

---

## Term Information

Effective Term Summer 2025

## General Information

Course Bulletin Listing/Subject Area Spanish  
Fiscal Unit/Academic Org Spanish & Portuguese - D0596  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5104  
Course Title Fundamentals of Court Interpreting - Advanced Language Institute  
Transcript Abbreviation Court Interpreting  
Course Description Advanced Spanish level students will learn and practice the foundational aspects of the profession of court interpreting, with special emphasis on its core ethical principles, protocols, terminology, and skills, as well as the professional identity and role of the court interpreter. This course is designed to produce certifiable Spanish-English/English-Spanish court interpreters.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Pre-reqs: Spanish 3403 or 3413 or permission of instructor.  
Exclusions Not open to students with credit for CLLC 5104  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings Crosslisted in CLLC

## Subject/CIP Code

Subject/CIP Code 16.0905  
Subsidy Level Doctoral Course  
Intended Rank Junior, Senior, Masters, Doctoral

---

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Describe the role of court interpreters in the judiciary system, their scope of practice and protocols.
- Explain the process of court certification and its requirements.
- Demonstrate knowledge of and apply ethical principles guiding court interpreting.
- Engage in the three interpreting modes: consecutive, simultaneous, and sight translation.
- Demonstrate a basic understanding of legal terminology used in court proceedings.
- Demonstrate a basic understanding of Criminal and Civil Procedures in the U.S.
- Understand the different applications and procedures of remote interpreting in law enforcement and court proceedings.

### **Content Topic List**

- Spanish-English/English-Spanish court interpretation
  - Foundational aspects of the profession of court interpreting
  - Core ethical principles, protocols, terminology, and skills in court interpretation
- Yes

### **Sought Concurrence**

## Attachments

- 5104\_SPAN\_CLLC\_Court Interpreting\_ Final Version 2.docx: syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*
- Re: Spanish : CLLC 5101.pdf: Concurrence  
*(Concurrence. Owner: Sanabria, Rachel A.)*
- 10-17-24 Spanish Major Curriculum Map.xlsx: map w/ 5104  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- RAS Mark-up Translation and Interpretation Certificate 10-16-2019.docx: T\_I Certificate  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*

## Comments

- This course will also apply to the Spanish Minor and Honors Spanish Minor. Per Rachel Steele, I should send these documents under separate cover once the course is approved.

Tia Jones will enter CLLC 5104 to cross-list with this course entry. *(by Sanabria, Rachel A. on 11/01/2024 02:07 PM)*

**COURSE REQUEST**  
5104 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/20/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	11/01/2024 02:05 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	11/01/2024 02:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/20/2024 01:43 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/20/2024 01:43 PM	ASCCAO Approval

**Fundamentals of Court Interpreting - Advanced Language Institute  
CLLC / Spanish 5104, 3cr**Spring 202X  
Day/Time TBD  
Location TBD**Format of Instruction: Lecture**  
**Number of Contact Hours per Week: 3****Instructor:** María Postigo, PhD.**Contact information:****Office:****Office hours:** TBD and by appointment**COURSE DESCRIPTION**

CLLC / Spanish 5104 is an advanced Spanish course designed to produce certifiable Spanish-English/English-Spanish court interpreters. The course introduces students to the foundational aspects of the profession of court interpreting with special emphasis on its core ethical principles, protocols, terminology, and skills, as well as the professional identity and role of the court interpreter. Students in this course are expected to have an advanced proficiency level of Spanish as demonstrated by five (5) semesters of college level instruction in this language, passing a Spanish proficiency test or being able to demonstrate such skills (e.g. The student has lived or studied in a Spanish-speaking country).

**PRE-REQUISITES:**

Spanish 3403 or permission of the instructor. Heritage and native speakers of Spanish may enroll after completion of 3413 or with instructor's permission.

**COURSE OBJECTIVES**

By the end of the course, students should be able to:

- 1) Describe the role of court interpreters in the judiciary system, their scope of practice and protocols.
- 2) Explain the process of court certification and its requirements.
- 3) Demonstrate knowledge of and apply ethical principles guiding court interpreting.
- 4) Engage in the three interpreting modes: consecutive, simultaneous, and sight translation.
- 5) Demonstrate a basic understanding of legal terminology used in court proceedings.
- 6) Demonstrate a basic understanding of Criminal and Civil Procedures in the U.S.
- 7) Understand the different applications and procedures of remote interpreting in law enforcement and court proceedings.

