

**Universidad de Puerto Rico
Departamento of Traducción**

**INTRODUCTION TO COMMUNITY INTERPRETING
(SPAN-ENG)**

| PROFESSOR INFORMATION | COURSE INFORMATION |
|--|---|
| Dra. Jeanette Zaragoza De León Office: Previous Appt Virtual Email: jeanette.zaragoza@gmail.com | TRAD 6010 (Online) THURS 5:30pm-8:20pm 3 Credits |
| OFFICE HOURS: Online by appointment | |

COURSE DESCRIPTION

This course introduces bilingual- Spanish students to the profession and its contexts of the community interpreter. This course offers students a general exposure to the professional requirements, standards, practices and ethical dilemmas of the community interpreter. Community interpreting encompasses a wide variety of interpreting that facilitates community services in educational, social, medical, and legal or court. This course focuses on the professional aspects, challenges and opportunities of the profession and strategies to tackle them, in preparation to becoming a community interpreter. The course also affords students an opportunity to understand and practice some of the most common interpreting modalities utilized in this profession: sight translation and consecutive. They will also be introduced to memory exercises and consecutive-skill building practice.

COURSE GOAL

Students will be able to describe the role, function and responsibilities of a Community Interpreter and the social settings. Additionally, Students will be able to interpret basic dialogues typical of community interpreting contexts.

COURSE OBJECTIVES

By the end of the semester students will:

- Describe and will use the three modalities applied to the community interpreting context
- Use her/his short, medium and long-range memory skills to the interpreting renditions
- Learn when to develop a glossary of terms according to the specific interpreting context
- Will be empowered to act on their behalf as well we to advocate for their "client"
- Practice and generate interpreting-studying skills.
- Apply the responsibilities inherent to the role of a community interpreter.
- Apply the tenets of the professional standards and code of ethics to interpreting challenges and responsibilities
- Develop self-studying and self-discipline strategies to improve and optimize their skills as a community interpreter

REQUIRED TEXTS

The Community Interpreter: and International Textbook, Marjory Bancroft et al. Cross Cultural Communications, Washington D.C.

Suggested Texts

The Community Interpreter: an international workbook of activities and roles plays. (for Medical,

Educational and Social Services Interpreters. Marjory Bancroft et al. Cross Cultural

GRADING

| Percentage | Grade |
|--------------|-------|
| 100 – 90 % | A |
| 89.99 – 80 % | B |
| 79.99 – 70 % | C |
| 69.99 – 64 % | D |
| < 63.99 % | F |

RUBRIC

| Rúbrica | | Por ciento |
|---------|-------------|------------|
| 8 | Excelente | 100 % |
| 7 | | 94.3 % |
| 6 | Bueno | 88.6 % |
| 5 | | 82.9 % |
| 4 | En progreso | 77.1 % |
| 3 | | 71.4 % |
| 2 | Inicio | 65.7 % |
| 1 | | 60 % |

GRADE DISTRIBUTION

| | |
|---|------|
| Assignments | 40 % |
| Oral Presentations | 20 % |
| Asistencia, Participación Activa y Colaboración | 20 % |
| Exams and Quizzes | 20 % |

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|-------|-------|
| Total | 100 % |
|-------|-------|

REQUIREMENTS**40% Assignments**

- The BULK of your grade depends on your TIMELY submission of assignments which may include: reflections, research, review of literature, group activities, audio recordings (when applicable), video projects, exercises, interviews, presentations, responses to answers, essays, etc.
- ONLY those submitted on the date and time will receive full credit. Late submissions will be reduced 50%, after a week late you will receive a "0."
- ALL assignments will be submitted via our ONLINE platform.
- Students are 100% responsible of making sure that the professor can download, listen and/or read the uploaded homework.
- If the professor is not able to read, download or listen to the required homework students will not receive any credit for the submission.
- Do NOT wait until the last minute to upload onto the ONLINE platform, as it may not allow you to troubleshoot or resolve challenges due to Internet, etc.
- If you are running into difficulties uploading homework onto ONLINE platform: immediately open a "ticket" in the ONLINE platform help desk. This will record the time of your request.
- ONLINE platform provide professors with a function to see when and how many times students

sign into the platform and submit or attempt to submit their homework.

