

<b>Fiscal Unit/Academic Org</b>	Foreign Language Center - D0543
<b>Administering College/Academic Group</b>	Arts and Sciences
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	New Program/Plan
<b>Proposed Program/Plan Name</b>	Translation and Interpretation Certificate
<b>Type of Program/Plan</b>	Undergraduate certificate program
<b>Program/Plan Code Abbreviation</b>	TRNSINT
<b>Proposed Degree Title</b>	Translation and Interpretation Certificate

### Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				12	
Required credit hours offered by the unit	Minimum			6	
	Maximum			6	
Required credit hours offered outside of the unit	Minimum			6	
	Maximum			6	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

### Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Students will demonstrate theoretical knowledge related to the practice of translation and interpretation
  - Students will demonstrate understanding of the profession of translation and interpretation and apply professional ethics in the application of these skills
  - Students will gain supervised practical experience in the field of translation and interpretation under the guidance of highly qualified faculty members.

### Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

### Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

**Pre-Major**

Does this Program have a Pre-Major? No

**Attachments**

- Concurrences.pdf: Concurrence letters  
*(Support/Concurrence Letters. Owner: Jones,Tia M)*
- CLLC Proposal v5 Martinez.docx: Revised Proposal  
*(Program Proposal. Owner: Jones,Tia M)*
- TRNSINT-CRT Advising Sheet v2.docx: Revised Advising Sheet  
*(Semester Advising Sheet(s). Owner: Jones,Tia M)*
- TRNSINT-CRT Completion Sheet v2.docx: Revised Completion Sheet  
*(Other Supporting Documentation. Owner: Jones,Tia M)*
- Sieber email regarding CLLC 5102 vs Comp Studies 3302.pdf: Course Differentiation Explanation  
*(Other Supporting Documentation. Owner: Jones,Tia M)*

**Comments**

- See 4-1-19 feedback email *(by Vankeerbergen,Bernadette Chantal on 04/01/2019 12:42 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Jones,Tia M	02/27/2019 03:26 PM	Submitted for Approval
Approved	Jones,Tia M	02/28/2019 10:03 AM	Unit Approval
Approved	Heysel,Garett Robert	03/12/2019 10:21 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/01/2019 12:43 PM	ASCCAO Approval
Submitted	Jones, Tia M	04/09/2019 01:58 PM	Submitted for Approval
Approved	Jones, Tia M	04/09/2019 02:03 PM	Unit Approval
Approved	Heysel,Garett Robert	04/09/2019 04:36 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/09/2019 04:36 PM	ASCCAO Approval

**Center for Languages Literatures and Cultures  
Request for Program Proposal**

Type 1a Certificate in Translation and Interpretation

Dr. Glenn Martínez

Submitted: 10/01/2018

## Curriculum

**Description:** *The Type 1a Certificate in Translation and Interpretation consists of a minimum of 12 credit hours. The certificate is designed to enhance the skills of undergraduate majors and minors in the language departments at OSU. Students in the certificate program will earn an additional credential that will add high-demand skills in translation and interpretation to their outstanding formation in languages, literatures and cultures. The CLLC Working Group on Translation and Interpretation hopes to roll out a parallel Type 3 (graduate) certificate in the next two years and an additional Type 4 (workforce development) certificate in the next three years.*

*We hope to roll out the certificate program no later than Spring 2020. We anticipate a minimum enrollment of 7 students during the first semester of the program and an additional 10 students during the first year. Our goal is to award 40 certificates between Spring 2020 and Summer 2024.*

### **Program Goals and Objectives:**

1. Students will demonstrate theoretical knowledge related to the practice of translation and interpretation.
2. Students will demonstrate understanding of the profession of translation and interpretation and apply professional ethics in the application of these skills
3. Students will gain supervised practical experience in the field of translation and interpretation under the guidance of highly qualified faculty members.

### **List of courses that are already in existence that will be utilized as requirements or electives:**

1. Chinese 5490 – Chinese Translation Workshop
2. Italian 4331 – Italian Translating
3. French 5100 – From French to English and From English to French
4. French 5103 – French Translation and Interpretation
5. German 3603 – Translation I
6. German 4603 – Translation II
7. Arabic 5403 – Translation: Theory and Practice
8. Russian 5630 – Translation: Theory, Practice and the Profession
9. Portuguese 4510 – Portuguese Translation
10. Spanish 4610 – Contrastive Structures of Spanish and English
11. Spanish 4689S – Translation and Interpretation in the Latino Community
12. Japanese 5194 – Introduction to Professional Japanese Translation
13. Comparative Studies 3302 – Translating Literatures and Cultures
14. Linguistics 3401 – Words and Meanings
15. Linguistics 3603 – Languages across cultures

### **List of any courses that will need to be developed for this program:**

1. CLLC 5100: Introduction to Community Interpreting (3 credit hours)
2. CLLC 5101: Introduction to Professional Translation (3 credit hours)
3. CLLC 5102: Introduction to Literary Translation (3 credit hours)
4. CLLC 5103: Translation and Interpretation Practicum (3 credit hours)

**Program Sheet:** *See attached.*

**Similar Programs at other universities:**

Upon approval of this Type1a certificate program, OSU will be the third institutions in the BTAA to offer such a program. Currently, the University of Minnesota offers a certificate in interpreting (<https://ccaps.umn.edu/interpreting-credit-certificate>) and the University of Illinois at Urbana-Champaign offers a certificate in translation studies (<http://www.translation.illinois.edu/programs/certificate>). OSU’s certificate stands apart from both of these offerings because it is a comprehensive approach that brings together literary translation, professional translation and community interpreting.

**Curriculum Plan:**

The certificate program will consist of twelve (12) credit hours. Students will take 1 of the following courses: CLLC 5100, CLLC 5101 and CLLC 5102 for a total of three (3) credit hours. All students will take CLLC 5103 for a total of three (3) credit hours. Students will complete the certificate by taking six (6) credit hours of coursework from the approved list of courses or coursework at the 4000 level or higher in their working languages. A total of six (6) credit hours completed in the certificate program (50%) may be applied to the major/minor.

	<b>AUTUMN 2019</b>	<b>SPRING 2020</b>	<b>AUTUMN 2020</b>	<b>SPRING 2021</b>	<b>AUTUMN 2021</b>	<b>SPRING 2022</b>
<b>CLLC 5100</b>	X Glenn Martinez		X Clarissa Surek- Clark		X Glenn Martinez	
<b>CLLC 5101</b>	X Clarissa Surek- Clark		X		X Clarissa Surek- Clark	
<b>CLLC 5102</b>		X Pat Sieber		X		X
<b>CLLC 5103</b>		X Glenn Martinez		X Clarissa Surek- Clark		X

**Admissions:**

The Translation and Interpretation Certificate program will be open to all OSU undergraduate students who demonstrate a proficiency level of Intermediate High in a language other than English through relevant coursework. Undergraduate majors, second majors, and minors in the language departments will be ideal candidates for the program, but students in all majors with relevant coursework in a language other than English would be welcomed

**Recruitment:**

The program will be advertised to current undergraduate students in the six language departments housed in Hagerty Hall through our weekly newsletter (Hagerty Happenings), postings around the building, and messages on digital signage.

**Acceptance:**

For students who have not completed any relevant language coursework at OSU, we have the following process in place to evaluate whether they can enroll in the program. Students who cannot demonstrate proficiency through satisfactory completion of undergraduate coursework will present a valid language assessment in their working languages. The OSU Testing Center offers ACTFL OPI/WPT testing in a variety of languages (<https://www2.registerblast.com/theosu/Tab/View/346>). Other valid language assessments will be accepted on a case by case basis.

**Professional placement:**

In order to make the skills acquired under the auspices of the certificate more marketable for students, we will work closely with relevant national and regional professional societies (American Translators Association, the National Council on Interpreting in Health Care, the Ohio Supreme Court, and the Community and Court Interpreters of Ohio) and other bodies to help students find internships, identify short-term shadowing opportunities, and prepare for professional certification. We will also develop ties to working T&I professionals and invite them to campus to assist the students enrolled in the program to develop a T&I network.

**Human Resources:**

Faculty members who will teach in this program include a cohesive team of scholars and specialists from across eight departments. All scholars have worked diligently on defining the goals and objectives of the program as well as on the construction of the syllabi. These include:

- a. Dr. Patricia Sieber (DEALL)
- b. Dr. Johanna Selman (NELC)
- c. Dr. Gregory Jusdanis (Classics)
- d. Dr. Benjamin Hoffmann (FRIT)
- e. Dr. Glenn Martinez (SPPO)
- f. Clarissa Surek-Clark (English/Sociology)
- g. Dr. Paul Reitter (GLL)
- h. Dr. Katra Byram (GLL)
- i. Dr. Alexander Burry (SEELL)

- j. Marla Berkowitz (ASL)
- k. Julie McGory (Linguistics)

These faculty members will constitute the oversight committee for the first three years of the program.

A program director will be named from among the number of participating departments in consultation with the Chairperson of his/her TIU. The program director will be responsible for developing the schedule of T&I offerings on a two year cycle (with the support of the CLLC academic program coordinator), communicating with relevant department chairs on the availability of faculty, developing and cultivating relationships with external constituents (with the support of the CLLC outreach coordinator), and serving as instructor of record for CLLC 5103 T&I practicum, and coordinating program assessment. The program director will receive a stipend equivalent to 1/9 of annual salary.

