Federal State Autonomous Educational Institution of Higher Education

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA

RUDN UNIVERSITY

Law Institute, Foreign Languages Department

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

COURSE SYLLABUS

International Projects on Legal Translation and Court Interpreting

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Recommended by the Didactic Council for the Education Field of

45.04.02 Linguistics

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field of studies / speciality code and title

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

Legal Translation and Interpreting

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higher education programme profile/specialisation title

2025

1 COURSE GOALS

The key objective of the course is to familiarize the students with the recent projects on translation and interpreting in the international practice. The knowledge gained is of great practical value as it can contribute to training and professional development as well as materials and methodology in translating and interpreting.

2 Competence requirements on the course completion

The course contributes to the following general professional competences (GPC) as required by the Russian Higher Education Standard for Training in Linguistics and Translation.

Table 2.1   List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
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	Indicator 1 Knows the system of the foreign language under study, principles, patterns, and tendencies of its functioning in various communicative contexts, taking into account the values and ideas of the communities of the countries whose languages are learnt
		Indicator 2 Masters comprehensive tools to apply linguistic and extralinguistic knowledge in various communicative contexts, taking into account values and perceptions of the communities of the countries whose languages are learnt
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 speaker
GPC-6	Masters modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract)	Indicator 1 Knows the standards and format of the research documentation (dissertation, report, review, abstract)
		Indicator 2 Masters comprehensive tools to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract)
GPC-8	Can use digital technologies and methods in professional activities to study and model	Indicator 1 Knows digital technologies relevant for the translator and interpreter's professional activities

Competence code	Competence descriptor	Competence formation indicators (within this course)
	objects of professional activities, data analysis, information presentation, etc.	Indicator 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

On completion of the Course the student
- knows the specifics of video-mediated interpreting,
- knows the EU Directive on the right to interpretation and translation in criminal proceedings,
- knows the system of EU Testing and Certification of translators and interpreters,
- knows the specifics of interpreting in the civil justice domain.

3 COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to elective component of (B1) block of the higher educational programme curriculum. It is taught in English and is designed for those who would like to dip deeper into the profession and gain practical recommendations and materials relevant for legal translators/interpreters in the European Union.

The startup level of IT and communicative skills to master the course

To master the course the students need to demonstrate knowledge and skills in the following:
- B2/C1 level of English
- computer skills in text processing
- abilities to work with electronic documents and search engines
- basic skills of translating/interpreting.

The course takes over and provides grounds to master further modules and/or internships that contribute to the achievement of the expected learning outcomes as the 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

Competence code	Competence descriptor	Previous courses/modules	Subsequent courses/modules
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	Cross cultural communication in various domains	Research Work
GPC-5	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a	Legal Documents Translation	Court Interpreting

	foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	Editing & Proofreading	Multilingualism and Lawmaking: EU practice
GPC-6	Masters modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract)	Cross Cultural Communication in Various Domains Didactics of Specialised Translation Skills Training	Research Work
GPC-8	Can use digital technologies and methods in professional activities to study and model objects of professional activities, data analysis, information presentation, etc.	Translation and International Law Translation and Civil Law Translation and Criminal Law	Pre-Thesis Translation

4 COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload is 2 credits (72 academic hours).

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

Type of academic activities	Total academic hours	Semesters/training modules						
		1	2	3	4	5	6	7
Contact academic hours, including	*16*						*16*	
Lectures (LC)								
Seminars (workshops/tutorials) (S)	16						16	
Self-studies	*47*						47	
Evaluation and assessment (exam/passing/failing grade)	*9*						9	
Course workload	academic hours	**72**						**72**	
	credits	**2**						**2**	