20% Exams/Quizzes (for online classes these may be exchanged for final projects or in combination)

- Exams and/or quizzes will be based on the readings, activities, presentations and discussions, and skill building practices (if applicable to the course).
- Quizzes will be given, approximately, every 4 weeks.
- NO make up quizzes are offered.
- Some quizzes may be announced. Popped quizzes are a great possibility, even online.

20% Electronic presentation/Reports

- The themes for the presentations will be based on the readings and/or research on specific topics.
- Suggested length of presentations (original material—not copied from other sources, and well cited) 15 to 20 minutes with the use of visual aids, and must include critical questions that stimulate thinking.

20% Participation

- You are solely responsible for all classes/weeks missed and their content. It is advisable to find a peer student who you could contact if you are absent and who can share the content of what was missed. Remember, there are no make up quizzes/exams.
- ***Students are expected to have their cameras on while on class and to receive full credit for participation.***
- If you are going to be absent on the day that an assignment is due, that is not an excuse for not submitting your work on time (meaning, at the beginning of class).
- If you are having trouble uploading your work on the ONLINE platform, open a ticket immediately so that you may receive full credit.
- If you are sick, you must communicate via email. Save your emails and doctor's notes with dates so that at the end of the semester we can meet and I may give you credit when relevant.

Extra credit

- Extra credit activities are offered through the semester and/or at the end of the course. These will be due on specific times and dates for full credit.

NOTE: Any changes made to the policies (assignment due dates, etc.) are up to my discretion and will be dealt with individually. It is YOUR RESPONSIBILITY to familiarize yourself with the expectations of the course and that you take an active part in your own learning process. Also, be aware that this syllabus is subject to change when the need arises without further notification. The percentages may be changed at the discretion of the professor. New requirements may be added, but some assignments could be altered to ensure that everyone has an opportunity to understand the material as well as grade percentages.

Communication with professor: ALL communications must be via email or the online platform.

Course Policies

A. **Late work:** Due to the nature of this course, it is imperative that assignments be submitted in a timely manner, particularly when it comes to discussion forum posts, which involve your classmates' interaction. To this end, unless prior arrangements have been made or an extension has been requested, late assignments will immediately receive a 50% deduction when turned in after the deadline, and will receive a 0 (zero) if they are turned in more than one week after the

deadline. If you are having trouble uploading your work on ONLINE platform, open a ticket immediately so that you may receive full credit.

B. Participation and Engagement: Regular and timely participation is crucial to the successful attainment of the course objectives. In case you miss any deadlines due to illness (or family emergency), you must notify your instructor, via email as soon as possible. You are responsible for all work covered in class during any absence. Needless to say, absences will have a negative effect upon grades for class participation and engagement. **You have a 5min grace period in class before being considered late.** After being late twice, it will count as one absence. After two absences, you will lose 5% of the total of the grade. Individual preparation and presentation of assigned work, attendance at each class session and full participation in class are expected of all students. No make up quizzes and/or tests if you are absent on the day. Same applies for presentations. In order to receive full credit, you will need to have a camera and the camera must remain on at all times!

C. Class preparation: It is your responsibility to comment and respond prepared to chats and activities in class, in order to maximize your learning and everyone else's. To that end, you will be asked to prepare work ahead of class time throughout this course, and the expectation is that you make this a priority to ensure success in the course for the good of this educational community.

D. Academic Honesty Policy: *La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que "la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta". Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y a distancia deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.***

E. Reasonable Accommodations-- *Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.*

F. *Gender and Sex Discrimination Policy*—“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

E. **Electronic Etiquette Policy (for Online and face-to-face courses):** The use of cell phones and other electronic communication devices is not allowed in class unless expressly stated by the professor, or in emergency situations. Students are expected to have their cameras on while on class.

Exceptions to Class Rules, Restrictions or Requirements

Any student may request an exception to the class rules, restrictions or requirements. **Please set a time to meet with me during my office hours or send to me an email so that we can discuss your reasons.**

Note: Any aspect of this syllabus may be subject to change upon the discretion of the instructor at any point.