Staff members necessary to support this program include:

- a. Tia Jones, Academic Program Coordinator, CLLC – Tia Jones will serve as the Academic Program Coordinator for the T&I program. Tia will provide services related to curriculum proposals and course scheduling. Tia will enter the course schedule in SIS and coordinate with APCs from relevant departments to ensure that faculty teaching schedules do not conflict with other departmental teaching duties.
- b. Estephanie Ortiz, Outreach Coordinator, CLLC – Estephanie Ortiz will serve as the Outreach Coordinator for the T&I program. Estephanie will provide services related to practicum placement and cultivation of relationships with external stakeholders.

We do not anticipate that additional faculty, staff, or graduate associate support will be necessary for the successful launch of this program during its first three years.

**Assessment Plan**

The assessment of the T&I certificate program will take place on a yearly basis. The assessment will be based on a combination of the following elements:

- 1. Embedded examination questions in CLLC 5100, 5101, and 5102
- 2. An assigned reflection paper in 5103
- 3. National level certification for Translation (American Translators Association), for Health Care Interpreting (Commission for the Certification of Healthcare Interpreters), Federal Court Interpreting (US Courts), or State level certification (Ohio Supreme Court).

These elements will be reviewed using the following rubric:

<b>Program Goal</b>	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Capstone</b>
<b>Students will demonstrate theoretical</b>	Students articulate the problem of equivalence drawing	Students apply theory to the resolution of	Students articulate the resolution of a specific translation/interpretation

<b>knowledge related to the practice of translation and interpretation</b>	on at least two different theories.	problems in the translation of specific texts and/or the interpretation of specific utterances.	problem and weigh the contribution of at least two theories in solving the problem.
<b>Students will demonstrate understanding of the profession of translation and interpretation and apply professional ethics in the application of these skills</b>	Students identify the major professional associations, established protocols and codes of ethics in the field of translation and interpretation.	Students apply established protocols and codes of ethics in the conduct of translation and interpretation activities.	Students identify ethical challenges in the conduct of translation and interpretation activities, make a decision and justify the decision by pinpointing a particular ethical principle or standard of practice in the profession.
<b>Students will gain supervised practical experience in the field of translation and interpretation under the guidance of highly qualified faculty members.</b>	Students engage in translation and interpretation under the direct supervision of a translator or interpreter.	Students engage in translation and interpretation and exercise authority in decision-making under the supervision of a translator or interpreter.	Students engage in translation and interpretation with executive decision-making authority over an extended period of interpretation activity or in the production of an extensive translated document or literary work with minimal supervision.

## Curriculum Map

Translation and Interpretation Theory and Practice (Take 1 of the following courses)

- a. CLLC 5100 – Introduction to Community Interpreting
- b. CLLC 5101 – Introduction to Professional Translation
- c. CLLC 5102 – Introduction to Literary Translation

Practicum (Take the following course)

- d. CLLC 5103 – Translation and Interpretation Practicum

Working Language (Take 2 courses)

- e. Chinese 5490 – Chinese Translation Workshop
- f. Italian 4331 – Italian Translating



- g.** French 5100 – From French to English and From English to French
- h.** French 5103 – French Translation and Interpretation
- i.** German 3603 – Translation I
- j.** German 4603 – Translation II
- k.** Arabic 5403 – Translation: Theory and Practice
- l.** Russian 5630 – Translation: Theory, Practice and the Profession
- m.** Portuguese 4510 – Portuguese Translation
- n.** Spanish 4610 – Contrastive Structures of Spanish and English
- o.** Spanish 4689S – Translation and Interpretation in the Latino Community
- p.** Japanese 5194 – Introduction to Professional Japanese Translation
- q.** Comparative Studies 3301 – Translating Literatures and Cultures
- r.** Linguistics 3401 – Words and Meanings
- s.** Linguistics 3603 – Languages across cultures
- t.** Any two courses at the 4000-level or above in the following languages: Chinese, Italian, French, Arabic, Russian, Portuguese, Spanish, Japanese, Korean, ASL, Hebrew, Greek, Swahili

# CLLC 5100

## Introduction to Community Interpreting

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### Instructor

Glenn Martínez, PhD MPH  
Professor, Spanish & Portuguese  
100 Hagerty Hall  
martinez.474@osu.edu  
(614) 688-2655

**Office Hours: M/W 1:30 PM**

### **COURSE MEETING DAYS/TIMES**

Tuesdays/Thursdays, 3:55-5:15 PM

### **COURSE LOCATION**

Journalism Building, Room 375

### **COURSE DESCRIPTION**

The growth of immigrant and refugee populations in the US over the past several decades has presented unique challenges to social service organizations and public institutions. Community interpreting has become an essential part of the daily operation of numerous organizations and institutions around the country facilitating access to services for non-English speaking clients in the domains of health care, education, and public services.

CLLC 5100 is an advanced course designed to introduce students to the foundational aspects of community interpreting. Students will explore the profession of community interpreting with special emphasis on its core ethical principles, protocols and skills, strategies for strategic mediation within the interpreted encounter, the professional identity of the community interpreter, and the role of the community interpreter. CLLC 5100 is taught in a language neutral format; however, **it is expected that all students will have a minimum proficiency level of intermediate high in a second language as demonstrated by four (4) semesters of college level instruction in the same language.**

### **COURSE GOALS AND LEARNING OBJECTIVES**

<b>COURSE GOALS</b>	<b>LEARNING OBJECTIVES</b>
A. Students will understand the profession of community interpreting	1. Students will discuss the profession of community interpreting and identify four driving forces that have shaped the field.
	2. Students will analyze and compare interpreter credentials, including certificates and certification.
	3. Students will demonstrate an understanding of the core ethical principles for community interpreters

	4. Students will apply ethical principles for community interpreters to common communication barriers
	5. Students will examine two techniques for resolving ethical challenges in community interpreting
	6. Students will explore the concept, meaning and applications of reflective practice for community interpreters
B. Students will understand and apply interpreting protocols and skills	1. Students will identify and describe three stages of a typical community interpreting assignment: pre-encounter, interpreted encounter and post-encounter
	2. Students will discuss and practice four protocols for community interpreting: positioning, professional introductions, direct speech, and turn-taking management.
	3. Students will describe memory processes and practice cognitive strategies
	4. Students will practice cognitive strategies and explore interpreting skill-building strategies
	5. Students will engage in three modes of interpreting, understand the rationale, skills and requirements for summarization, and define, describe and practice mode-switching.
	6. Students will understand the rationale, sills and requirements for consecutive note-taking and practice effective techniques
C. Students will demonstrate skills to conduct strategic mediation in interpreted encounters	1. Students will show awareness of bias while interpreting
	2. Students will apply four decision-making criteria to assess whether or not to mediate based on potential consequences for end users.
	3. Students will develop basic scripts for performing mediation in common situations in community interpreting

	4. Students will practice five steps to perform strategic mediation
	5. Students will define cultural competence and demonstrate three strategies for performing strategic cultural mediation
	6. Students will develop techniques to perform effective, culturally responsive mediation
D. Students will understand the professional identity of the community interpreter	1. Students will explore professional identity for interpreters as individuals and as representatives of the profession
	2. Students will understand the business practices and legal obligations of community interpreters
	3. Students will explore how community interpreters can perform effective legal interpreting in community settings
	4. Students will identify and explore common areas of specialization within community interpreting
	5. Students will develop strategies and techniques to acquire specialized subject matter knowledge and terminology in community interpreting
	6. Students will discuss the history and challenges of remote interpreting
E. Students will articulate and enact the appropriate roles of the community interpreter	1. Students will discuss how the role of the community interpreter supports communicative autonomy
	2. Students will discuss the complex relationship between interpreting and mediation
	3. Students will define advocacy and use a decision-making protocol to determine whether and how to advocate as a community interpreter
	4. Students will identify best practices for interpreters that support ethical practice

	5. Students will identify work-related risks for community interpreters and develop a wellness and safety plan
	6. Students will create a professional development plan that supports high standards for community interpreting

## **COURSE ASSIGNMENTS**

### **Unit Quizzes (500 points)**

Students will take five (5) quizzes over the course of the semester. The quizzes will occur at the conclusion of each unit and will assess mastery of all concepts included in the unit. Each quiz is worth 100 points of the total grade.

### **Baseline Community Interpreting Role Play (50 points)**

Students will be required to complete a recorded community interpreting role play. Students who complete the baseline community interpreter role play on time will receive all 50 points. Students who do not complete the product on time will lose 10 points for each day the product is late.

### **Mid-Term Community Interpreting Role Play (100 points)**

Students will complete a recorded community interpreting role play in groups of three. Students will be expected to follow established protocols for professional interpreting, appropriately intervene and follow ethical principles in the encounter.

### **Reflection on Interpreting Performance (50 points)**

All students will be required to review their own baseline and mid-term community interpreting role play. Students will examine their own performance comparing and contrasting their use and implementation of appropriate protocols, skills and ethical principles.

### **Final Exam (100 points)**

Each student will complete a final exam which will cover all of the course material.