**REQUIRED READINGS / WHERE TO FIND THEM / ISBN #**

Mikkelson, H. (2017). *Introduction to Court Interpreting* (2nd ed.). Routledge. ISBN: 978-1138916517

Berg-Seligson, S. (2017). *The bilingual courtroom: Court interpreters in the judicial system* (Second edition). The University of Chicago Press. ISBN: 978-0226329161

**Where to find these materials:** These textbooks can be purchased on Amazon.com. Additional readings will be posted on CARMENCANVAS.

### ADDITIONAL RESOURCES

The Supreme Court of Ohio & The Ohio Judicial System’s Online Court Interpreter Training: <https://www.supremecourt.ohio.gov/courts/services-to-courts/language-services/online-court-interpreter-training/>

### REQUIRED COURSEWORK AND GRADE DISTRIBUTION

Reading assignments/Homework	25 %
Interpreting Tasks	15%
Exams (Midterm and Final Exam)	20%
Legal Terminology Quizzes	10 %
Fieldwork Project (Shadowing of court Proceedings and corresponding reflections)	20%
Presentations	10%
Total points	100%

### GRADING SCALE

Percentage%	Letter Grade	Percentage %	Letter Grade
100 – 93	A	77 – 73	C
92 – 90	A-	72 – 70	C-
89 – 88	B+	69 – 68	D+
87 – 83	B	67 – 65	D
82 – 80	B-	64.9 – 0	E
79 – 78	C+		

**Reading assignments:** They include a variety of topics such as law, translation and interpreting theories, linguistics, and intercultural communication. Reading assignments also include the completion of a series of comprehension and/or personal reflection activities submitted on Carmen and discussed in class. The goal of these assignments is to build knowledge and understanding of the profession of court interpreting. Reading assignments will also help with the building of interpreting skills.

**Interpreting tasks:** In addition to the for-practice interpreting activities held in class, students of this course will complete 3 graded interpreting tasks (one per interpreting mode). These tasks consist of 10 to 15 minute-sections of selected videotaped or mocked court proceedings that students will have to interpret. Students will videorecord their interpretations and submit them

on Carmen. The goal of these activities is to assess students' knowledge and skills of the three interpreting modes and of the specific protocols and techniques used in each of them. The grading rubrics for these assignments (found on Carmen) delineate the requirements of these tasks which include the level of accuracy, quality of deliver, grammar and vocabulary, tone and register used as well as the amount of content omitted and/or added in the interpretation.

**Exams:** Students of this course will take two tests: a midterm and a final test. The two exams will be given in class and will include a variety of questions including true or false, multiple choice, open-ended questions (discussion of a question or topic), etc. The midterm will cover all material presented and discussed up to week 7. The final exam covers material covered from weeks 8-14. The goal of these tests is to assess students' knowledge of the profession of court interpreting including its related terminology, legal vocabulary, fundamental aspects of civil and criminal procedures as well as the role of the interpreter in such procedures. The tests also assess the application of ethics in controversial/problematic court scenarios.

**Legal Terminology Quizzes:** There will be a legal terminology quiz every other week, since learning the legal terminology in English and Spanish is crucial for the Court Interpreter's success. Quizzes will be administered during our class sessions.

**Presentations:** At the end of the semester (see course calendar) students will prepare a 10-12 minute-presentation based on the reading of a research paper on court/legal interpreting. Students will be provided with a list of articles to choose from, but they are also encouraged to find an article with a topic that may be more closely related to the students' interests. If students are interested in the second option, they will need approval from the instructor. Students will present the main aspects of the articles (e.g., thesis statement, arguments, and conclusions. They will also prepare a series of questions about the article/topic of the article that can generate group discussion. The goal of this assignment is to let students be active participants in the construction of knowledge in this course by letting them present and discuss current, important issues on court interpreting.

**Fieldwork project:** This course includes the observation/shadowing of at least 3 interpreted court proceedings. The goal of this component of the course is to observe specific aspects of court interpreting in real time, including the application of protocols, ethical guidelines in problematic situations, as well as the application of skills at the interpreted encounter. This component of the course is extremely important because it is at the court where students will be able to experience everything that is being taught in the classroom. In addition, student will experience other aspects not seen in the classroom, such as the interaction among the different court officials. The instructor of this course will provide students with a list of dates and times in which they can carry out the observations. Students should try to complete their observation at a time in which they do not have class. If such observations occur during class time for this course (second preferred choice), students will be excused from their missed class session. If the court observation(s) occur(s) during another' instructor's class session, students will have to make the necessary arrangements with their other instructor. The instructor of this class will provide students with a form that states the date and time of their court observations as documentation to present to other instructors if needed.