NOTES

- I will always include the specific date and time for when your initial posting is due, as well as the date and time for when you must comment on classmates' postings.
- Please, make sure that you have a good internet connection so that you do not miss any of the deadlines.
- While many submissions may be possible via a tablet-like computer, it is advisable to use a computer. Westfield campus offers various computer rooms from where you can submit your homework.
- I will post grades but not comments for the assignments unless it is immediately required.
- It is important that you understand that any exceptions that could be made to the policies (assignment due dates, etc.) are up to my discretion and will be dealt with individually. It is your responsibility to familiarize yourself with the expectations of the professor and that you take an active part in your own learning process. NO NEW requirements will be added, but some assignments could be altered to ensure that everyone has an opportunity to understand the material.

| | Community Interpreting by Week |
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| Week 1 | <p>Setting the stage for the course and the profession: reviewing and understanding the Syllabus for this course. Pgs. 1 to 30 Activities: Using “Audacity”?; testing MOODLE with Audacity; answer to questions posed orally via Audacity . Code of Ethics and Community Interpreting</p> <p>Presentations Instructions: Sign up.</p> |
| Week 2 | <p>Chapter 1 Introduction to Community Interpreting Pgs. 33 to 57. Sections 1.1 to 1.2 The Profession of Community Interpreting and Interpreter Credentials Presentations begin.</p> <p>“Introduction.” Tipton et al. 2014 <i>Dialogue Interpreting</i>. pp 2-7. “Introduction: What is interpreting? Interpreting as process.” Hale. 2007. pp. 3-9.</p> |
| Week 3 | <p>Chapter 1 Introduction to Community Interpreting Pgs. 58 to 87. Section 1.3 Ethics and Standards for Community Interpreters</p> <p>“Analysing the Interpreter’s Code of Ethics. Hale. 2007. pp. 101-116.</p> |
| Week 4 | <p>Chapter 1 Introduction to Community Interpreting Pgs. 89 to 114. Sections 1.4, 1.5, 1.6 Application of Ethical Principles, Ethical Principles in Action, Reflective Practice</p> <p>“Analysing the Interpreter’s Code of Ethics. Hale. 2007. pp. 117-136.</p> |
| Week 5 | <p>Chapter 2 Interpreting Protocols and Skills Pgs. 115 to 124. Up to sections 2.1 Stages of the Encounter</p> <p>“Understanding interpreter-mediated communication in healthcare.” Angelelli. 2019. pp 43-52.</p> |
| Week 6 | <p>Chapter 2 Interpreting Protocols and Skills Pgs. 125 to 135. Four Procolos for Community Interpreting Pgs. 136 to 153. Memory Skills and Message Transfer Skills Pgs. 154 to 190. Note-taking for Community Interpreting</p> <p>“Skills and competencies: productive skills.” Angelelli. 2019. pp 114-132.</p> |
| Week 7 | <p>Chapter 3 Strategic Mediation Pgs. 191 to 213. Up to Unconscious Bias</p> <p>Add reading: discrimination in the USA health setting, waiting for book to arrive.</p> |

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| <p>Week 8</p> | <p>Chapter 3 Strategic Mediation Pgs. 214 to 225 Deciding When to Intervene Pgs. 226 to 244 Scripts for Mediation and The Strategic Mediation Model Pgs. 245 to 270 Cultural Competence and Strategic Mediation and Culturally Responsive Mediation</p> <p>Exercises: to be announced.</p> |
| <p>Week 9</p> | <p>Chapter 3 Strategic Mediation Pgs. 245 to 270 Cultural Competence and Strategic Mediation and Culturally Responsive Mediation</p> <p>Chapter 4 Professional Identity Pgs. 271 to 289. Including Professional Identity and the Community Interpreter</p> <p>“The Role of the Interpreter in the Adversarial Courtroom.” Fenton, Sabine. 1997. <i>The Critical Link: Interpreters in the Community</i>. Silvana Carr et al. pp 29-34.</p> <p>“The Interpreter on Trial: Pragmatics in Court Interpreting.” Hale, Sandra. 1997. <i>The Critical Link: Interpreters in the Community</i>. Silvana Carr et al. pp 201-211.</p> |
| <p>Week 10</p> | <p>Chapter 4 Professional Identity Pgs. 290 to 319. Professional Practice and Legal Interpreting Pgs. 320 to 346 Emerging Specialization and Preparing Terminology</p> <p>Exercises: to be announced.</p> |
| <p>Week 11</p> | <p>Chapter 4 Professional Identity Pgs. 347 to 358 Remote Interpreting</p> <p>Exercises: to be announced.</p> |
| <p>Week 12</p> | <p>Chapter 5 The Role fo the Community Interpreter Pgs. 359 to 370 Including “Communicative Autonomy and the Role fo the Community Interpreter”</p> <p>Exercises: to be announced.</p> |
| <p>Week 13</p> | <p>Chapter 5 The Role fo the Community Interpreter Pgs. 370 to 393 Interpreting and Mediation, and Advocacy and the Community Interpreter</p> <p>Exercises: to be announced.</p> |
| <p>Week 14</p> | <p>Chapter 5 The Role fo the Community Interpreter Pgs. 394 to 414 Standards of Practice</p> <p>Exercises: to be announced.</p> |