## **GRADING SCALE AND INFORMATION**

<b>Final Grade</b>	<b>Percentage</b>	<b>Points</b>
A	93-100%	744-800
A-	90-92%	720-743
B+	87-89%	696-719
B	83-86%	664-695

B-	80-82%	640-663
C+	77-79%	616-639
C	73-76%	584-615
C-	70-72%	560-583
D+	67-69%	536-559
D	60-66%	480-535
E	Less than 60%	479 or less

There are 800 total points for this course. The following is a list of assignments and the final grading criteria for this course. Please note that you may view your grade at any time on Carmen. At this time, grades are not curved. There also may be opportunities for extra credit.

Course Assignments	Points
Quiz 1	100
Quiz 2	100
Quiz 3	100
Quiz 4	100
Quiz 5	100
Baseline Community Interpreting Role Play	50
Mid-Term Community Interpreting Role Play	100
Reflection on Interpreting Performance	50
Final Exam	100
<b>TOTAL POINTS FOR COURSE</b>	<b>800</b>

## REQUIRED TEXTS/READINGS

### Textbooks

Bancroft M, García Bayaert S, Allen K, Carreiro-Contreras G and Socarrás-Estrada D. 2015. *The Community Interpreter An International Textbook. Medical, educational and social services interpreting*. Columbia MD: Culture and Language Press.

Bancroft M, García Bayaert S, Allen K, Carreiro-Contreras G and Socarrás-Estrada D. 2015. *The Community Interpreter: An International Workbook of Activities and Role Plays for medical, educational*

*and social services interpreters*. Columbia MD: Culture and Language Press.

## COURSE POLICIES

### Attendance

Attendance and participation are mandatory. You must come to class **every week** and you must be ready to participate actively in class discussion as well as small group activities. Attendance factors into your participation grade and you must turn-in a service learning log at the end of the semester.

### Technology Use

This is a discussion and practice based course. In general, the use of laptops, tablets and cell phones is not allowed. Exceptions will be made when discussing discussion posts in class or working in groups on the health communication intervention. Please turn off and put away these devices during class lectures, discussions and exams. These devices can be distracting to you and others in the class and can prevent you from focusing on course content and participating in class discussions. Technology use is also discouraged when volunteering and observing at the clinics or interacting with patients.

### Assignment Due Dates

Due dates for this course are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and late work will not be accepted. **If you do not turn an assignment in on time, you will receive zero points for the assignment.** I will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification, but I ask that you inform me at least 24 hours in advance. *When you turn in assignments,*

*please bring a hard copy of the assignment (stapled) to class and place a copy of the assignment in the drop box on Carmen.*

### **Make-up Quizzes**

**If you are not in class on the scheduled day to take a quiz.** Make-up quizzes will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform me of these types of situations at least 24 hours in advance.

### **Carmen/E-mail**

There is a Carmen site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check Carmen regularly for announcements and updates. You are also responsible for all information that is sent to your OSU email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

### **Classroom Environment**

We seek to create a classroom climate where students feel comfortable participating in class activities and discussions, and sharing their thoughts and opinions. To this end, we ask that you be tolerant and respectful towards each other and others' point of view. This is particularly important to remember when responding to student posts in the discussion board in Carmen.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

### **Reasonable Accommodation**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **CLASS SCHEDULE AND ASSIGNMENT DUE DATES**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignment</b>	<b>Activities</b>
1		Course Introduction		
		The profession of community interpreting	<b>Reading:</b> TCI pp. 35-67	
2		Ethics and standards for community interpreters	<b>Reading:</b> TCI 68-79	

		Application of ethical principles	<b>Reading:</b> TCI pp. 89-104	<b>Baseline Community Interpreting Role Play</b>
3				<b>Quiz 1</b>
3		Reflective Practice in interpreting	<b>Reading:</b> TCI pp. 105-114	
4		Protocols in the interpreted encounter	<b>Reading:</b> TCI pp. 118-135	
4		Memory skills in community interpreting	<b>Reading:</b> TCI pp 136-141	
5		Message transfer in community interpreting	<b>Reading:</b> TCI 142-153	
5		Modes and mode-switching in community interpreting	<b>Reading:</b> TCI 154-173	
6				<b>Quiz 2</b>
6		Note-taking for consecutive interpreting	<b>Reading:</b> TCI 174-190	
7		Strategic intervention in community interpreting	<b>Reading:</b> TCI 193-236	
7		Strategic mediation model	<b>Reading:</b> TCI 237-257	
8		Culture and mediation	<b>Reading:</b> TCI 258-269	
8				<b>Quiz 3</b>
9		Professional identity and practice in community interpreting	<b>Reading:</b> TCI 273-303	
9		Legal interpreting	<b>Reading:</b> TCI 304-319	
10		Emerging specializations in community interpreting	<b>Reading:</b> TCI 320-338	
10		Terminology and vocabulary building in community interpreting	<b>Reading:</b> TCI 339-346	<b>Mid-Term Community Interpreting Role Play</b>
11		Remote interpreting	<b>Reading:</b> TCI 347-357	
		Spring Break		
		Spring Break		
11				<b>Quiz 4</b>
12		Communicative autonomy and the role of the community interpreter	<b>Reading:</b> TCI 360-370	<b>Reflection on Interpreting Performance</b>
12		Interpreting and mediation	<b>Reading:</b> TCI 371-379	



13		Advocacy in community interpreting	<b>Reading:</b> TCI 380-393	
13		Standards of practice in community interpreting	<b>Reading:</b> TCI 394-414	
14		Self-care in the interpreting profession	<b>Reading:</b> TCI 415-431	
14		Professional development and continuing education for community interpreters	<b>Reading:</b> TCI 432-442	
15				<b>Quiz 5</b>
15		Final Exam Review		
16				<b>Final Exam</b>

**CLLC 5101**  
**Introduction to Professional Translation**

**Instructor:**

**Office:**

**Office Hours:**

**Course Description:** As the world becomes more globalized, translation plays an ever more important role in facilitating the exchange of information, goods, and services. The need for skilled translators is on the rise, especially in the legal, medical, governmental, and commercial arenas. This course provides the basic background to start a career in the field of professional translation.

This course introduces students to the field, ethics, and methodologies of professional translation, as well as provides basic professionalization for a career in the field. Students will learn about the principles of translation, how to research for a translation, and develop the skills and tools to become professional translators.

This course is not a language class, but it is expected that all students have achieved a sufficient level in a language other than English that will allow them to translate complex documents from and into English. Students will be required to translate from their specialized language into English for their assignments and it is up to them to develop working materials in their language(s).

**Course Goals:** Students will improve their translation skills, build linguistic resources, professionalize their materials, and gain insight into the field of translation.

**Required Texts:**

Baker, Mona, (2018). *In Other Words: A Coursebook on Translation*. 3<sup>rd</sup>. London, New York: Routledge.

Grossman, Edith (2010). *Why Translation Matters*. New Haven: Yale University Press.

Kelly, Nataly and Zetzsche, Jost (2012). *Found in Translation: How Language Shapes our Lives and Transforms the World*. New York: Penguin Group.

Additional required readings for the course will be made available on Carmen (Canvas).

**Recommended Texts and Resources:**

Language dictionaries (monolingual and bilingual)

Language thesauruses (in English and other languages)

Grammars

More TBD (And more will be developed as the course progresses)

**Grading:**

Participation: 10%

Homework: 30%

Glossary Projects: 20%

Midterms: 20%

Final Translation: 20%

Participation in class – Students must attend each class and participate actively in the discussion. Students must read all assigned materials before coming to class and contribute informed perspectives to the discussion.

Homework - Students will be assigned weekly homework which must be completed on time via Carmen (Canvas). Homework assignments include discussion board postings, exercises, and vocabulary review, or as specified by instructor. Late homework will be accepted only if the instructor has approved beforehand, or with proof of extraneous circumstances (doctor's note, police report, etc.).

Glossary Projects: Students will create language-specific glossaries on legal, medical, and business terminology. These projects will be described in more depth during class.

Midterms: Students will take two midterms during the course. They will cover materials from class, readings, and homework; students will be expected to engage with the materials creatively on the midterms.

Final Translation: Students will do a final translation into English of an approved document from their language specialty (legal, medical, business, etc.).

**Academic Misconduct:** All students are expected to do their own work, and any academic misconduct will be reported. According to the Ohio State Office of Academic Affairs, "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute 'Academic Misconduct.'"

If you have any questions whether something will be considered misconduct, please just ask. It is always better to be more careful and diligent than to commit the misconduct.

**Students with Disabilities:** We strive to have an absolutely accessible classroom. If there is any reason that a student needs accommodation, please let us

know as soon as possible to guarantee full accessibility.

According to the Ohio State Office of Student Life, “The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.”

