GUÍA DOCENTE

INTRODUCCIÓN A LA INTERPRETACIÓN // INTRODUCTION TO INTERPRETING

Grado en Lenguas Modernas y Traducción (Campus de Guadalajara)

Universidad de Alcalá

Curso Académico 2018~~7~~/19~~8~~
3º y 4º Curso – 2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Introducción a la Interpretación – Introduction to Interpreting**
Código:	**440031**
Titulación en la que se imparte:	**Lenguas Modernas y Traducción**
Departamento y Área de Conocimiento:	**Filología Moderna**
Carácter:	**Optativo**
Créditos ECTS:	**8**
Curso y cuatrimestre:	**3º y 4º curso – 2º cuatrimestre**
Profesorado:	Raquel Lázaro Gutiérrez
Horario de Tutoría:	**Por determinar**
Idioma en el que se imparte:	Inglés y español

1a. PRESENTACIÓN / COURSE DESCRIPTION

The aim of this course is to introduce students to interpreting as an oral form of intercultural and interlinguistic mediation. This module will focus on the basic ideas, principles and techniques underlying interpreting as both a professional activity and an academic discipline.

Students will learn the differences and similarities between translation and interpreting, the various interpreting modes (simultaneous, consecutive, bilateral interpreting and sight translation), will know the main ethical principles and will explore two main trends of present-day interpreting: public service interpreting and remote interpreting.

Prerequisites and Recommendations

Students are expected to have a very sound command of both working languages (desirably C1/C2 according to the Common European Framework of Reference, CEFR) when they start the course.

May it be noted that, following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year.

1a. PRESENTACIÓN / COURSE DESCRIPTION

Introduction to Interpreting is a non-compulsory course offered for students in their 3rd and 4th year of the Undergraduate Degree in Modern Languages and Translation. The aim of this course is to introduce students to interpreting as an oral form of intercultural and interlinguistic mediation. This module will focus on the basic ideas, principles and techniques underlying interpreting as both a professional activity and an academic discipline. Students will learn the differences and similarities between translation and interpreting, the various interpreting modes (simultaneous, consecutive, bilateral interpreting and sight translation), will know the main ethical principles and will explore two main trends of present-day interpreting: public service interpreting and remote interpreting.

2. COMPETENCIAS / OBJECTIVES

Competencias genéricas/Generic competences:

1. To develop and articulate independent and critical thinking based on supporting evidence.

2. To demonstrate the ability to understand and express oneself, correctly and clearly, both in English and Spanish.

3. To search and manage relevant and reliable information sources To develop self-assessment and self-improvement skills

4. To develop team-work and time-management skills

5. To show audience awareness and respect for cultural diversity and different opinions

Competencias específicas/Specific competences:

1. To be able to comprehend, analyse and summarise samples of oral and written discourse in both working languages (Spanish and English)

2. To be able to identify problems related to the interlinguistic transfer of meaning and apply successful solutions based on informed decisions

3. To become acquainted with the most important interpreting modes and techniques, and to use specialised metalanguage

4. To become aware of the interpreter's role as a cultural and linguistic broker and understand the importance of professional ethicsTo produce oral discourse appropriate for a given communicative situation and register

5. To develop practical skills for bilateral, consecutive, simultaneous interpreting and sight translation

3. CONTENIDOS / COURSE CONTENT

Contents	Total number of classes, credits, hours
1. Introduction to interpreting: basic principles and main differences and similarities with translation	• 1'5 ECTS
2. Simultaneous interpreting	• 1 ECTS
3. Consecutive interpreting	• 1 ECTS
4. Bilateral interpreting	• 1 ECTS
5. Sight translation	• 1 ECTS
5. Ethical issues in interpreting	• 1'5 ECTS
6. Public service interpreting	• 1 ECTS
7. Remote interpreting	• 1 ECTS

Units

Week	
01	• Introduction to interpreting
02	• Simultaneous interpreting (main features and settings)
03	• Preparing for simultaneous interpreting (main abilities of the simultaneous interpreter)
04	• Practising simultaneous interpreting
05	• Consecutive interpreting (features and settings)
06	• Preparing for consecutive interpreting (note-taking)
07	• Practising consecutive interpreting
08	• Bilateral interpreting (features and settings)
09	• Preparing for bilateral interpreting

10	• Practising bilateral interpreting
11	• Sight translation (features and settings)
12	• Practising sight translation
13	• Ethical issues in interpreting
14	• Public service interpreting
15	• Remote interpreting

4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE.-ACTIVIDADES FORMATIVAS / METHODOLOGY AND CLASS ACTIVITIES

4.1. DISTRIBUCIÓN DE CRÉDITOS (especificar en horas) / STUDENT WORKLOAD

Class contact hours:	48 hours (whole group sessions) plus 16 hours (workshops)
Students' autonomous hours:	152 hours (independent work and preparation of sessions)
Total hours	200

4.2. ESTRATEGIAS METODOLÓGICAS, MATERIALES Y RECURSOS DIDÁCTICOS / LEARNING ACTIVITIES, MATERIALS AND RESOURCES

Theory lessons about main theoretical concepts and standard procedures	Presentation of contents using materials from textbooks, manuals, reference works and specialized webpages.
Lessons combining theory and practice about resources research and application	• Resources presentation and practice by means of ICTs.
Individual assignments to be developed in class	Analysis and interpreting of texts.
Individual assignments to be developed outside class hours	Elaboration of assignments and tasks outside class hours to be later studied and assessed in class.
Group assignments to be developed inside and outside class hours	Analysis of interpreting assignments in groups.
Online activities	Elaboration of assignments and tasks outside class hours to be later studied and assessed in class.

