

APPLIED RESEARCH PROJECT



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.

2. Homework (10%)

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.

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.



Dr. Tiffany Judy

Greene 527

judyte@wfu.edu

Office hours: *TBD* and by appt.

<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 (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

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 right-most column indicates assignments due. Please turn in all assignments **electronically** (@) 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 strategies; Canvas | Preliminary Survey |
| Aug 24 | | Learning objectives; learning strategies; creating community | |
| Week 2 | | | |
| Aug 29 | | Special guests: <u>Molly Keener</u> , Scholarly Communication Librarian; <u>Carol Cramer</u> , Head of Collection Management; the online syllabus | Reflection 1 |
| Aug 31 | Individual/Group Meetings by Appointment | | 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 & Summarizing | Homework 2 discussion | Homework 2: 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 | | | Discussion 5 |
| Oct 3 | A&B Ch. 1 (p. 17-31) | Agency and Role | |
| Oct 5 | Individual/Group Meetings by Appointment | | |
| Week 8 | | | |
| Oct 10 | Individual/Group Meetings by Appointment | | |
| Oct 12 | Individual/Group Meetings by Appointment | | |
| 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 Appointment | | |
| Week 11 | | | |
| Oct 31 | Group abstract review | Preparation of peer-review of abstract; Q&A | |
| Nov 2 | Individual/Group Meetings by Appointment | | |
| Nov 4 | | | Abstract (draft 1) |
| Week 12 | | | |
| 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 | | | |
| Nov 14 | Peer review: Round 2 | In-class peer review of abstract; Feedback from peer-review process | |
| Nov 16 | Individual/Group Meetings by Appointment | | Abstract (final) |
| Week 14 | | | |
| Nov 21 | | Presentation Critique | |
| Nov 22 | | | Homework 3: Presentation Slides |
| Week 15 | | | |
| Nov 28 | | Presentations | |
| Nov 30 | | Presentations | |
| Week 16: Finals week | | | |
| Dec 6 | | | Progress 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.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?