**Course Schedule:**

<b>Week</b>	<b>Theme</b>	<b>Reading</b>	<b>Homework</b>	<b>Activity</b>
1	Introduction to Professional Translation			
2	Translation by Word	Baker Chapter 2		
3	Workshop on Legal Translation, Glossary building		Begin Building Glossary for Legal Translation	Basic Document Translation (Driver's License, Birth Certificate, etc.)
4	Translation by Phrase	Baker Chapter 3		
5	Workshop on Legal phraseology, finding		Legal Glossary due	Contract translation

	standardized phrasing			
6	Grammatical Equivalence, problematics of passive/active constructions	Baker Chapter 4		
7	Workshop on Medical Translation, Glossary Building		Begin Building Glossary for Medical Translation	Basic Medical document translation (Read outs, etc.)
8	Review	Review	Medical Glossary Due	Midterm
9	Textual Equivalence 1	Baker Chapter 5		
10	Workshop on Business Translation, Glossary Building		Begin Building Glossary for Business Translation	
11	Textual Equivalence 2	Baker Chapter 6		
12	Pragmatic Equivalence	Baker Chapter 7	Business Glossary Due	
13	Workshop on Professionalization		Final Project Proposal due	Developing a Translation CV & Professional Materials
14	Ethics of Translation	Baker Chapter 8		
15	Review	Review		Midterm 2

Fall XXXX

CLLC 5000 level; Call # XXXX

## **An Introduction to Literary Translation**

Time: TBD (two class meetings, 1 hour 20 minutes)

Place: TBD

Instructor: TBD

Department: TBD

Email: TBD

Office hours: TBD

Mailbox: TBD

### **Course Objectives**

This course will give students who want to practice literary translation in one or more of their language pairs an opportunity to develop their own translation projects through a variety of approaches. First, students will examine a number of classics in the field of theoretical writings on literary translation. Questions to be explored here include but are not limited to the following: How has literary translation been theorized? What cultural factors contribute to the sustained practice of literary translation? What are the political stakes and cultural ramifications of literary translation? How do taboos, laws, and censorship affect literary translation? How has literary translation changed societies in different parts of the world? Such general readings will be complemented by a student-driven exploration of the history of literary translation in their own language pair(s). Second, students will develop a greater awareness of literary genres and their respective cultural contexts in source and target languages. Questions to be considered include the following: How do conventions of literary genre affect literary form? What creative strategies are available to deal with issues of form? What strategies can be used to mediate between different audience expectations in source and target languages? Students will explore these dynamics through small translation assignments of their own. Third, students will learn more about the history of literary translators—who were they? How did they train? What kind of tools did they have at their disposal? How did they make a living? How visible were they? What can we reconstruct about their motivations? What impact did they have on literature, society, and transcultural understandings? This segment will be complemented by opportunities to interact with contemporary literary translators and with in-class assignments that explore different social modalities of translation—individual, paired with author, collaborative, collective etc. Finally, students will work on a major translation project of their own. In this part of the course, students will seek to become aware of their methodologies of translation; they will use each other to improve their understanding of the translation process as well as their own and others’

translation choices; they will give and receive intensive workshop feedback on their translations with a view toward making such work usable for a potential project outside of the class itself.

**Prerequisite:** Intermediate knowledge of a foreign language (four semesters minimum or equivalent) is required to participate in this course.

## Course Requirements

### 1. In class participation and preparation (20%)

**2. A reading journal posted in installments** (a minimum of 10 installments, 20%): In order to stimulate class discussion, we will keep a reading journal. To be a good participant in class and to produce thoughtful entries for the journal, you need to have read the assigned reading carefully and to have thought about it. As you prepare for class, you should take two types of notes that will help you with producing entries for your reading journal:

- (1) Always read the introduction to each section of reading - it will help you figure out what to focus on in the passages that follow.
- (2) As you read, note the key passages in the text. When you have read the text to the end, look over your notes and try to summarize the main point(s) in a few sentences. This will help you get a handle on the text.
- (3) Make a note of anything you find puzzling or irritating or especially revealing – this could be a passage you can't quite wrap your head around, an idea you find particularly odd, or beautiful, or true, or strange. This might form the basis of a question you might want to include in your journal and/or raise in class.
- (4) Summarize the main points in a short paragraph and post to CANVAS "ReadingJournal" by noon prior to class. As part of the summary, provide relevant key term (s) and definitions that will become part of a collective hand-out on "key terms" in translation.

**Timeline:** The first six readings are mandatory entries for the reading journal. Thereafter, you can choose an additional 4 occasions when you will submit a reading journal prior to class.

3. One literary translation theory project (presentation in class & written version; 10% for oral presentation and leading class discussion and 10% for written version for a total of 20%):

- Identify a question/project related to literary translation in your linguistic field; the problem may be related to questions of culture and/or to theoretical issues (e.g. comparing two translations of a poem; discussing the challenges of translating an historically older/culturally distinct text; explaining the challenge of translating the Yiddish word "mensch" into other languages)
- Write a five-page paper (ca. 500 words, excluding the actual translation) discussing the problem

- Present the problem in class (10 minutes); provide a one-page handout that outlines the key aspects/questions of the particular project; turn in the draft of your paper at the time of your presentation
- After the discussion in class, revise your paper by incorporating relevant comments, and submit it to CANVAS within a week following the classroom presentation

Timeline: Sign up for a slot in the second week for when you would prefer give your presentation. I cannot guarantee that everyone will get their first choice, since we will endeavor to space out the presentations over the course of the semester, but we will do our best to accommodate.

**4. One literary translation project** (40%; including abstract); you can hand in ONE of the following types of projects:

- Annotated translation (that is, choose a text to translate, and write notes explaining why you decided to translate certain terms/phrases the way you did); typically 1000 words translation, 2,000 words annotations
- Detailed analysis of a translation or a comparison of two or more translations (ca. 3,000 words)

In all cases, you are asked to **make use of the theoretical material** we discuss in class. You may also draw on the handouts provided throughout the semester. Identify and reference your sources. For citation formats, see “Style Guide” below. The literary translation project is worth 40% of your grade. We will evaluate the project based on abstract (5%); quality of translation (50%); structure, organization (20%); grammar, punctuation, spelling (10%); style (10%); proper citation format (5%).

**Timeline:** An abstract will be due by XXX, noon on CANVAS. Instructor will provide feedback to help you develop the project. A draft will be due on XXX on CANVAS. The final version will be due on XXX (both digital AND hard copy, the former to CANVAS).

## Style Guides

“Works Cited” according to MLA Formatting and Style Guide → <http://owl.english.purdue.edu/owl/resource/557/01/>

For guidance on different citation formats, see the OSU Libraries site at <http://library.osu.edu/help/research-strategies/cite-references/>



## Grading

**A. Curve:** As a general rule, an overall final grade of more than 90% is required for an A or A-, more than 80% for a B+, B or B-, and so on. No strict curve will be enforced but only students who perform superbly in all areas will be awarded an A or A-.

**B. Attendance/absence:** In order for any absence to be excused, it needs to be occasioned by circumstances beyond one's control and verified by a third party (e.g., doctor's visit note in the case of illness, obituary or other documentation in the case of family death, correspondence in case of job interview or other professional development opportunity, documentation for athletic commitments, etc). More than two unexcused absences will adversely affect the student's grade.

**C. Sign-in sheet:** Starting in week 2, I will circulate a write-in sheet for attendance at every class. Any irregularities with signing in will result in the forfeiting of all participation points.

**D. Grading Scale:**

A 93-100	B+ 88-89	B- 80-82	C 73-77	D+ 68-69	E 64-0
A- 90-92	B 83-87	C+ 78-79	C- 70-72	D 65-67	

## Etiquette

- A. Form of Address:
- B. Laptop computers: Laptop computers are allowed. However, if it is apparent that a student uses the computer for activities other than those directly associated with the class itself, this will adversely affect the student's participation grade. Other devices (smartphones, etc.) should be shut off or in airplane mode.
- C. Other in-class behaviors that are frowned upon: chronic lateness; private chatter during; texting, websurfing, emailing; eating.

## Required Textbooks:

Lawrence Venuti, ed. *The Translation Studies Reader*. New York: Routledge, 2008. Third Edition.  
[Referred to as READER in the course schedule]  
ISBN 978-0-415-61348.

Available at SBX Bookstore, 1806 N. High Street. (614) 291-9518 or online.

Other readings will be available through the OSU Library and CANVAS.

## Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave.; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

## Academic Integrity

For all the assignments for this course, the Code of Student Conduct of The Ohio State University is in effect. Academic misconduct is defined as: Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
3. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;
4. For an extended version of these examples please refer to [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

To avoid plagiarism, students must make sure that they:

1. Always cite their sources (following a standard citation format). For guidance on different formats, see the OSU Libraries site at <http://library.osu.edu/help/research-strategies/cite-references/>
2. Read the guidelines for written assignments more than once
3. When in doubt, consult with your professor.

