

Description and goals of the course

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

Index

Student tasks: 2-3

Evaluation scale: 4

WFU Honor Code: 4

Course calendar: 5-6

Resources and help: 7

Learning Objectives:

- (1) Students will integrate the skills of quoting, paraphrasing and summarizing in their academic writing.
- (2) Students will identify and apply the components of IMRAD to design and present academic research.
- (3) Through chapter readings, students will identify, deconstruct and reflect on factors related to language that impact translation and interpreting
- (4) 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 2021 Wake Forest University

Class sessions: Monday & Wednesday 2:00-3:15pm; Greene Hall 250

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. To incrementally measure your comprehension of and ability to apply the assigned reading material, timed daily evaluations will be administered. The daily evaluations serve as an indication of how well you are preparing. If you find that the grade earned does not match your perceived effort, please speak with me as soon as possible. Adjustments in study practices and strategies may be required.



Students will complete Homework related to course materials. Since you are training to be language professionals in translation and interpreting, both the content and the exposition of the answer count towards the grade. Late work is not accepted for Homework since we will discuss it in class.

3. Participation & Reflections (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. You will also complete Reflection surveys at various points throughout the semester.

4. Discussion (15%)

Students will participate in Discussions in Canvas, which may 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. Since Discussion posts help students to thoughtfully prepare ahead of time and me to gauge the class' understanding of the material, late work is not accepted for Discussions.











5. Progress Report/Action Plan (15%)

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.

Dr. Tiffany Judy Greene 527

judyte@wfu.edu

Office hours: TBD and by appt.

http://tiffanyjudy.weebly.com/

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 (15%)
 - b. Supplementary resources (5%)
 - c. Abstract (15%)
 - d. 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.



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. (http://lac.wfu.edu/disability-services/)

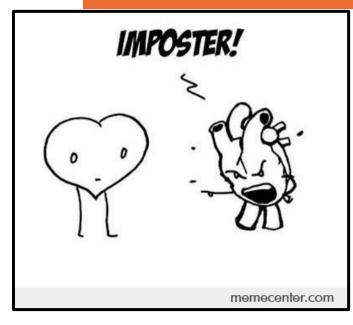
Grading scale (no rounding)

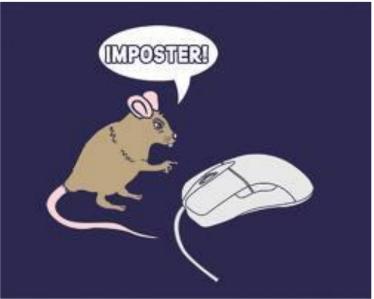
93–100=A, 90–92.99=A-, 88–89.99=B+, 83–87.99=B, 80–82.99=B-, 78–79.99=C+, 73–77.99=C, 70–72.99=C-, 68–69.99=D+, 63–67.99=D, 60–62.99=D-, <60=F

"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 <u>before</u> class are shown in the second column. The third column describes the topics and activities we will cover in each class session, while the right-most column indicates assignments due. Please turn in all assignments <u>electronically</u> (@) in Canvas 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 22		Personal introduction; teaching	Preliminary Survey
		strategies; Canvas	
Aug 24		Learning objectives; learning strategies;	
		creating community	
Week 2			
Aug 29		Special guests: Molly Keener, Scholarly	Reflection 1
		Communication Librarian; Carol Cramer,	
		Head of Collection Management; the	
		online syllabus	
Aug 31	Individual/Group Meetings by Ap	pointment	Reflection 2
Week 3			
Sep 4			Discussion 1
Sep 5	S&O Ch. 7 (p. 234-243)	Academic Writing in English; How does	
		this help us now? How can this be applied	
		now?	
Sep 7	Academic abstracts	Homework 1 discussion	Homework 1:
			Abstract Critique
Week 4			
Sep 12	Translation exercises	L2-L1 translation activity and discussion	
Sep 13			Discussion 2
Sep 14	A&B Pt. 1 (p. 5-15)	Exploring Translation and Interpreting;	
		Fundamentals	
Sep 16			Candidate texts
Week 5			
Sep 18			Discussion 3
Sep 19	Reiss (1981, pp. 121-131)	Type, Kind and Individuality of Text:	
		Decision Making in Translation	
Sep 21	Quoting, Paraphrasing &	Homework 2 discussion	Homework 2:
	Summarizing		Quoting,
			Paraphrasing, &
			Summarizing
Week 6			
Sep 25			Discussion 4
Sep 26	Simonnæs (2013, pp. 91-102)	Challenges in legal translation	
Sep 28	Translation exercises	L2-L1 translation activity and discussion	Reflection 3

Sep 30			Supplementary
			Resources
Week 7			
Oct 2		1	Discussion 5
Oct 3	A&B Ch. 1 (p. 17-31)	Agency and Role	
Oct 5	Individual/Group Meetings by Ap	ppointment	
Week 8			
Oct 10	Individual/Group Meetings by Appointment		
Oct 12	Individual/Group Meetings by Ap	ppointment	
Week 9			
Oct 16			Discussion 6
Oct 17	A&B Ch. 6 (p. 83-96)	Gender and Sexuality	
Oct 18			Discussion 7
Oct 19	A&B Ch. 2 (p. 32-43)	Bilingualism and Multilingualism	
Week 10)		
Oct 23			Discussion 8
Oct 24	S&O Ch. 3 (p. 95-108)	Translation Quality Assessment	
Oct 26	Individual/Group Meetings by Ap	ppointment	
Week 13			
Oct 31	Group abstract review	Preparation of peer-review of abstract; Q&A	
Nov 2	Individual/Group Meetings by Ap		
Nov 4			Abstract (draft 1)
Week 12	2		
Nov 7	Peer review: Round 1	In-class peer review of abstract; Feedback from peer-review process	
Nov 9	Individual/Group Meetings by Appointment		
Nov 11			Abstract (draft 2)
Week 13	3		
Nov 14	Peer review: Round 2	In-class peer review of abstract; Feedback	
		from peer-review process	
Nov 16	Individual/Group Meetings by Ap	ppointment	Abstract (final)
Week 14	1		
Nov 21		Presentation Critique	
Nov 22			Homework 3:
			Presentation Slides
Week 15	5		
Nov 28		Presentations	
Nov 30		Presentations	
Week 16	5: Finals week		
Dec 6		Progres	s Report/Action Plan

Resources and help

Texts used in 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)

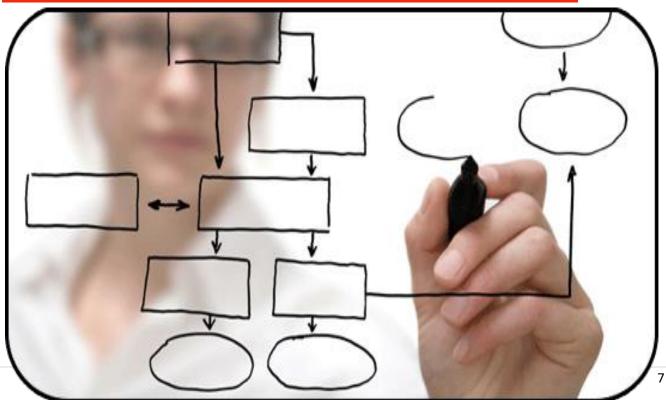
--Formatting guides: https://owl.english.purdue.edu/owl/section/2/

Other helpful webpages:

- --On being a Graduate Student: http://www.idealist.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?



7 | Page