5 COURSE CONTENTS

Table 5.1. Course contents and academic activities types

No.	Course module contents	Academic activities types
Module 1 Grotius project I (98\GRG/131)	Topic 1.1 Grotius Conference on Interdisciplinary Working Arrangements between the Legal Services and Legal Interpreters and Translators. Topic 2 Aequitas access to justice across language and culture in the EU.	Self-studies S Student's report on the topic. General discussion.
Module 2 Grotius project II (2001/GRP/015).	Equal Access to Justice across Language and Culture in the EU.	Self-studies S Student's report on the topic. General discussion.
Module 3 Agis II (JLS/2006/AGIS/052)	Questionnaire on the Provision of Legal Interpreting and Translation in the EU	Self-studies S Student's report on the topic. General discussion.
Module 4 AVIDICUS I (2008)	Video-mediated interpreting (VMI)	Self-studies S Student's report on the topic. General discussion.
Module 5	AVIDICUS 2 (2011-2013)	Self-studies S Student's report on the topic. General discussion.
Module 6	AVIDICUS 3 (2015-2018)	Self-studies S Student's report on the topic. General discussion.
Module 7 TRAFUT	Training for the Future. JUST/2010/JPEN/AG/1549 Directive 2010/65/EU on the right to interpretation and translation in criminal proceedings. 2011 TO 2012 Workshops in Ljubljana, Madrid, Helsinki, Antwerp (study materials)	Self-studies S Student's report on the topic. General discussion.
Module 8 ImPLI	Improving Police and Legal Interpreting. JUST/2010/JPEN/AG/1562 2011 to 2012 Final Report	Self-studies S Student's report on the topic. General discussion. Final Report – 114 pages

Module 9 Qualitas	Assessing LI Quality through Testing and Certification JUST/2011/JPEN/AG/2889 2011 to 2014	Self-studies S Student's report on the topic. General discussion.
Module 10 QUALETRA	Quality in Legal Translation JUST/2011/JPEN/AG/2975 2013 to 2014	Self-studies S Student's report on the topic. General discussion.
Module 11	Co-Minor-IN/QUEST JUST/2011/JPEN/AG/2961 2013 to 2014	Self-studies S Student's report on the topic. General discussion.
Module 12	Understanding Justice. Interpreting in the civil justice domain. JUST/2013/JCIV/AG/4000004684 2013 to 2015	Self-studies S Student's report on the topic. General discussion.

5.2 Seminars

Seminars are aimed at familiarizing the students with the EU materials on translation and interpreting in legal domain. They are of great value in terms of content, regulation, quality, specifics and training for those who would like to work in this sphere either in the international or national institutions.

The course suggests learning through projects. It involves students' reports on the topic under study and the following general discussion of the relevant issues.

Self-studies contribute to better understanding of theory and familiarizing with best practices of translation in the multilingual environment. The students are expected to study the materials thoroughly and prepare a report and presentation of the chosen topic. They are also expected to suggest a number of questions following the presentation to check understanding and discuss the scope of the information delivered.

The rest of the group are supposed to actively participate in the discussion demonstrating certain understanding of the relevant topic under study.

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 course study (if necessary)
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	System block IRBIS, monitor VIEW SONIC 19, multimedia projector VIEW SONIC PGD 5254, projector screen IPROJECTAL, internet access

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
	presentations.	
Self-studies	A classroom 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.	System block IRBIS, monitor VIEW SONIC 19, multimedia projector VIEW SONIC PGD 5254, screen IPROJECTAL, access to Internet

Classroom 326 designed for students' self-study.