## Course Schedule

**RA: Reading Assignment; WA: Writing Assignment; VA: Viewing Assignment**

## **Week 1: Introduction**

**First Meeting:** Introduction of Course and Participants

## **Part I: Fundamental Issues (Week 2-4)**

### **Week 2: Translation Studies and Translation Criticism**

#### **First Meeting: Definitions of Translation**

**RA:** André Lefevere, "Prewrite," in his *Translation, Rewriting, and the Manipulation of Literary Fame* (London and New York: Routledge, 1992), pp. 1-10. [CANVAS]

Peter France, "Translation Studies and Translation Criticism," in *The Oxford Guide to Literature in English Translation* (Oxford: Oxford University Press, 2000), pp. 3-10 [CANVAS]

#### **Second Meeting: Pseudo-Translation**

**RA:** Gideon Toury, "Enhancing Cultural Change by Means of Fictitious Translations," in *Translation and Cultural Change*, edited by Eva Hung (Amsterdam: John Benjamins, 2005), pp. 3-17. [CANVAS]

### **Week 3: Theories of Translation**

#### **First Meeting: Bible Translation**

**RA:** Lawrence Venuti, "Genealogies of Translation Theory: Jerome" [READER]

Jerome, "Letter to Pammachius," [READER]

#### **Second Meeting: Literary Translation**

Lawrence Venuti, "Nation," in his *The Translator's Invisibility* (New York: Routledge, 2008), pp. 83-98 [CARMEN]

Friedrich Schleiermacher, "On the Different Methods of Translating," [READER]

### **Week 4: Language Choices (Foreignizing, Domesticating, Classicizing, Hybridizing)**

### **First Meeting: Asian Examples**

Pierce Salguero, "Introduction," pp. 1-11 and Chapter 2, "Translators and Translation Practice," pp. 44-66 in his *Translating Buddhist Medicine in Medieval China*, Philadelphia: University of Pennsylvania Press, 2014. [CANVAS]

### **Second Meeting: European Examples**

**RA:** Peter Burke, "Translations into Latin in Early Modern Europe," in *Cultural Translation in Early Modern Europe*, edited by Peter Burke and R. Po-chia Hsia (Cambridge: Cambridge University Press, 2007), pp. 65-80. [CANVAS]

## **Part II: A Social History of Literary Translators (Week 5-6)**

### **STUDENT PRESENTATIONS ON THEORY BEGIN**

#### **Week 5:**

#### **First Meeting: Translators Between Invisibility and Self-Invention**

**RA:** Lawrence Venuti, "Invisibility," in his *The Translator's Invisibility: A History of Translation* (New York: Routledge, 2008), pp. 1-13. [CANVAS]

**RA:** Patricia Sieber, "Translation as Self-Invention: Jin Shengtian (1608-1661), Arcade Houange (1679-1716), and the Fashioning of a Transcultural Discourse of Scholar-Beauty Ideals," *Toward a History of Translating: Essays in Honor Of the 40<sup>th</sup> Anniversary of the Research Centre for Translation*, edited by Lawrence Wang-chi Wong, vol. 3, Hong Kong: Chinese University of Hong Kong Press, 2013, pp. 229-276. [CANVAS]

#### **Second Meeting: Translators and Social Status**

**RA:** Patricia Sieber, "Universal Brotherhood Revisited: Peter Perring Thoms (1790-1855), Artisan Practices, and the Genesis of a Chinacentric Sinology," *Representations* 130 (2015), pp. 28-59 (electronic access through OSU Library).

## Week 6

### First Meeting: Translators and Religion

**RA:** Peter J. Kitson, "They thought that Jesus and Confucius were alike": Robert Morrison, Malacca, and the Missionary Reading of China," in his *Forging Romantic China: Sino-British Cultural Exchange, 1760-1840* (Cambridge: Cambridge University Press, 2013), pp. 73-97 [electronic access through OSU Library/Cambridge Books Online].

### Second Meeting: Literary Translators as Professionals

**RA:** Pauline Yu, "Your Alabaster in this Porcelain: Judith Gauthier's *Livre de jade*," *PMLA* 122:2 (2007), pp. 464-482 [electronic access through OSU Library/JSTOR database]

## Part III: The Difference Translation Makes

### Week 7 and 8: Literary Innovation Through Translation

#### Week 7

##### First Meeting: Arabic Literature in Europe (1)

Jorge Luis Borges, "The Translators of *The One Thousand and One Nights*" [READER]

##### Second Meeting: Arabic Literature in Europe (2)

Madeleine Dobie, "Translation in the Contact Zone: Antoine Galland's *Mille et une nuits: contes arabes*," in *The Arabian Nights in Historical Context*, edited by Saree Makdisi and Felicity Nussbaum (Oxford: Oxford University Press), pp. 25-49 [electronic access through OSU Library]

#### Week 8:

##### First Meeting: Chinese Literature in Japan (1)

Anthony Chamber, "Introduction," in Ueda Akinari, *Tales of Moonlight and Rain* (New York: Columbia University Press, 2011), pp. 1-46. [CANVAS]

##### Second Meeting: Chinese Literature in Japan (2)

Excerpts from Ueda Akinari's *Tales of Moonlight and Rain* and from Chinese counterparts [CANVAS]

## **Week 9: Literary Translation and Politics**

### **Tuesday, October 21: The Translation of Politics**

Excerpt from J. W. Croker, "French Novels," *The Quarterly Review* 56 (April 1836), pp. 65-131 [CANVAS]

### **Thursday, October 23: The Politics of Translation**

Patricia Thomson, "George Sand and English Reviewers: The First Twenty Years," in her *George Sand and the Victorians: Her Influence and Reputation in Nineteenth-Century England* (New York: Columbia University Press, 1977), pp. 11-27. [CANVAS]

## **Week 10 and 11: Literary Translation and Issues of Gender and Sexuality**

### **First Meeting: Theorizing Gender**

Gayatri Chakravorty Spivak, "The Politics of Translation" [READER]

Sherry Simon, "Gender in Translation," in *Oxford Guide to Literature in English Translation*, edited by Peter France (Oxford: Oxford University Press, 200), pp. 26-33. [CANVAS]

### **Second Meeting: Gendered Translation**

**RA:** Mahasveta Devi, "The Wet Nurse," in *Truth Tales: Contemporary Stories by Women Writers of India*, edited by Kali for Women (New York: The Feminist Press at The City University of New York, 1990 [1986]), pp. 25-62 [CANVAS]

Mahasveta Devi, "Breast-Giver," in Gayatri Chakravorty Spivak, *In Other Worlds: Essays in Cultural Politics* (Methuen: New York and London, 1987), pp. 222-240 [CANVAS].

### **Week 11:**

#### **First Meeting: The Notion of Obscenity**

<http://lareviewofbooks.org/review/at-last-an-english-translation-of-the-plum-in-the-golden-vase>

Clement Egerton, tr., "Chapter 27: The Garden of Delights," in *The Golden Lotus* (London: Routledge and Kegan Paul, 1939), vol. 1, pp. 375-387. [CANVAS]

Clement Egerton, tr., "Chapter 27: The Garden of Delights," in *The Golden Lotus* (London: Routledge and Kegan Paul, 1972), vol. 1, pp. 375-387. [CANVAS]

David T. Roy, tr., "Chapter 27," *Jin Ping Mei* (Princeton: Princeton University Press, 2001), vol. 2, pp. 127-149 [CANVAS]

### **Second Meeting: The Performance of Sexual Dissidence**

Keith Harvey, "Translating Camp Talk" [READER]

Excerpt from John Walter de Grouchy, "Noo-ing the Japanese," in his *Orienteering Arthur Waley: Japonism, Orientalism, and the Creation of Japanese Literature in English* (Honolulu: University of Hawaii Press, 2003), pp. 86-87 and pp. 100-113. [CANVAS]

## **IV. The Practice of Literary Translation**

### **Week 12-16: Workshop and Guest Lectures**

**Note: Students will post drafts of their translations to CANVAS so that everyone can read their draft prior to the class session dedicated to their work**

#### **Week 12**

##### **First Meeting:**

Student Presentations of Final Project

##### **Second Meeting:**

Student Presentations of Final Project

#### **Week 13**

##### **First Meeting**

Student Presentations of Final Project

**Second Meeting:**

Student Presentations of Final Project

**Week 14**

**Tuesday, November 25**

Student Presentations of Final Project

**Second Meeting:**

Student Presentations of Final Project

**Week 15: Guest Speakers**

**First Meeting: Guest Lecture**

Working translator speaks on their translation practices

**RA:** Related to the speaker's work

**Second Meeting: Guest Lecture**

Working translator speaks on their translation practices

**RA:** Related to the speaker's work

**Week 16:**

**First Meeting: Publishing Venues for Literary Translation**



**CLLC 5103**  
**Translation and Interpretation Practicum**

Instructor:  
Office:  
Email:  
Department:  
Office Hours:

### **Course Description**

CLLC 5103 is a capstone course in the Translation and Interpretation Certificate at The Ohio State University. The purpose of this course is to offer students an opportunity to consolidate translation/interpretation skills in their working languages in real life settings that are meaningful to them and relevant to their career aspirations. The precise configuration of the practicum experience will vary from student to student and should be agreed upon between the student and the course instructor no later than the 10<sup>th</sup> day of the semester. In addition to the instructor, the student will be required to select a faculty mentor in his/her working language who will collaborate with the course instructor to oversee the practicum experience.

### **Course Objectives**

Students in CLLC 5103 will:

1. Gain experience in translation and interpretation in a professional setting
2. Engage in reflection on the field of translation and interpretation
3. Engage in self-reflection on language proficiency and cultural understanding within the context of translation and interpretation practice

### **Course Requirements**

Students in CLLC 5103 will be required to:

1. Complete a minimum of 70 hours of field experience in a translation/interpretation setting or present a substantive translation product
2. Compose and turn in bi-weekly reflections on their practicum experience. Reflections should include information on lessons learned in translation and interpretation practice, methods and opportunities for professional development in the field, and self-evaluation of language proficiency and cultural knowledge.
3. Participate in a practicum showcase at the end of the semester. All practicum students will develop a poster detailing their experience and their reflections. Students will be prepared to briefly summarize the content of their poster and to answer any questions that showcase attendees may have. The showcase will be attended by T&I faculty, community partners and other interested stakeholders.

