

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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Learning Objectives:

- (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, deconstruct and reflect on factors related to language that impact translation and interpreting
- (3) Finally, students will select a source text and create an abstract for their Applied Research Project to be presented to the ITS faculty for approval

TIS 785 Fall 2020 Wake Forest University

Zoom class sessions: Monday & Wednesday 12:30-1:45pm

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 (10%)

Thorough preparation of the assigned reading material is crucial for success in this class. Therefore, 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. Homework & Reflections (10%)

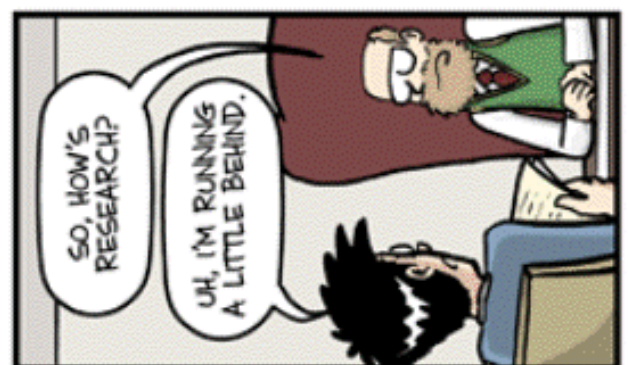
Throughout the semester, students will be assigned Homework related to the material we are studying. Since you are training to be language professionals in the realm of translation and interpreting, both the content and the exposition of the answer count towards the grade. You will also complete Reflection surveys at various points throughout the semester.

3. Participation (10%)

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. A professional, courteous attitude is expected at all times.

4. Discussion (10%)

For several readings, students will participate in an online Discussion board in Canvas. Depending on the reading, the Discussion post can be (a) an answer to a question posed by me, (b) an original comment or question, or (c) a carefully thought out response to a comment or question posed by a classmate. Specific instructions will be provided.



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5. 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.

6. 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. Abstract (10%)
 - e. Presentation (5%)

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

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The Honor Code

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

Special accommodations

Students requiring special accommodations should speak with Dr. Judy and the Learning Assistance Center as early as possible in the semester.

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

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

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.

Date	Topic and preparation	In-class topics/activities	Turn in @
Week 1			
Aug 26		Personal introduction; teaching strategies; Canvas	Preliminary Survey
Week 2			
Aug 31		Special guests: <u>Molly Keener</u> , Scholarly Communication Librarian; <u>Carol Cramer</u> , Head of Collection Management; the online syllabus	Reflection 1
Sep 2		Learning objectives; learning strategies; creating community	Reflection 2
Week 3			
Sep 6			Discussion 1
Sep 7	S&O Ch. 7 (p. 234-243)	Research Report; How does this help us now? How can this be applied now?	
Sep 9		Homework 1 discussion	Homework 1: Abstract Critique
Week 4			
Sep 14	Translation exercises	L2-L1 translation activity and discussion	
Sep 15			Discussion 2
Sep 16	A&B Pt. 1 (p. 5-15)	Exploring Translation and Interpreting; Fundamentals	
Week 5			
Sep 20			Discussion 3
Sep 21	Simonnæs (2013, pp. 91-102)	Challenges in legal translation	Candidate texts
Sep 23	Quoting, Paraphrasing & Summarizing	Homework 2 discussion	Homework 2: Quoting, Paraphrasing, & Summarizing
Week 6			
Sep 27			Discussion 4
Sep 28	Reiss (1981, pp. 121-131)	Type, Kind and Individuality of Text: Decision Making in Translation	
Sep 30	Translation exercises	L2-L1 translation activity and discussion	Reflection 3
Week 7			
Oct 4			Discussion 5
Oct 5	A&B Ch. 1 (p. 17-31)	Agency and Role	

Oct 7	Individual/Group Meetings by Appointment		Text
Week 8			
Oct 11			Discussion 6
Oct 12	A&B Ch. 6 (p. 83-96)	Gender and Sexuality	
Oct 13			Discussion 7
Oct 14	A&B Ch. 2 (p. 32-43)	Bilingualism and Multilingualism	
Week 9			
Oct 19	Individual/Group Meetings by Appointment		
Oct 21	Individual/Group Meetings by Appointment		Supplementary Resources
Week 10			
Oct 25			Discussion 8
Oct 26	S&O Ch. 3 (p. 95-108)	Translation Quality Assessment	
Oct 28	Individual/Group Meetings by Appointment		
Week 11			
Nov 2	Peer review of abstract	Preparation of peer-review of abstract; Q&A	
Nov 4	Individual/Group Meetings by Appointment		Abstract (draft 1)
Week 12			
Nov 9	Peer review of abstract	In-class peer review of abstract; Feedback from peer-review process	
Nov 11	Individual/Group Meetings by Appointment		Abstract (draft 2)
Week 13			
Nov 16	Individual/Group Meetings by Appointment		
Nov 18	Individual/Group Meetings by Appointment		Abstract (final)
Week 14			
Nov 23		Presentation Critique	
Nov 25	Individual/Group Meetings by Appointment		Homework 3: Presentation Slides
Week 15			
Nov 30		Presentations	
Dec 2		Presentations	
Week 16: Finals week			
Dec 11			Progress Report/Action Plan

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

Web of Science Database (accessible via ZSR library)

BITRA (Bibliography of Interpreting and Translation)

--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/>

What are the key components of a translation project?