7 RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1 Grotius project I (98\GRG/131).
Grotius Conference on Interdisciplinary Working Arrangements between the Legal Services and Legal Interpreters and Translators.
Aequitas access to justice across language and culture in the EU.
https://eulita.eu/wp/wp-content/uploads/files/Aequitas_Acces%20to%20Justice%20across%20Language%20and%20Culture%20in%20the%20EU.pdf
2 Grotius project II (2001/GRP/015).
Equal Access to Justice across Language and Culture in the EU.
https://eulita.eu/wp/wp-content/uploads/files/Aequalitas.pdf
3 Agis II (JLS/2006/AGIS/052): Questionnaire on the Provision of Legal Interpreting and Translation in the EU.
https://eulita.eu/wp/wp-content/uploads/files/Status%20Quaestionis%20Def.pdf
4 AVIDICUS I (2008) Video-mediated interpreting (VMI)
http://wp.videoconference-interpreting.net/?page_id=13
Braun, S. (2007). Interpreting in small-group bilingual videoconferences: Challenges and adaptation processes. *Interpreting* 9 (1), 21-46.
Braun, S. (2006). Multimedia communication technologies and their impact on interpreting. In M. Carroll, H. Gerzymisch-Arbogast & S. Nauert (Eds), *Audiovisual Translation Scenarios. Proceedings of the Marie Curie Euroconferences MuTra: Audiovisual Translation Scenarios Copenhagen, 1-5 May 2006.*
Braun, S. (2004). *Kommunikation unter widrigen Umständen? Fallstudien zu einsprachigen und gedolmetschten Videokonferenzen.* Tübingen: Gunter Narr.
5 AVIDICUS 2 (2011-2013)
http://wp.videoconference-interpreting.net/?page_id=16
Braun, S. (2014). Comparing traditional and remote interpreting in police settings: quality and impact factors. In Viezzi, M, & Falbo, C (Eds.), *Traduzione e interpretazione per la società e le istituzioni* (pp. 161-176). Trieste: Edizioni Università di Trieste.
Braun, S., Sandrelli, A. & Townsley, B. (2014). Technological support for testing. In C. Giambruno (Ed.), *Assessing legal interpreter quality through testing and certification: the QUALITAS project* (pp. 109-139). Alicante: Publicaciones de Alicante.

Braun S. (2013) Keep your distance? Remote interpreting in legal proceedings: A critical assessment of a growing practice. *Interpreting* 15 (2), 200-228.

Licoppe, C. & Verdier, M. (2013). Interpreting, video communication and the sequential reshaping of institutional talk in the bilingual and distributed courtroom. *Int. J. Speech Lang. Law* 20, 247–276.

Balogh, K. & Hertog, E. (2012). AVIDICUS comparative studies – part II: Traditional, videoconference and remote interpreting in police interviews. In Braun, S. & J. Taylor (Eds), 119-136.

Braun, S. (2012). Recommendations for the use of video-mediated interpreting in criminal proceedings. In Braun, S. & J. Taylor (Eds), 301-328.

Braun, S. & J. Taylor (Eds.) (2012a). *Videoconference and remote interpreting in criminal proceedings.* Antwerp: Intersentia.

Braun, S. & Taylor, J. (2012b). Video-mediated interpreting: an overview of current practice and research. In Braun, S & J Taylor (Eds), 33-68.

Braun, S. & Taylor, J. (2012c).Video-mediated interpreting in criminal proceedings: two European surveys. In Braun, S & J Taylor (Eds), 69-98.

Braun, S. & Taylor, J. (2012d). AVIDICUS comparative studies – part I: Traditional interpreting and remote interpreting in police interviews. In Braun, S & J Taylor (Eds), 99-118.

Braun, S., Taylor, J., Miler-Cassino, J., Rybinska, Z., Balogh, K., Hertog, E., Vanden Bosch, Y., Rombouts, D. (2012). Training in video-mediated interpreting in criminal proceedings: modules for interpreting students, legal interpreters and legal practitioners. In S Braun & J Taylor (Eds), 137-159.

Corsellis, A. (2012). AVIDICUS: Conclusions and implications. In Braun, S. & J. Taylor (Eds), 255-264.

Miler-Cassino, J. & Rybinska, Z. (2012). AVIDICUS comparative studies – part III: Traditional interpreting and videoconference interpreting in prosecution interviews. In Braun, S. & J. Taylor (Eds), 117-136.

Rombouts, D. (2012).The police interview using videoconferencing with a legal interpreter: a critical view from the perspective of interview techniques. Braun, S. & J. Taylor (Eds), 159-166.

Van den Hoogen, R. & Van Rotterdam, P. (2012). True-to-life requirements for using videoconferencing in legal proceedings. In Braun, S. & J. Taylor (Eds), 215-226.

Van der Vlis, E. (2012). Videoconferencing in criminal proceedings. In S Braun & J Taylor (Eds), 13-32.

6 AVIDICUS 3 (2015-2018)

http://www.videoconference-interpreting.net/?page_id=154

Balogh, K., Salaets, H. (2017). Videoconferencing in legal context: a comparative study of simulated and real-life settings. In J. Napier, S. Braun & R. Skinner (Eds.), in preparation.