### **Potential Projects**

1. **Nationwide Children's Hospital** The student will shadow 2-3 staff interpreters at Nationwide Children's Hospital, meet with NCH language access coordinator Valerie Huang, and attend

interpretive services department meetings and trainings over the course of the semester. The student will meet all human resources requirements of NCH.

2. **Supreme Court of Ohio** The student will shadow 2-3 court interpreters in the Franklin County Court of Common Pleas, meet with language access director Bruno Romero, and attend the language access advisory committee meetings. The student will meet all human resources requirements of the Supreme Court of Ohio.
3. **Destination Medicine at the James Comprehensive Cancer Center** The student will meet with Associate Director of Destination Medicine, Milly Valverde, and identify a minimum of 70 pages of documents that require translation. Translated documents may include materials designed for general consumption as well as doctor's notes from the home country and other documentation required for treatment in the James. The student will meet all human resources requirements of the OSU Wexner Medical Center.
4. **Literary Translation Project** The student will identify a work of literature of no less than 70 pages. The student will secure appropriate permissions to translate the work and present a completed translation by the end of the semester.

**ADVISING SHEET**  
**CENTER FOR LANGUAGES, LITERATURES AND CULTURES**  
**COLLEGE OF ARTS AND SCIENCES**  
**THE OHIO STATE UNIVERSITY**

**TYPE 1 TRANSLATION AND INTERPRETATION CERTIFICATE (-TRNSINTCRT)**

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Coordinating Advisor: Emily Carpenter

The 12 credit hour Translation and Interpretation Certificate enhances the skills of undergraduate majors and minors in the language departments at OSU.

**Required core courses (6 credits):**

Choose one of the following:

- **CLLC 5100:** Introduction to Community Interpreting (3)
- **CLLC 5101:** Introduction to Professional Translation (3)
- **CLLC 5102:** Introduction to Literary Translation (3)

Take the following:

- **CLLC 5103:** Translation and Interpretation Practicum (3)

**Elective courses (6 credits):**

In addition, students will select two more courses (6 credits) listed below.

- **Chinese 5490:** Chinese Translation Workshop (3)
- **Italian 4331:** Italian Translating
- **French 5100:** From French to English and from English to French (3)
- **French 5103:** French Translation and Interpretation (3)
- **German 3603:** Translation I (3)
- **German 4603:** Translation II (3)
- **Arabic 4603:** Translation: Theory and Practice (3)
- **Russian 5630:** Translation: Theory, Practice and the Profession (3)
- **Portuguese 4510:** Portuguese Translation (3)
- **Spanish 4610:** Contrastive Structures of Spanish and English (3)
- **Spanish 4689S:** Translation and Interpretation in the Latino Community (3)
- **Japanese 5194:** Introduction to Professional Japanese Translation (3)
- Any course at the 4000-level or above in the following language: Chinese, Italian, French, Arabic, Russian, Portuguese, Spanish, Japanese, Korean, ASL, Hebrew, Greek, Swahili
- **Comparative Studies 3302:** Translating Literatures and Cultures (3)
- **Linguistics 3401:** Words and Meanings (3)
- **Linguistics 3603:** Languages across cultures (3)

Required for certificate: Yes.

Credit hours required: Minimum of 12 credits.

Overlap with courses in a degree: Max 50% overlap with courses in a degree program.

Grades required

- Minimum C- for a course to be listed on the certificate.
- Minimum 2.00 cumulative point-hour ratio required for the certificate.

X193 credits: Not permitted.

Certificate Completion: If the certificate is not complete on the DAR, the student must consult with the College of Arts and Sciences Coordinating Advisor.

Filing the certificate program form: The certificate program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the certificate: Once the certificate program is filed in the college office, any changes must be approved by the College of Arts and Sciences Coordinating Advisor.

**Translation and Interpretation Certificate program guidelines**

The following guidelines govern the Translation and Interpretation Certificate.

COLLEGE OF ARTS AND SCIENCES

TYPE 1 TRANSLATION AND INTERPRETATION CERTIFICATE (TRNSINT-CRT)

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STUDENT NAME: \_\_\_\_\_

STUDENT OSU EMAIL: \_\_\_\_\_

CERTIFICATE ADVISOR NAME: \_\_\_\_\_

---

WORKING LANGUAGE: \_\_\_\_\_

PROFICIENCY DEMONSTRATED:             TWO COURSES AT THE 3000 LEVEL OR HIGHER  
    PROFICIENCY TEST        SCORE: \_\_\_\_\_

**REQUIRED CORE COURSES (6 HOURS)**

Course (Hours)	Course Grade	Term Completed
CLLC 5100, 5101 or 5103		
CLLC 5103		

**ELECTIVE COURSES (6 HOURS)**

In addition, two courses (6 credits) need to be listed by the student/advisor.

Course (Hours)	Course Grade	Term Completed

SUBSTITUTIONS APPROVED: \_\_\_\_\_

---

CERTIFICATE ADVISOR SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

**From:** [Sieber, Patricia](#)  
**To:** [Martinez, Glenn A.](#); [Vankeerbergen, Bernadette](#); [Jones, Tia](#)  
**Cc:** [Taleghani-Nikazm, Carmen](#); [Heysel, Garrett](#)  
**Subject:** Re: Translation and Interpretation Certificate & CLLC 5100, 5101, 5102, 5103  
**Date:** Monday, April 1, 2019 2:33:20 PM  
**Attachments:** [image001.png](#)

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Dear all,

In response to the query for CLLC 5102 vs. Comp Studies 3302. As Glenn noted, we had spirited discussion with Barry and Gregory on this point and we concluded that these courses are fundamentally different in conception. I will address this point as someone who taught CS 3302 in 2014 and who is one of the proposed faculty for the instruction CLLC 5102. I have also taught Chinese 5490 Chinese Translation Workshop twice, which I am using as a benchmark for a prospective offering of CLLC 5102.

When I offered it, CS3302 was geared towards undergraduate audience without requiring any foreign language expertise as a prerequisite for the course. So the backbone of the course tended to cluster around theoretical readings with small examples generated by the instructor. Insofar as the students participated with examples, that work tended to be retranslations rather than original translations. For their final project, a very small number of students did original translation work with a foreign language for which they possessed adequate knowledge.

By contrast, CLLC 5102 would put original language translations within the student's pair (or pairs) of languages front and center. We would do some theoretical readings, but primarily with a view towards how the readings could enhance the students' own translation practice. We would focus on how to find ways to capture and reproduce literary effects (e.g., language registers, rhyme, humor, etc). So, for students, gaining actual experience of doing literary translations and broadening their repertoire of translation strategies with (at least in some cases previously untranslated) texts would be a core element of the course. I have been teaching my Chinese 5490 in this way and it does seem to inspire students to move from mere pedagogical (sense-for-sense) to literary translations.

In terms of how we envisioned the sequence of offerings, the plan is to offer CS 3302 in the fall and CLLC 5102 in the spring. That way, students can gain a theoretical foundation in CS3302 and then have a platform for advanced practice in their language pair in CLLC 5102.

Let me know if you have further questions. Best,

Pat

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**From:** Martinez, Glenn A.

**Sent:** Monday, April 1, 2019 1:37:52 PM

**To:** Vankeerbergen, Bernadette; Sieber, Patricia; Jones, Tia

**Cc:** Taleghani-Nikazm, Carmen; Heysel, Garrett; Sieber, Patricia

**Subject:** RE: Translation and Interpretation Certificate & CLLC 5100, 5101, 5102, 5103

Dear Bernadette, Garrett and Carmen:

Thank you for shepherding this through. I very much appreciate the insights provided by the panel and will update the materials and Tia will re-submit before next Monday.

Here are some questions/clarifications:

1. For CLLC 5102, we used “4 semesters of college level coursework in the same language” as the prerequisite. Would that language suffice as prerequisite for 5100 and 5101?
2. We had spirited discussions about the differences between CLLC 5102 and CS 3302 within our working group. Gregory Jusdanis (who has taught this course in CS) and Barry Shank (chair of CS) have both been involved in these conversations. The outcome of these discussions was that the two courses are substantively different for the following reason: the focus of CS 3302 is the theory behind translation while the focus of CLLC 5102 is the practical application of the theory to translation in a specific language. I am copying Pat Sieber here in the hope that she can provide further clarification of these differences.
3. Our intention for 5103 is exactly what the panel envisioned, so I will delete the current syllabus and provide instead a list of potential sites and projects and propose S/U grading.
4. We are very much interested in reaching as wide an audience as possible in this certificate program. Our idea was to start as a Type 1, and then move to Type 3 (graduate) and Type 4 (workforce) once we establish ourselves under Type 1. In terms of the subdivisions of Type 1 (a or b), I think we fit best under Type 1b given the fact that our initial audience will be students pursuing a major in one of the languages.
5. Clarissa Surek-Clark is transitioning out of SPPO and into English. I believe this will be effective Fall 2019. Should we list her as SPPO or English?
6. GLL (Anna Grotans) specifically requested that students following this certificate program in GLL should take both German translation courses and not be allowed to substitute with other 4000 level German courses.

