

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study ¹⁾	Master
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course	Modern Interpretation Techniques							
2.2 Course convenor	Prof. Dr. Mona Arhire							
2.3 Seminar/ laboratory/ project convenor	Prof. Dr. Mona Arhire							
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	DFC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					22
Additional documentation in libraries, specialized electronic platforms, and field research					22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					22
Tutorial					2
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	72				
3.8 Total number per semester	100				
3.9 Number of credits ⁵⁾	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• Knowledge of the English language to the extent that students can understand master's degree courses and reading reference literature in English

5. Conditions (if applicable)

5.1 for course development	• Video projector, computer
5.2 for seminar/ laboratory/ project development	• Interpretation equipment, internet

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.</p> <p>L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.</p> <p>L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.</p> <p>L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.</p> <p>L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.</p> <p>L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.</p> <p>L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.</p>

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> • Providing the theoretical grounds in the field of translation and interpreting in a professional context as a phenomenon of intercultural communication; presenting translation and interpreting strategies and norms; exposing modern research methods specific to translation and interpreting of specialized languages
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7.2 Specific objectives	<ul style="list-style-type: none"> • mastering communication techniques through translation and interpretation and research methods in the field of translation and interpreting in professional contexts • acquiring translation and interpreting skills in various specialized fields • developing superior intercultural communication skills through translation and interpreting • acquiring the ability to use the knowledge and skills acquired for research purposes, but also in various professional environments
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction: the translation-interpretation relationship;	Video projector, interactive lecture	2	
Stages of translation and interpretation: from reception to rendering of the message;		2	
Sight translation;		2	
Consecutive interpreting – specialist languages;		2	
Note-taking;		2	
Simultaneous interpreting – specialist languages;		2	
Research methods based on specialized corpora		2	
Bibliography			
<ul style="list-style-type: none">- Berman, Sandra & Wood, Michael, ed., 2005, Nation, Language, and the Ethics of Translation, Princeton and Oxford, USA, G.B- Dimitriu, Rodica & Freigang, Karl-Heinz, 2008, Translation Technology in Translation Classes, Institutul European, Iași.- Gill, Daniel, 2009, Basic Concepts and Models for Interpreter and Translator Training, John Benjamins, Amsterdam & New York- Hatim, Basil, 2001, Teaching and Researching Translation, Longman, UK- Hatim, Basil & Munday, Jeremy, 2006, Translation. An Advanced Resource Book, Routledge, U.K.- Iliescu-Gheorghiu, Cătălina, 2006, Introducere în interpretariat, Institutul European, Iași- Jeanrenaud, Magda, 2006, Universaliile traducerii, Polirom, Iași- Kurz, Ingrid, 2002, Conference Interpretation: Expectations of Different User Groups, in Franz Pöchhacker and Miriam Shlesinger (eds.), The Interpreting Studies Reader, Routledge, London & New York, pp.312-324- Laviosa, Sara, 2002, Corpus-based Translation Studies. Theory, Findings, Applications, Rodopi, Amsterdam & New York- Mason, I., 2001, Triadic Exchanges. Studies in Dialogue Interpreting, St. Jerome, Manchester- Nida, Eugene, 2004, Traducerea sensurilor, Institutul European, Iași- Olohan, M. (ed.), 2000, Intercultural Faultiness. Research Models in Translation Studies 1: Textual and Cognitive Aspects, St. Jerome, Manchester- Pym, Anthony, 2010, Exploring Translation Theories, Routledge, London & New York.- Ricoeur, Paul, 2005, Despre traducere, Polirom, Iași- Roberts, Roda P., 2002, Community Interpreting: A Profession in Search of Its Identity, in Eva Hung (ed.) Teaching Translation and Interpreting 4 Building Bridges, John Benjamins, Amsterdam/Philadelphia, pp.157-175- Schaeffner, C. (ed.), 2004, Translation Research and Interpreting Research, Multilingual Matters, Ltd., Clevedon, Buffalo, Toronto- Tymoczko, M., 2001, Connecting the two Definite Orders: Research Methods in Translation Studies, in T. Hermans (ed.), Cross-cultural Transgressions. Research Models in Translation Studies: Historical and Ideological Issues, St. Jerome, Manchester			

- Valero Garces, C. (ed.), 2005, <i>Translation as Mediation or How to Bridge Linguistic and Cultural Gaps</i> , Universidad de Alcala de Henares, Alcala de Henares - Venuti, Lawrence, ed., 2001, 2002, <i>The Translation Studies Reader</i> , Routledge, London & New York - Zanettin, F., 2000, <i>Swimming in Words: Corpora, Translation, and Language Learning</i> , in Aston, Guy (ed.), <i>Learning with Corpora</i> , Athelstan, Houston, TX, pp. 177-197. - Zanettin, F. 2012, <i>Translation-Driven Corpora: Corpus Resources for Descriptive and Applied Translation Studies</i> , St. Jerome, Manchester.			
8.2 Seminar/ laboratory/ project		Number of hours	Remarks
Bidirectional translation of specialized texts;	- Discussing translations done as homework and practising the interpreting modes	4	
Consecutive interpreting – specialized languages;		4	
Simultaneous interpreting – specialized languages;		4	
Introduction to the research of interpreted discourses	- Applying research methods based on corpora of transcribed interpreted discourse	2	
Bibliography - Iliescu-Gheorghiu, Cătălina, 2006, <i>Introducere în interpretariat</i> , Institutul European, Iași - Nolan, James, 2012, <i>Interpretation: Techniques and Exercises (Professional Interpreting in the Real World)</i> , Cromwell Press Ltd., G.B. - Roberts, Roda P., 2002, <i>Community Interpreting: A Profession in Search of Its Identity</i> , in Eva Hung (ed.) <i>Teaching Translation and Interpreting 4 Building Bridges</i> , John Benjamins, Amsterdam/Philadelphia, pp.157-175 - Schaeffner, C. (ed.), 2004, <i>Translation Research and Interpreting Research</i> , Multilingual Matters, Ltd., Clevedon, Buffalo, Toronto.			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

After completing this course, students will have acquired the communication skills necessary for integration into the labour market, in any field that involves intercultural communication through translation and interpretation into and from English.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Assessment of knowledge related to the course content	Oral exam	50%
10.5 Seminar/ laboratory/ project	Assessment of translation and interpretation skills for intercultural communication	Continuous assessment during the seminars	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> To pass the exam, students have to demonstrate the acquisition of the theoretical knowledge and skills necessary to translate and interpret messages from specialized fields, related to the professional contexts targeted in the course, into the English-Romanian language pair. 			

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

Assoc. Prof. Dr. Adrian Lăcătuș, Dean	Prof. Dr. Răzvan Săftoiu, Head of Department
Prof. Dr. Mona Arhire, Course holder	Prof. Dr. Mona Arhire, Holder of seminar/ laboratory/ project

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;
- 3) Course status (content) – for the Bachelor level, select one of the following options: **FC** (fundamental course) / **DC** (course in the study domain)/ **SC** (speciality course)/ **CC** (complementary course); for the Master level, select one of the following options: **PC** (proficiency course)/ **SC** (synthesis course)/ **AC** (advanced course);
- 4) Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).