5. EVALUACIÓN: Procedimientos, criterios de evaluación y de calificación / ASSESSMENT: Assessment and grading criteria and procedures

Procedimientos de calificación/Grading procedures:

All students will be graded following a process of continuous assessment. Different aspects of the course will be evaluated separately throughout the semester in order to obtain an overall continuous and formative final mark for the course mark. This means that all the students will have to participate actively and effectively in class, in both individual and group activities. A minimum of 80% attendance is compulsory.

Exceptionally, those students who have been recognized as eligible for final evaluation in accordance with the terms in article 10 of the "NORMATIVA REGULADORA DE LOS PROCESOS DE EVALUACIÓN DE LOS APRENDIZAJES" (passed on 24-03-2011) may sit for a final exam which will include questions on all the topics covered in the class and interpreting activities.

Those students who do not pass either continuous assessment or final evaluation will have the right to be assessed again in June by a similar extraordinary evaluation, which may include both exams and other activities.

Plagiarism will not be tolerated. Those students who commit plagiarism in any of the activities will receive a FAIL mark in the corresponding activity.

The set of standard and formal criteria devised by the Department of Filología Moderna will be taken into account in the assessment in order to obtain a passing mark.

Evaluation is based on students' continuous work. Global evaluation is developed into the following criteria:
- Students' participation in theoretical and practical lessons
	Participation implies attendance as well as participation in discussions about theoretical issues and practical tasks and assignments to be completed in class.
- Participation in online activities
	Participation implies regular visits to the virtual platform, continuous checking of uploaded materials, virtual tasks and assignments completion and participation in fori.
- Individual assignments completion
	Assignments to be completed inside or outside the classroom and handed in on a given date.
- Group assignment completion
	Students will have to carry group assignments inside or outside the classroom.

Criterios de evaluación/Assessment criteria

Students should demonstrate they have acquired the main concepts and competences related to this module. Thus, by the end of the course, students are expected to be able to:

- Demonstrate knowledge and understanding of the main concepts relating to Interpreting

- Analyse different types of speech, identify core and secondary ideas, anticipate potential problems regarding the transfer of meaning and apply efficient reformulation strategies

- Produce correct speeches appropriate for the communicative situation and fit for the register required

- Demonstrate that they have developed the basic skills underlying the most common modes of interpreting (simultaneous, consecutive and bilateral interpreting and sight translation)Understand the main principles underlying interpreters' professional ethics

Criterios de calificación/Grading criteria

Taking all this into consideration, students will be graded as follows:

SOBRESALIENTE (A):
- Student fully understands the most relevant concepts in interpreting.
- Student has no significant error of decoding the source language and encoding the target language
- Student can interpret oral texts efficiently and appropriately
- Student shows the ability to critically evaluate interpretations in an informed way, demonstrating independent ideas and opinions too
- Student has an excellent use of both working languages (English and Spanish) in a variety of registers and settings, with no major inaccuracies in grammar, syntax and pronunciation

NOTABLE (B)
- Student understands basic concepts in interpreting
- Student has only minor errors of decoding the source language and encoding the target language
- Student can interpret oral texts efficiently with few linguistic or semantic errors
- Student shows the ability to critically evaluate interpretations in an informed way
- Student has a good use of both working languages (English and Spanish) in a variety of registers and settings, with few inaccuracies related to grammar, syntax and pronunciation

APROBADO (C- Pass)
- Student understands only the most basic concepts and strategies in interpreting
- Student has encoding / decoding problems (choice of vocabulary, idioms, and register; faux senses and omissions) but still transfers the core meaning of the source text in the target language
- Student can interpret oral texts in a very basic and general manner
- Student shows the ability to critically evaluate interpretations but in a very general way

- Student has a sufficient use of both working languages (English and Spanish) in a variety of registers and settings, with various inaccuracies related to grammar, syntax and pronunciation

SUSPENSO (F- Fail)
- Student does not understand basic interpreting concepts and strategies
- Student has severe decoding/encoding problems and shows persistent serious errors in the transfer of meaning
- Student cannot perform an acceptable interpretation
- Student is not able to critically evaluate interpretations, with no reference to criteria or sources
- Student has a poor use in any of the working languages (English and Spanish) in a variety of registers and settings, with major inaccuracies related to grammar, syntax and pronunciation

6. BIBLIOGRAFÍA / REEFERENCES

Basic bibliography

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GILE, D. (2009). *Basic Concepts and Models for Interpreter and Translator Training.* Amsterdam/Philadelphia: John Benjamins.

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VALERO GARCÉS, C. (2014) *Communicating across Cultures: A Coursebook on Interpreting and Translating in Public Services and Institutions.* Lanhan, Maryland: University Press of America.