Thanks,  
Glenn

Sent from [Mail](#) for Windows 10

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**From:** Vankeerbergen, Bernadette

**Sent:** Monday, April 1, 2019 12:40:58 PM

**To:** Martinez, Glenn A.; Sieber, Patricia; Jones, Tia

**Cc:** Taleghani-Nikazm, Carmen; Heysel, Garrett

**Subject:** Translation and Interpretation Certificate & CLLC 5100, 5101, 5102, 5103

Dear Glenn, Patricia, and Tia,

On Wednesday, March 20, the Arts and Humanities 2 Panel of the ASC Curriculum Committee reviewed a proposal for a new Certificate in Translation and Interpretation as well as new course requests for CLLC 5100, 5101, 5102, and 5103.

Please find below the feedback of the Panel:

CLLC 5100: unanimously approved with recommendations:

- Form in curriculum.osu.edu:
  - Please include appropriate prereq on form in curriculum.osu.edu. Syllabus states that a minimum proficiency level of intermediate high in a second language will be needed. This should be “translated” into prerequisites that can be implemented by the Registrar’s Office. *(Please let me know which prereq exactly you would like to have included in the prereq box. I will wait to hear from you before I advance the course.)*
  - Subsidy level for a 5000-level course should be doctoral. (I have made that change for you.)
  - Remove freshman and sophomore as intended rank. Indeed, the Graduate School does not consider that 5000-level courses are intended for freshmen and sophomores (and consequently they would send back the course if we were to advance it as such). (I have made that change for you.)

CLLC 5101: unanimously approved with recommendations:

- Form in curriculum.osu.edu:
  - Please include appropriate prereq on form in curriculum.osu.edu. Syllabus states that all students should have achieved a sufficient level in a language other than English that will allow them to translate complex documents from and into English. This should be “translated” into prerequisites that can be implemented by the Registrar’s Office. *(Please let me know which prereq exactly you would like to have included in the prereq box. I will wait to hear from you before I advance the course.)*
  - Subsidy level for a 5000-level course should be doctoral. (I have made that change for you.)
  - Remove freshman and sophomore as intended rank. (I have made that change for you.)

CLLC 5102: unanimously approved with recommendations/question:

- Form in curriculum.osu.edu:
  - Subsidy level for a 5000-level course should be doctoral. (I have made that change for you.)
  - Remove freshman and sophomore as intended rank. (I have made that change for you.)
- Comparative Studies 3302 seems to be very similar to CLLC 5102. Why create a new course? If it is created, shouldn’t the certificate ask students not to take both? *(The Panel Chair will wait to hear from you before the course is advanced.)*

CLLC 5102: unanimously approved with contingencies:

- Form in curriculum.osu.edu:
  - Please include appropriate prereq on form in curriculum.osu.edu.
  - Remove freshman and sophomore as intended rank.
- Are there actual classes (i.e., are there group meetings?) or is this mostly an independent practicum? There are contradictory elements in the syllabus. Likewise, there is some boilerplate included in the syllabus that does not seem to pertain to the actual class. There is a statement that assignments are due at the beginning of each class period, but we don't know what any of the assignments might be. Another paragraph discusses quizzes taken in class, but it is doubtful that there are actual quizzes for this course. (The bottom of p. 1 indicates that students meet once a week with their instructor—actually, there is a verb missing in that sentence, but the panel assumes that that is what is meant. However, it is not clear whether it's a one-on-one meeting in the instructor's office, or if this is an actual class.) In sum, some of the course elements seems to have been lifted from another course syllabus. The panel would like to see a clearer document. Either this is a course with a group/class that meets on a regular basis (with quizzes etc) & then the course should be described with appropriate grading information and a weekly schedule. Or if this is an independent practicum with individual in-person meetings with instructor, and if there is no "standard syllabus" for such an experience, it would be best to include a document that describes the types of practicums, possible work involved, specific examples of organizations in Columbus (or beyond) or projects that might be linked to the practicum, etc—instead of the current syllabus.
- If the experience is the latter, should it be graded S/U?

Translation and Interpretation Certificate: unanimously approved with contingencies (presented in the order in which they appear in the document):

- The document states that this is a Type 1 certificate. Request to specify whether it's 1a or 1b or both. Does CLLC also want this to be a certificate #2 (i.e., post-baccalaureate)? It might be good to have this open to people outside the university.
- Include desired implementation semester.
- Identify similar programs at other universities.
- Provide prospective enrollment: that is, expected enrollment in the first year & how much that number is expected to increase in the next 4 years or so.
- Comparative Studies 3302 seems to be very similar to CLLC 5102. Should the certificate ask students not to take both?
- P. 3: Human resources:
  - Clarissa Surek-Clark is referred to as being from English/Sociology. However, she is mentioned on the SPPO website, but not the English Department website. So should that say SPPO/Sociology?
  - Julie McGory should have Dr in front of her name.
- P. 5: Working languages:
  - Comparative Studies 3302 is mistakenly referred as 3301.
  - Should German be listed in the open-ended list?
- Advising sheet: In the right column, there is a statement, "Students should consult with



advisor(s) before selecting any courses marked with \* . . ." However, there are no courses marked with an asterisk. So it is not clear what this refers to.

- The completion sheet (to be filled out) states under Elective courses: "In addition, students will select two more courses (6 credits) from among those listed below." However, no courses are listed below. On the contrary, two courses need to be listed by the student/advisor.
- Approval of certificate is also contingent on full approval of CLLC 5103.

I will return the certificate and CLLC 5103 via curriculum.osu.edu in a minute to enable the unit to address the points above. If you would like the certificate to be reviewed at the last ASC Curriculum Committee meeting of the semester, please resubmit the certificate and CLC 5103 within one week (i.e., no later than Monday, April 8). As for CLLC 5100, 5101, and 5102, I will wait to hear from you before advancing those courses.

Should you have any questions about the feedback above, do not hesitate to contact Carmen Taleghani-Nikazm, Chair of the Arts and Humanities 2 Panel, or me.

My best,  
Bernadette



**Bernadette Vankeerbergen, Ph.D.**

Program Director, Curriculum and Assessment

College of Arts and Sciences

154D Denney Hall, 164 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679 / Fax: 614-292-6303

<http://ascas.osu.edu>

**Martinez, Glenn A.**

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**From:** Bender, Mark  
**Sent:** Friday, January 25, 2019 11:05 AM  
**To:** Martinez, Glenn A.  
**Subject:** Re: GLL Concurrence for Translation and Interpretation Certificate

Dear Glenn -- On behalf of DEALL, I concur on the creation of the Translation and Interpretation certificate

Yours truly,

Mark Bender

Mark Bender  
Professor of Chinese Literature and Folklore  
Chair, Department of East Asian Languages and Literatures  
The Ohio State University  
1775 College Road S, Hagerty Hall 398  
Columbus, OH 43210  
USA  
bender.4@osu.edu  
614-688-5737

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**From:** Martinez, Glenn A.  
**Sent:** Friday, January 25, 2019 10:35:21 AM  
**To:** Bender, Mark  
**Subject:** FW: GLL Concurrence for Translation and Interpretation Certificate

Hi Mark,

If you can indicate DEALL concurrence via email that would be great.

Thanks,  
Glenn

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**From:** Martinez, Glenn A.  
**Sent:** Wednesday, November 28, 2018 12:16:47 PM  
**To:** Holub, Robert C.; Bender, Mark; Hashamova, Yana; Podalsky, Laura  
**Subject:** FW: GLL Concurrence for Translation and Interpretation Certificate

Colleagues,

Please find attached the revised T&I Proposal. We would like to submit this with full concurrence from all of the departments, so if you would hand this to the curriculum body in your unit I would be very grateful. (Bob, this would be for NELC since Germanic has already weighed in).

All best,  
Gm



January 3, 2019

Dear Glenn:

The Department of Spanish and Portuguese's Undergraduate Studies Committee (UGSC) has reviewed the proposal to create a certificate in Translation and Interpretation and unanimously supports it. All members enthusiastically agree that this certificate will enhance undergraduate learning in language, literature and culture at OSU. The UGSC also wants to offer some feedback on the proposal, but wants to be clear that none of the following questions should be interpreted as objections or concerns that the CLLC must address:

- Should it be stated that Span 4430 is a prerequisite for Span 4610 and 4689S?
- In the future, could a certificate like this one be offered at the Graduate level?
- "Students will complete the certificate by taking six (6) credit hours of coursework from the approved list of courses or coursework at the 4000 level or higher in their working languages". Should *any* 4000-level course in Spanish, French, Italian, etc. count toward the six credit hours? Could one of the two courses be a more translation/interpretation-specific course (like the classes listed on page 1)?

In sum, SPPO is excited about this certificate proposal, and we all hope to see it up and running soon.

Sincerely,

Laura A. Podalsky  
Chair and Professor

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**From:** Martinez, Glenn A.  
**Sent:** Tuesday, November 20, 2018 4:06 PM  
**To:** Grotans, Anna  
**Cc:** Holub, Robert C.; Sieber, Patricia  
**Subject:** RE: GLL Concurrence for Translation and Interpretation Certificate

Hi Anna,

Thanks for these observations. Your input has definitely strengthened the proposal.

The concurrence form can be found here <https://ascas.osu.edu/curriculum/concurrence-form>

Please see below in green for specific responses/actions.