Considering the course content and the court proceeding observations, students will develop a reflective journal in which they narrate and reflect upon their experiences as court interpreters in training. In these reflections students should demonstrate not only their proficiency in the concepts, skills, protocols, etc., but also they should reflect on the importance of this profession and how it is linked to important social aspects such as a fair access to justice for Spanish monolinguals or individuals with limited proficiency in English (LEPs). The parameters of these reflections can be found in the grading rubric for this assignment (see Carmen). Such parameters include the depth of analysis or reflection, applicability of course terms, the type of language used as well as the amount of content (response).

**Sensitive material warning:** Students of this course should be aware of the fact that the shadowing of court proceedings may expose students to uncomfortable and/or graphic situations.

### **Guest Lectures by Professional/Certified Interpreters**

This course may include a few workshops and/or lectures given by professional/certified interpreters or other related staff from judicial agencies such as the Franklin County Municipal Court. These workshops/lectures will support the academic preparation of the students and will let the latter interact with members of the profession. The guest lectures will provide students with alternative perspectives, opinions, and personal experiences that can reinforce the teachings of the instructor. These lectures/talks will happen during class time and will be accommodated in the course schedule accordingly. Students will write a two-page paper outlining the main aspects discussed in these talks as well as presenting the students' reactions to the talks. These reflections will serve as a homework assignment and will be graded accordingly.

## **COURSE POLICIES**

### **Assignment Due Dates**

Due dates for this course are firm. Work is due at the *beginning* of each class period; therefore, late work will not be accepted. If you do not turn an assignment in on time, you will receive zero points for that assignment. Exceptions can be made for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification. **All assignments will be submitted via CARMENCANVAS.**

### **Attendance**

Given the emphasis on the development of skills and the importance of class discussions, attendance in this course is extremely important. Students are expected to attend class and be ready to participate actively in class discussion as well as in small group activities. However, it is understood that students may experience difficulties beyond their control that may result in failure to attend class. For this reason, a student may miss two (3) class periods for any reason (e.g., illness, funerals, personal issues, family trips, emergency conditions, jury duty, employment/military commitments, other course commitments, etc.) without their participation grade being penalized for those absences. However, it is important to note that each day a student is absent, they miss important information or the opportunity to develop skills needed for court interpreting.

For any additional absence to be excused, students will need to have an acceptable and verifiable reason. “Acceptable” means an illness, a death in the family or some other significant family event, such as a wedding, a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. “Verifiable” means that you can provide official, original documentation to account for the reason. Examples include a doctor’s note on original letterhead paper, an original program from a funeral or wedding, an obituary, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives will not be accepted as official documentation. Furthermore, all documentation must include a specific date or range of dates to be considered.

Unexcused absences affect a student’s grade negatively. Any absence beyond the three allowed absences that is not excused will lower the student’s final grade by 1 (one) percent. If a student is facing a situation that impedes them from attending class, they should reach out to the instructor of this course in order to work out a plan for catching up and avoid their grade being impacted by any unexcused absence.

### **Technology Use**

This is a discussion and practice-based course. The use of electronic devices, such as laptops and iPads, is only permitted with an educational purpose (e.g., taking notes, completing a task online, checking terminology on the Web). Students must refrain from engaging in visiting social network websites or any other content not related to this course. Students must also refrain from using their cell phones to text during class.

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

There is a Carmen site for this course where readings and assignments will be posted, along with grades and other course information. It is the students’ responsibility to check Carmen regularly for announcements and updates. Students are also responsible for all information that is sent to their OSU email account regarding this course, so students should check their email regularly. E-mail is the easiest and quickest way to contact the instructor of this course. When emailing your instructor, students should expect an answer within the next 24 hours. Emails sent by students over the weekend will receive an answer on the following Monday.

### **Classroom Environment**

We seek to create a classroom climate where students feel comfortable participating in class activities and discussions while 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 a particularly important aspect to remember when participating in class discussions or responding to student posts in the discussion board in Carmen.

### **Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

**Policy: Religious Holidays, Holy Days and Observances**

**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/>.

Assignments submitted through CARMENCANVAS may be screened by turnitin, an Anti-Plagiarism software, as well as other programs to detect AI created materials. Given the rise of AI apps, students may use AI software to **help polish** their work, but **not** for creating content. Assignments that are detected as AI generated will receive an automatic zero.

**Mental Health**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

**OTHER RESOURCES:** OSU offers different resources, both for academic services (including tutoring) and wellness related services.

