PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Law Institute

educational division (faculty/institute/academy) as higher education programme developer

INTERNSHIP SYLLABUS

Translation / Interpreting Internship
internship title

Advanced field internship
internship type

Recommended by the Didactic Council for the Education Field of:

45.04.02 Linguistics
field of studies / speciality code and title

The student's internship is implemented within the professional education programme of higher education:

Translator and interpreter for public services and institutions
higher education programme profile/specialisation title

1. INTERNSHIP GOAL(s)

The goal of the Internship is to form basic skills in the field of translation and interpreting in the fields of public service provision.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The internship implementation is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire during the internship

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-4	Can generate and understand speech in the foreign language under study in oral and written forms in relation to the official neutral and informal registers of communication.	GPC-4.1 Knows the specifics of the speech functional styles and genres in Russian and foreign languages under study GPC-4. 2 Masters comprehensive cognitive - discursive tools to produce and perceive texts of various functional styles and genres in the foreign language under study as well as to edit and proofread the above texts
GPC -5	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	GPC-5.1 Knows the conventions of foreign community communication in diverse situational contexts GPC-5.2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers
GPC-7	Can work with the major search engines, expert systems and other knowledge systems as well as systems of verbal information processing	GPC-7. 1 Knows major search engines, expert systems for knowledge representation and verbal information processing. GPC-7. 2 Masters comprehensive digital tools for knowledge representation and verbal information processing.
GPC-8	Can use digital technologies and methods in professional activities to study and model objects of professional activities, data	GPC-8. 1 Knows digital technologies relevant for the translator and interpreter's professional activities GPC-8.2 Masters comprehensive digital tools to explore and model objects of professional activities, data analysis, information presentation, etc. within translator and interpreter's professional activities

Competence code	Competence descriptor	Competence formation indicators (within this course)
	analysis, information presentation, etc.	
PC-2	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the legal field	PC-2.1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the legal field. PC-2.2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the legal field.
PC-3	Can conduct expert and analytical activities, linguistic and cultural media4tion, and translation in the administrative field	PC-3.1.Indicator 1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the administrative field PC-3.2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the administrative field
PC-4	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the business field	PC-4.1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the business field PC-4.2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the business field
PC-5	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the healthcare field	PC-5.1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the healthcare field PC-5. 2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the healthcare field

3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

The internship refers to the core component of B2 block of the higher educational programme curriculum.

Within the higher education programme students also master other disciplines (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the internship.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Compet ence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
GC-4	Can apply modern communication techniques using the official language of the Russian Federation and foreign language(s) in academic and professional interaction	Quantitative Linguistics and IT (in English)	-
GC-5.	GC -5 Can analyze and consider cultural diversity during cross cultural interaction.	Cross cultural communication in various domains (in English)	-
GPC-1	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt	Techniques and Resources for TIPSI Interlinguistic Communication (in English)	

4. INTERNSHIP WORKLOAD
The total workload of the internship is 3 credits (108 academic hours).

5. INTERNSHIP CONTENTS
Table 5.1. Internship contents

Modules	Contents (topics, types of practical activities)	Workload, academic hours
Module 1. Introductory	1.1. Familiarization with the regulatory framework of the university in terms of teaching disciplines in foreign languages within the framework of various educational programmes. 1.2. Familiarization with the internship programme, labor safety requirement, documentary support and reporting on the internship	3
Module 2. Analytical	2.1 Preparing an implementation plan for a translation project 2.2. Determining resources to complete the project 2.3. Defining project activities	50
Module 3. Translation project implementation	3.1. Pre-translational text analysis Definition of translation strategies and tactics. 3.2. Implementation of the project. 3.3. Editing and proofreading the completed translation	28
Writing an internship report		18
Preparing for defence and defending the internship report		9
Total:		**108**

* The contents of internship through modules and types of practical activities shall be <u>FULLY</u> reflected in the student's internship report.

6. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	Computer, screen, projector, Internet access
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	Computer, screen, projector, Internet access

7. INTERNSHIP LOCATION AND TIMELINE

The internship can be carried out at the structural divisions of RUDN University (at Moscow-based organisations, as well as those located outside Moscow.

The internship at an external organisation (outside RUDN University) is legally arranged on the grounds of an appropriate agreement, which specifies the terms, place and conditions for an internship implementation at the organisation.

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education programme. However, the period of the internship can be rescheduled upon the agreement with the Department of Educational Policy and the Department for the Organization of Internship and Employment of RUDN students.

8. RESOURCES RECOMMENDED FOR INTERNSHIP

Main readings:
Lutskovskaia, L., Atabekova, A., Zvereva, E., Kalashnikova, E., Gorbatenko, O. (2019).A pilot study of
language and culture mediation in medical interpreting at border crossing points in Moscow, Russia.
Heliyon, 5(2),e01208
Atabekova, A. A., Gorbatenko, R. G., Shoustikova, T. V., & Valero-Garcés, C. (2018). Cross-cultural mediation with refugees in emergency settings: ICT use by language service providers. Journal of Social Studies Education Research, 9(3), 351-369.
Valero-Garcés, C., & Cayron, S. (2022). The impact of the COVID-19 pandemic on Public Service Interpreting and Translation (PSIT) and its future developments. FITISPos International Journal, 1(9).
Vitalaru, B. (2022). Public service interpreting and translation: employability, skills, and perspectives on the labour market in Spain. The Interpreter and Translator Trainer, 16(2), 247-269.

Additional readings:
Gutiérrez, R. L. (2021). Remote (telephone) interpreting in healthcare settings. In The Routledge handbook of translation and health (pp. 216-231). Routledge.
Wallace, M., & Monzo, N. E. (2019). Legal translation and interpreting in public services: defining key issues, re-examining policies, and locating the public in public service interpreting and translation. Revista de Llengua i Dret, Journal of Language and Law, 71, 1-12.
Shindo, R. (2021). Translators as mediators of citizenship: rethinking community in relational translation. Citizenship Studies, 25(6), 843-859.

Internet sources
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"

 2.*Databases and search engines:*
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/

- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

The training toolkit and guidelines for a student to do an internship, keep an internship diary and write an internship report*:

1. Safety regulations to do the internship (safety awareness briefing).
2. Machinery and principles of operation of technological production equipment used by students during their internship; process flow charts, regulations, etc. (if necessary).
3. Guidelines for keeping an internship diary and writing an internship report.

*The training toolkit and guidelines for the internship are placed on the internship page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL AS INTERNSHIP RESULTS

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the internship results are specified in the Appendix to the internship syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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HEAD OF EDUCATIONAL DEPARTMENT:

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**HEAD OF
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