All best,  
Glenn

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**From:** Grotans, Anna  
**Sent:** Tuesday, November 20, 2018 8:34 AM  
**To:** Martinez, Glenn A. <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)>  
**Cc:** Holub, Robert C. <[holub.5@osu.edu](mailto:holub.5@osu.edu)>  
**Subject:** GLL Concurrence for Translation and Interpretation Certificate

Glenn,

The members of the Undergraduate Studies Committee of GLL discussed the Translation/Interpretation Certificate this morning at our meeting. We all agree that the certificate program is a wonderful idea which will greatly benefit the foreign languages at OSU. We did, however, have a few questions/comments regarding the program specifics, in particular as they relate to our program in German. Points 1 and 4 pertain most specifically to our major and need to be addressed before we can grant concurrence. Finally, is there a special form that we need to complete for the concurrence? If so, where do we find it?  
Thanks!

Anna

1. The proposal states that students will have completed two 3000-level courses in a foreign language before beginning the certificate program. As I'm sure you're aware, class numbering is not consistent across the foreign languages at OSU. After completing German 1103, our students enroll in German 2101 and 2102; the next language course in the sequence is 3101. Students should be at the Intermediate High level after having completed German 3101. Rather than using course levels as a standard, you might want to stick to the ACTFL guidelines, or give the number of courses in a language (e.g., 5 or 6). Good point! We have utilized the ACTFL guideline of Intermediate High and will leave it up to each language department to assess how that translates into specific coursework.

2. In the list of “Working Language” courses (from which students choose 2 courses), you list our two already existing translation courses and “any course in German at the 4000 level or higher.” Although I understand that this additional line is added to allow students greater flexibility (especially for those students who do not plan their curriculum ahead), we feel that this option waters down the certificate. If a program has translation courses, students should make every effort to complete them. In German we are ahead of the curve in that we already offer two courses. Correct! German is currently at the place we would like to see all other programs. We have removed the language about “any course at the 4000 level” for German. I imagine that if for some reason the two courses are not offered the students could petition a substitution.

3. A second comment on the “Working Language” section. The way the instructions in the proposal now read, students could take two courses taught in English that are offered by Comp Studies or Linguistics and make these the core of their certificate. On the advising sheet, these three courses are listed in a separate category. Why? If we understand this correctly, students could then complete the certificate with only an Intermediate High language proficiency. Did the committee intend this to be the case? We have removed the groupings on the advising sheet so that it matches the proposal. I would not want to see students opting only for the coursework in English. I think they would find it difficult to successfully complete 5103 with zero coursework in their working language. I am hoping that this is something we could control through advising at the outset.

4. In the “Curriculum Plan” you state that “a total number of six (6) credit hours completed in the certificate program (50%) may be applied to the major/minor.” We allow students to count only one course in English toward their major/minor. FYI, most students completing a German minor usually overlap a GE course and the course allowed in English. On a side note, will any of the translation courses count as a GE? You may want to consider this. We did think about GE but held off because we didn’t want our proposal to get tangled up in the wider GE conversations. The rules for Type 1 certificates allow a maximum of 50% of the total certificate to count towards a separate degree. I think each department will decide which of the 4 courses to count towards their major. I think it is entirely reasonable for German to count 3603 and 4603 towards the major. In programs that do not have two translation courses, I would advocate for 5103 to count towards the major since it is a practicum that centrally involves the target language.

5. There are several languages missing from the list of “Working Languages” in the proposal. They are listed on the advising sheet. The additional languages should be added to the proposal. Our committee at first wondered why they had been left out. This has been changed.

6. This final comment is my own personal input. I wonder whether a program director is necessary for the certificate program at this point. (It may, of course, be relevant if the program expands.) It struck me as ironic that you are asking an additional 1/9 salary for a director to undertake tasks that you then describe staff members largely as carrying out (perhaps a raise for staff members would be more appropriate). Good point! Initially, we were proposing a much more ambitious program that included a graduate and continuing education component. We scaled this back to a simple undergraduate add-on certificate on advice of the chairs. We did not rethink the compensation piece though. We will definitely consider this going forward.

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**From:** Shank, Barry  
**Sent:** Tuesday, November 13, 2018 4:18 PM  
**To:** Martinez, Glenn A.  
**Subject:** Re: T&I Proposal

Dear Glenn,

Both my UGS and GS committees say this is good. CS formally offers our concurrence with this proposal.

Barry

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**From:** "Martinez, Glenn A." <martinez.474@osu.edu>  
**Date:** Monday, November 5, 2018 at 8:29 PM  
**To:** "Holub, Robert C." <holub.5@osu.edu>, "Podalsky, Laura" <podalsky.1@osu.edu>, "Renga, Dana" <renga.1@osu.edu>, "Bender, Mark" <bender.4@osu.edu>, "Hashamova, Yana" <hashamova.1@osu.edu>, "Warhol, Robyn" <warhol.1@osu.edu>, "Shank, Barry" <shank.46@osu.edu>, "Clopper, Cynthia" <clopper.1@osu.edu>  
**Cc:** "Sieber, Patricia" <sieber.6@osu.edu>, "Ortiz, Estephanie" <ortiz.115@osu.edu>  
**Subject:** T&I Proposal

Dear Colleagues,

Please find attached the revised T&I Proposal. Following our discussion last Wednesday, I have reduced the certificate from 15 to 12 hours and targeted it specifically to undergraduates for this initial iteration. I have tried to emphasize the program as a value-adding opportunity for our language majors providing them access to a marketable skill that complements their academic formation. As discussed in the meeting, the plan will be to roll it out first as an undergraduate certificate (Type 1) and later to pursue a graduate certificate (Type 3) and then a professional development/continuing education certificate (Type 5) depending on the success of the initial iteration. I have adjusted the compensation of the program director to 1/9 summer salary which would be paid from existing revenues in the Advanced Language Institute.

I would ask each of you to submit these to your relevant curriculum bodies in order to obtain concurrence. My goal is to submit a proposal with concurrence from all relevant departments.

All best,  
Glenn

Sent from Mail for Windows 10

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**From:** Renga, Dana  
**Sent:** Thursday, November 8, 2018 9:04 AM  
**To:** Martinez, Glenn A.  
**Subject:** Concurrence on T&I Certificate Proposal

Dear Glenn,

I write to let you know that The Department of French and Italian grants concurrence on the Translation and Interpretation Proposal. It looks great, and looking forward to having it implemented!

Best, Dana

--

Dana Renga  
Associate Professor and Chair  
The Department of French and Italian  
Affiliate Faculty: Film Studies, Comparative Studies, and Women's, Gender, and Sexuality Studies  
The Ohio State University  
1775 College Rd., Columbus, OH 43210

**The Ohio State University  
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)	Date request sent	
Academic Unit Asked to Review	Date response needed	


**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The English Department is happy to concur with this proposal for an undergraduate certificate in Translation and Interpretation. If a graduate certificate on this topic is developed, the English Department would like to be involved because there is interest among its MFA students in this topic.

**Signatures**

Alan B. Farmer Digitally signed by Alan B. Farmer  
Date: 2018.11.06 13:18:56 -05'00' 11/6/2018

1.	Name 	Position	Unit	Date
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date



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**From:** Clopper, Cynthia  
**Sent:** Thursday, November 29, 2018 1:21 PM  
**To:** Martinez, Glenn A.  
**Subject:** Re: T&I Proposal

Hi Glenn,

I missed the discussion of this proposal at yesterday's meeting, but Linguistics is happy to provide concurrence.

Cynthia

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Cynthia G. Clopper  
Professor and Interim Chair  
Department of Linguistics  
Ohio State University  
(614) 292 8235  
[clopper.1@osu.edu](mailto:clopper.1@osu.edu)

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On Nov 5, 2018, at 8:29 PM, Martinez, Glenn A. <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)> wrote:

Dear Colleagues,

Please find attached the revised T&I Proposal. Following our discussion last Wednesday, I have reduced the certificate from 15 to 12 hours and targeted it specifically to undergraduates for this initial iteration. I have tried to emphasize the program as a value-adding opportunity for our language majors providing them access to a marketable skill that complements their academic formation. As discussed in the meeting, the plan will be to roll it out first as an undergraduate certificate (Type 1) and later to pursue a graduate certificate (Type 3) and then a professional development/continuing education certificate (Type 5) depending on the success of the initial iteration. I have adjusted the compensation of the program director to 1/9 summer salary which would be paid from existing revenues in the Advanced Language Institute.

I would ask each of you to submit these to your relevant curriculum bodies in order to obtain concurrence. My goal is to submit a proposal with concurrence from all relevant departments.

All best,  
Glenn

**Martinez, Glenn A.**

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**From:** Hashamova, Yana  
**Sent:** Monday, December 3, 2018 1:23 PM  
**To:** Martinez, Glenn A.  
**Subject:** Re: GLL Concurrence for Translation and Interpretation Certificate

Dear Glenn,

SEELC grants concurrence for the proposed certificate program(s).

Yana

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**From:** Martinez, Glenn A.  
**Sent:** Wednesday, November 28, 2018 12:16:47 PM  
**To:** Holub, Robert C.; Bender, Mark; Hashamova, Yana; Podalsky, Laura  
**Subject:** FW: GLL Concurrence for Translation and Interpretation Certificate

Colleagues,

Please find attached the revised T&I Proposal. We would like to submit this with full concurrence from all of the departments, so if you would hand this to the curriculum body in your unit I would be very grateful. (Bob, this would be for NELC since Germanic has already weighed in).

All best,  
Gm