Younkin Success Center: <https://younkinsuccess.osu.edu/>

Student Health Services: <https://shs.osu.edu/>

**COURSE CALENDAR, READINGS, AND ASSIGNMENTS**

Week	Topics	Assignments	Activities
------	--------	-------------	------------

1	Introduction to the Profession of Court Interpreting	<b>Day 1</b>	Introduction to the course Discussion of course syllabus
		<b>Day 2</b> Mikkelson (pp. 1-12) Berk-Seligson (pp. 1-10)	Reading discussion
2	Court Interpreting Laws and Regulations	<b>Day 1</b> Mikkelson (pp. 13-27)	Paraphrasing activity Reading discussion
		<b>Day 2</b> Berg-Seligson (pp. 25-41)	Paraphrasing activity Reading discussion Legal terminology quiz
3	Law and Language Consecutive Interpreting	<b>Day 1</b> Berg-Seligson (pp. 11-24; 95-116)	Consecutive interpreting workshop I Reading discussion
		<b>Day 2</b> Mikkelson (pp. 97-102) Berg-Seligson (pp. 146-165)	Consecutive interpreting workshop II Reading discussion
4	Criminal and Civil Procedure	<b>Day 1</b> Mikkelson (pp. 41-57) Module 3 from Supreme Court of Ohio's online court interpreter training (Lessons 1 & 2)	Consecutive interpreting practice Reading discussion

		<p><b>Day 2</b></p> <p>Module 3 from Supreme Court of Ohio's online court interpreter training (Lessons 3 &amp; 4)</p>	<p>Consecutive interpreting practice</p> <p>Reading discussion</p> <p>Legal terminology quiz</p>
5	Criminal and Civil Procedure  Note-Taking	<p><b>Day 1</b></p> <p>Module 3 from Supreme Court of Ohio's online court Interpreter training (Lessons 5-7)</p>	<p>Note-taking workshop.</p> <p>Consecutive interpreting practice</p> <p>Reading discussion</p>
		<p><b>Day 2</b></p> <p>Module 3 from Supreme Court of Ohio's online court Interpreter training (Lessons 8 &amp; 9)</p> <p>Court proceeding observation report 1.</p>	<p>Note-taking practice.</p> <p>Consecutive interpreting practice</p> <p>Reading discussion</p>
6	Interpreting for Law Enforcement	<p><b>Day 1</b></p> <p>Mikkelson (pp. 58-74)</p>	<p>Consecutive interpreting practice</p> <p>Note-Taking practice</p> <p>Reading discussion</p>
		<p><b>Day 2</b></p> <p>Berk-Seligson (220-237)</p>	<p>Consecutive interpreting practice</p> <p>Note-Taking practice</p> <p>Reading discussion</p> <p>Legal terminology quiz</p>

7	Court Interpreters' Code of Ethics	<b>Day 1</b> Mikkelson 75-93	Shadowing & anticipating Reading discussion
		<b>Day 2</b> Interpretation Task 1	Shadowing & anticipating
8	Simultaneous Interpreting	<b>Day 1</b> Study for Midterm	Midterm
	Interpreter's Pragmatics: Blame Avoidance Mechanisms	<b>Day 2</b> Mikkelson (pp. 102-106) Berk-Seligson (pp 95-113)	Simultaneous interpreting workshop Reading discussion
9	Court Interpreters' Code of Ethics II	<b>Day 1</b> Module 2 from Supreme Court of Ohio's online court interpreter training (Lessons 1-3)	Simultaneous interpreting practice Shadowing & anticipating Reading discussion
	Interpreting issues	<b>Day 2</b> Berk-Seligson (pp. 193-212)	Simultaneous interpreting practice Shadowing & anticipating Reading discussion Legal terminology quiz
<b>SPRING BREAK</b>			
10	Testimony Syles in Interpreted Judicial proceedings	<b>Day 1</b> Berk-Seligson (pp. 117-142)	Simultaneous Interpreting Shadowing/Anticipating

		<b>Day 2</b> Berk-Seligson (pp. 165-187)	Simultaneous Interpreting Shadowing/Anticipating
11	Remote Interpreting Sight Translation	<b>Day 1</b> Mikkelson (pp. 114-125; 106-111)	Sight translation workshop Reading discussion
		<b>Day 2</b> Interpretation Task 2	Sight translation workshop Reading discussion Legal terminology quiz
12	Most Common Criminal Offenses & Civil-Law Issues	<b>Day 1</b> Mikkelson (126-136) Structured conversations report	Sight translation practice Reading discussion Socialization of structured conversations.
		<b>Day 2</b> Court proceeding observation report 2	Sight translation practice Reading discussion Socialization of structured
13	Legal Terminology: Weapons, Body Features, Clothing, and Transportation	<b>Day 1</b> Module 4 of the Supreme Court of Ohio's online court Interpreter training (Lessons 1-4)	Interpreting practice Reading discussion Presentations Legal terminology quiz
		<b>Day 2</b> Module 4 of the Supreme Court of Ohio's online court Interpreter training (Lessons 5-7)	Interpreting practice Reading discussion Presentations