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| Week 15 | <p>Chapter 5 The Role of the Medical Interpreter Pgs. 415 to 431 Self care and Personal Wellness Pgs. 432 to 443 Professional Development and Continuing Education</p> <p>Exercises: to be announced.</p> |
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Partial Bibliography

Angelelli, Claudia. (2004) *Re-visiting the Role of the Interpreter: A study of conference, court and medical interpreters in Canada, Mexico and the United States*. Amsterdam-Philadelphia: John Benjamins.

Angelelli, C. (2004). *Medical Interpreting and Cross-cultural Communication*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511486616

Bancroft, Marjory et al. *The Community Interpreter: and International Textbook*. Cross Cultural Communications, Washington D.C.

Bancroft, Marjory et al. *The Community Interpreter: an international workbook of activities and roles plays*. (for Medical, Educational and Social Services Interpreters. Cross Cultural Communications, Washington D.C.

Crezee, Ineke H.M. (2013) *Introduction to Healthcare for Interpreters and Translators*. Amsterdam: John Benjamins.

Carr, S. et al, eds. (1997) *The Critical Link: Interpreters in the Community*. Amsterdam-Philadelphia: John Benjamins.

de V. Souza, Izabel E.T. et al. (2019) *Handbook of Research on Medical Interpreting*. DOI: 10.4018/978-1-5225-9308-9. ISBN13: 9781522593089

Hale, Sandra Beatriz. (2007) *Community Interpreting*. Sydney: Macmillan.

Llewellyn-Jones, Robert G. Lee. (2014) *Redefining the Role of the Community Interpreter: The concept of role-space*. United Kingdom: SLI Press.

Roy, Cynthia. (2000) *Interpreting as Discourse*. Oxford: Oxford University Press.

Tipton, Rebecca and Olgierda Furmanek. (2016) *Dialogue Interpreting: A guide to Interpreting in Public Services and the Community*. Oxon: Routledge.

Diccionarios impresos

Bosque, Ignacio. (2005). *Redes. Diccionario combinatorio del español contemporáneo*. Madrid: SM.

Harrap's Spanish Dictionary: Esp/Ing, Eng/Span. (2003) London: Harrap.

Maldonado, C. (2015). *Clave: Diccionario de uso del español actual*. SM Diccionarios. Madrid: SM.

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Mikkelson, Holly. (1994) *The Interpreter's Rx: a training program for Spanish/English medical interpreting*. ACEBO

Moliner, María. (2013) *Diccionario de uso del español*. Madrid: Gredos.

Orellana, Marina. (1994) *Glosario Internacional para el Traductor*. Chile: Universitaria.

Real Academia Española. (2015.) *Diccionario panhispánico de dudas*. Madrid: RAE.
_____. (2014). *Diccionario de la lengua española*. Madrid: Espasa Calpe.

Slager, E. (1997). *Pequeño diccionario de construcciones preposicionales*. Madrid: Visor Libros.

Steiner, R. J. (2004). *Webster's New World International Spanish Dictionary: English-Spanish, Spanish-English*. Hoboken: Wiley.

Recursos en la red

Monolingües:

Centro Virtual Cervantes <http://cvc.cervantes.es>

Diccionario CLAVE <http://clave.smdiccionarios.com/>

Fundéu BBVA <http://www.fundeu.es/>

Merriam-Webster Online <http://m-w.com>

Online Collocation Dictionary <http://oxforddictionary.so8848.com/>

Oxford English Dictionary <http://oed.com>

Real Academia Española <http://www.rae.es>

Bilingües:

Lexicool.com <http://www.lexicool.com>

SpanishDict <http://www.spanishdict.com>

Wordreference.com <http://www.wordreference.com>