Braun, S., Davitti, E., Dicerto, S. (2017). Video-mediated interpreting in legal settings: Assessing the implementation. In J. Napier, S. Braun & R. Skinner (Eds.), in preparation.

Licoppe, C. & Veyrier, C.A. (2017). Managing remote documents and participants in the courtroom during video-mediated hearings. In J. Napier, S. Braun & R. Skinner (Eds.), in preparation.

Napier, J., Braun, S., Skinner, R. (Eds) 2017). *Here or there: Research on remote interpreting*. Washington: Gallaudet Press, in preparation.

Braun, S. (2017). What a micro-analytical investigation of additions and expansions in remote interpreting can tell us about interpreter's participation in a shared virtual

space. *Journal of Pragmatics* 107, 165-177 (Special Issue "Participation in Interpreter-Mediated Interaction", guest-edited by M. Biagini, E. Davitti, A. Sandrelli).

Braun, S. (2016). Videoconferencing as a tool for bilingual mediation. In B. Townsley (Ed.), Understanding Justice: An enquiry into interpreting in civil justice and mediation. London: Middlesex University.

Braun, S. & Balogh, K. (2016). Bilingual videoconferencing in legal proceedings: Findings from the AVIDICUS projects. Proceedings of the Conference on Electronic protocol – an opportunity for a transparent and fast process, Warsaw May 2015. Warsaw: Ministry of Justice of Poland.

Braun, S. (2016). The European AVIDICUS projects: Collaborating to assess the viability of video-mediated interpreting in legal proceedings. *European Journal of Applied Linguistics*, 1-7.

Braun, S. (2015). Remote Interpreting. In Mikkelson, H, & Jourdenais, R (Eds.), *Routledge Handbook of Interpreting* (pp. 352-367). New York: Routledge.

Braun, S. (2015). Videoconference Interpreting. In Pöchhacker, F, Grbic, N, Mead, P, & Setton, R (Eds.), *Routledge Encyclopedia of Interpreting Studies*. New York: Routledge.

Braun, S. (2015). Remote Interpreting. In Pöchhacker, F, Grbic, N, Mead, P, & Setton, R (Eds.), *Routledge Encyclopedia of Interpreting Studies*. New York: Routledge.

Licoppe, C. & Verdier, M. (2015). L'interprétariat par visioconférence au sein des chambres de l'instruction en France: une étude conversationnelle de l'activité d'interprétariat dans un dispositif interactionnel médiatisé. *Langage et société* 153(3), 109–131.

7 TRAFUT: Training for the Future.
JUST/2010/JPEN/AG/1549
Directive 2010/65/EU on the right to interpretation and translation in criminal proceedings
http://eulita.eu/wp/wp-content/uploads/files/directive_en.pdf
https://eulita.eu/wp/wp-content/uploads/files/TRAFUT%20-%20final%20report.pdf
Final report
2011 TO 2012 Workshops in Ljubljana, Madrid, Helsinki, Antwerp (study materials)
8 ImPLI: Improving Police and Legal Interpreting.
http://eulita.eu/wp/impli-improving-police-and-legal-interpreting/
JUST/2010/JPEN/AG/1562
2011 to 2012
Final Report
9 Qualitas: Assessing LI Quality through Testing and Certification
JUST/2011/JPEN/AG/2889
2011 to 2014
10 QUALETRA: Quality in Legal Translation
JUST/2011/JPEN/AG/2975
2013 to 2014
http://eulita.eu/wp/qualetra-0/ documents, training materials, curriculums
11 Co-Minor-IN/QUEST
JUST/2011/JPEN/AG/2961
2013 to 2014
https://www.arts.kuleuven.be/english/rg_interpreting_studies/research-projects/co_minor_in_quest/final-conference-presentations-of-the-speakers   final conference presentations

https://www.arts.kuleuven.be/tolkwetenschap/projecten/co_minor_in_quest/children-and-justice-1 final report
12 Understanding Justice. Interpreting in the civil justice domain. JUST/2013/JCIV/AG/4000004684

Databases and search engines:

Yandex search engine https:// www .yandex.ru/
Google search engine https://www.google.ru/
Scopus abstract database http://www.elsevierscience.ru/products/scopus/

8 ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are 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).

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