**Federal State Autonomous Educational Institutionof Higher Education**
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**
**RUDN University**

**Law Institute, Foreign Languages Department**

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

# COURSE SYLLABUS

Translator's Professional Ethics(in English)

course title

## Recommended by the Didactic Council for the Education Field of:

45.04.02. Linguistics

field of studies / speciality code and title

## The course instruction is implemented within the professional educationprogramme of higher education:

Legal translation and Interpreting

higher education programme profile/specialisation title

## 1. COURSE GOAL(s)

The goal of the course *Translator's Professional Ethics* is to train a qualified specialist capable of solving professional tasks in the field of professional ethics through the formation and development of professional competencies among students that allow them to ensure social mobility, demand and competitiveness in the labour market.

The course acquaints students with the translator's ethics essence, background principles and procedures to meet the relevant requirements in the field under study in general and with regard to interpreting in police and court settings.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline *Translator's Professional Ethics* expects students to acquire the following competences

*Table 2.1. List of competencesthat students acquire through the coursestudy*

| Competence code | Competence descriptor | Competence formation indicators (within this course) |
|---|---|---|
| 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 | Indicator 1 Knows the conventions of foreign community communication in diverse situational contexts |
| | | Indicator 2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers |

## 3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course *Translator's Professional Ethics* refers to the core/variable/<u>elective</u> component of (B1) block of the higher educational programme curriculum.

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

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

| Competence code | Competence descriptor | Previous courses/modules* | Subsequent courses/modules* |
|---|---|---|---|
| GPC-5 | Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech | | 1.Cross Cultural Communication and Mediation (in English) 2. Editing and Proofreading (in English); 3. Legal Documents Translation (1st language |

| Competence code | Competence descriptor | Previous courses/modules* | Subsequent courses/modules* |
|---|---|---|---|
| | communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers. | | 3. Consecutive Interpreting Course (English-Russian); 4. Conference Interpreting Course; 5. Translation and International Law; 6.Translation and Civil Law; 7.Translation and Criminal Law; 8. Elective modules 1,3, 4-7; 9. Pre-Thesis Translation (Interpreting Internship) |

\* To be filled in according to the competence matrix of the higher education programme.

## 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES
*Possible wording*

1)The total workload of the course *Translation in Healthcare Settings (English-Russian)* is 6 credits (266 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training)***\*

| Type of academic activities | Totalacademic hours | Semesters/training modules | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| *Contact academic hours* | 18 | 18 | | | |
| | | | | | |
| Seminars (workshops/tutorials) (S) | 18 | 18 | | | |
| *Self-studies* | 81 | 81 | | | |
| *Evaluation and assessment (exam/passing/failing grade)* | 9 | 9 | | | |
| **Course workload** — academic hours_ | **108** | **108** | | | |
| — credits | **3** | **3** | | | |

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activitiestypes*

| Course module title | Course module contents (topics) | Academic activitiestypes |
|---|---|---|
| Ethics as a professional concern | Topic 1.1. Topical Vocabulary Discussion | S |
| | Topic 1.2. Professional engagement with ethics | S |
| | Topic 1.3. Levels of Translation Ethics | S |
| Translator's Ethics: General Principles | Topic 2.1. Interpreter's code of ethics | S |
| | Topic 2.2. Ethical principles, accountability of the profession | S |

| Course module title | Course module contents (topics) | Academic activitiestypes |
|---|---|---|
| Ethics and linguistic neutrality | Topic 3.1. Translation and improvement: changes in the target text | S |
| Interpreter's role and possible ethical dilemmas | Topic 4.1. Interpreter's role in healthcare setting | S |
| | Topic 4.2. Interpreter's role in court setting | S |

\* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

# 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

| Type of academic activities | Classroom equipment | Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary) |
|---|---|---|
| Lecture | Alecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations. | |
| Lab work | A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery. | |
| Seminar | A classroom for conducting seminars, group and individual consultations, current andmid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations. | A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi, specialized software: Trados |
| Computer Lab | A classroom for conducting classes, group and individual consultations, current andmid-term assessment, equipped with personal computers (in the amount of _____pcs), a board (screen) and technical means of multimedia presentations. | |
| Self-studies | Aclassroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment. | A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi |

\* The premises for students' self-studies are subject to**MANDATORY**mention

# 7. RESOURCES RECOMMENDED FOR COURSE STUDY

*Main readings:*

1. Phelan, M., Rudvin, M., Skaaden, H., & Kermit, P. (2019). Ethics in public service interpreting. Routledge.

2.Tryuk, M. (2015). *On ethics and interpreters*. Frankfurt am Main: Peter Lang. (republished).

3. Mikkelson, H. (2016). *Introduction to court interpreting*. Routledge.

*Additional readings:*

1.Drugan, J., & Tipton, R. (2017). Translation, ethics and social responsibility.

2. Drugan, J. (2017). Ethics and social responsibility in practice: interpreters and translators engaging with and beyond the professions. The Translator, 23(2), 126-142.

3.Greenall, A. K. (2018). The discursive (re-) construction of translational ethics. Perspectives, 1-16.

*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"

-Interpreters code of ethics

 https://www.mcislanguages.com/interpretation/interpreters-code-of-ethics/

- A Brief Guide to Ethics for Interpreters and Translators

 https://www.ulatus.com/translation-blog/a-brief-guide-to-ethics-for-interpreters-and-translators/

- Interpreter Rules of Conduct | Judicial Administration

https://www.pacourts.us/judicial-administration/court-programs/interpreter-program/interpreter-rules-of-conduct

 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/

*Training toolkit for self- studies to master the course *:*

* The training toolkit for self- studies to master the course  isplaced   on the course page in the university telecommunication training and information system under the set procedure.

**8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVELUPON COURSECOMPLETION**

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completionare specified in the Appendix to the course 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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|---|---|---|
| position, department | signature | name and surname |
| | | |
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| **Head of Foreign Languages Department** | | **A.A. Atabekova** |
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