconduct.wfu.edu/honor-system-wfu/>

## Special accommodations

Students requiring special accommodations should speak with Dr. 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 due. Please turn in all assignments **electronically** (@) before the start of class. Late assignments are not accepted. 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.

<b>Date</b>	<b>Topic and preparation</b>	<b>In-class topics/activities</b>	<b>Turn in @</b>
<b>Week 1</b>			
Aug 26		Introduction; Academic Professionalism	
Aug 28	<b>S&amp;O</b> Ch. 7 (p. 234-243)	Research Report; How does this help us now? How can this be applied now?	
<b>Week 2</b>			
Sep 2		Homework 1 discussion	<b>Homework 1: Abstract Critique</b>
Sep 4		<b>Special presentations:</b> <u>Molly Keener</u> , Scholarly Communication Librarian; <u>Carol Cramer</u> , Head of Collection Management	
<b>Week 3</b>			
Sep 9	Translation exercises	L2-L1 translation activity and discussion	
Sep 11	<b>A&amp;B</b> Pt. 1 (p. 5-15)	Exploring Translation and Interpreting; Fundamentals	
<b>Week 4</b>			
Sep 16	<b>Simonnæs</b> (2013, pp. 91-102)	Challenges in legal translation	<b>Candidate texts</b>
Sep 18	<b>Quoting, Paraphrasing &amp; Summarizing</b>	Homework 2 discussion	<b>Homework 2: Quoting, Paraphrasing, &amp; Summarizing</b>
<b>Week 5</b>			
Sep 23	<b>Reiss</b> (1981, pp. 121-131)	Type, Kind and Individuality of Text: Decision Making in Translation	
Sep 25	Translation exercises	L2-L1 translation activity and discussion	
<b>Week 6</b>			
Sep 30	<b>A&amp;B</b> Ch. 1 (p. 17-31)	Agency and Role	
Oct 2	<b>Individual/Group Meetings by Appointment</b>		<b>Text</b>
<b>Week 7</b>			
Oct 7	<b>A&amp;B</b> Ch. 6 (p. 83-96)	Gender and Sexuality	
Oct 9	<b>A&amp;B</b> Ch. 2 (p. 32-43)	Bilingualism and Multilingualism	
<b>Week 8</b>			
Oct 14	<b>Individual/Group Meetings by Appointment</b>		
Oct 16	<b>Individual/Group Meetings by Appointment</b>		<b>Supplementary Resources</b>
<b>Week 9</b>			

Oct 21	<b>S&amp;O Ch. 3 (p. 95-108)</b>	Translation Quality Assessment	
Oct 23	<b>Individual/Group Meetings by Appointment</b>		
<b>Week 10</b>			
Oct 28	<b>Methodology</b>	Preparation for Methodology; Q&A	
Oct 30	<b>Individual/Group Meetings by Appointment</b>		<b>Methodology</b>
<b>Week 11</b>			
Nov 4	<b>Peer review of abstract</b>	Preparation of peer-review of abstract; Q&A	
Nov 6	<b>Individual/Group Meetings by Appointment</b>		<b>Abstract (draft)</b>
<b>Week 12</b>			
Nov 11	<b>Peer review of abstract</b>	In-class peer review of abstract; Feedback from peer-review process	
Nov 13	<b>Individual/Group Meetings by Appointment</b>		<b>Abstract (draft)</b>
<b>Week 13</b>			
Nov 18	<b>Individual/Group Meetings by Appointment</b>		
Nov 20	<b>Individual/Group Meetings by Appointment</b>		<b>Abstract (final)</b>
<b>Week 14</b>			
Nov 25		Presentation Critique	<b>Homework 3: Presentation Slides</b>
Nov 27	<b>NO CLASS – THANKSGIVING BREAK</b>		
<b>Week 15</b>			
Dec 2		<b>Presentations</b>	
Dec 4		<b>Presentations</b>	
<b>Week 16: Finals week</b>			
Dec 10		<b>Progress Report/Action Plan</b>	

## Resources and help

### Texts for this course:

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

**(A&B)** Angelelli, C., & Baer, B. J. (Eds.) (2016). *Researching Translation and Interpreting*. Oxon, UK: Routledge.

### Additional useful texts:

Burnett, J. (2009). *Doing Your Social Science Dissertation*.

Nord, C. (1991). *Text Analysis for Translation*. Amsterdam: Rodopi.

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/library/papers/conf_v080208.pdf)

[http://isg.urv.es/publicity/isg/publications/trp\\_2\\_2009/TRP\\_2\\_may\\_3.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>

--Data bases: [http://aplicacionesua.cpd.ua.es/tra\\_int/usu/buscar.asp?idioma=en](http://aplicacionesua.cpd.ua.es/tra_int/usu/buscar.asp?idioma=en)

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

Web of Science Database (accessible via ZSR library)

--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/>

# What are the key components of a translation project?