		Interpretation Task 3	
14	Professional Issues and Continuing Education	<b>Day 1</b> Mikkelson (pp. 138-147)	Interpreting Practice Reading discussion Presentations
		<b>Day 2</b> Reflective journal submission (Final project report)	Presentations Final Project socialization
15		<b>Day 1</b>	Final exam

THE OHIO STATE UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES

TYPE 1B TRANSLATION AND INTERPRETATION CERTIFICATE (TRNSINT-CRT)

Center for Languages, Literatures and Cultures  
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)

• ~~CLLC 5104: Fundamentals of Court Interpreting - Advanced Language Institute (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.

- **Arabic 4603:** Translation: Theory and Practice (3)
- **Chinese 5490:** Chinese Translation Workshop (3)
- **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)
- **Italian 4331:** Italian Translating
- **Japanese 5194:** Introduction to Professional Japanese Translation (3)
- **Portuguese 4510:** Portuguese Translation (3)
- **Russian 5630:** Translation: Theory, Practice and the Profession (3)
- **Spanish 4610:** Contrastive Structures of Spanish and English (3)
- **Spanish 4689S:** Translation and Interpretation in the Latino Community (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)\*
- ~~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~~

•

**Translation and Interpretation Certificate program guidelines**

Credit hours required: Minimum of 12 credits.

Overlap with courses in a degree: Max 50% overlap with courses in a degree program (i.e., major, minor, other certificate, or GE)

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.

Classes taught in English (\*): Students electing to take courses taught in English to fulfill the certificate program must demonstrate proficiency at the Intermediate High level prior to enrollment in CLLC 5103. Proficiency may be established by taking two 4000-level courses taught in the working language or through approved proficiency testing in the working language (OPIc, Versant, STAMP).

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 advisor.

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.

Formatted

Formatted: Font: 9 pt

Formatted: Not Expanded by / Condensed by

Formatted: Indent: Left: 0.4", No bullets or



Wednesday, October 9, 2024 at 13:01:31 Eastern Daylight Time

---

**Subject:** Re: Spanish / CLLC 5101  
**Date:** Wednesday, October 9, 2024 at 9:19:01 AM Eastern Daylight Time  
**From:** Sanabria, Rachel  
**To:** Sieber, Patricia A.  
**CC:** Aski, Janice, Romero, Eugenia, Jones, Tia  
**Attachments:** image001.png

Excellent - thank you - 5104 in the Core section sounds great.  
Tia - I will be in touch via Teams so that we can put the necessary documents together for the course submission.

Rachel

---

**From:** Sieber, Patricia A. <[sieber.6@osu.edu](mailto:sieber.6@osu.edu)>  
**Sent:** Wednesday, October 9, 2024 8:49:35 AM  
**To:** Sanabria, Rachel <[sanabria.3@osu.edu](mailto:sanabria.3@osu.edu)>  
**Cc:** Aski, Janice <[aski.1@osu.edu](mailto:aski.1@osu.edu)>; Romero, Eugenia <[romero.25@osu.edu](mailto:romero.25@osu.edu)>; Jones, Tia <[jones.2246@osu.edu](mailto:jones.2246@osu.edu)>  
**Subject:** Re: Spanish / CLLC 5101

Dear Rachel,

Thanks for your query. Excellent point about CLLC 5101 already being taken.

If 5104 is available in SPPO, perhaps that could be the alternative number? CLLC courses currently run from 5100 to 5103 so for us that would make for a good addition to the core course numbering.

Otherwise, the syllabus looks great! Thanks,

Pat

Patricia Sieber, PhD  
Professor of Chinese Literature  
Department of East Asian Languages and Literatures  
Director, Translation & Interpreting Program  
The Ohio State University  
1775 College Road  
The Ohio State University  
Columbus, OH 43220, USA  
<https://deall.osu.edu/people/sieber.6>

---

**From:** Sanabria, Rachel <[sanabria.3@osu.edu](mailto:sanabria.3@osu.edu)>  
**Date:** Tuesday, October 8, 2024 at 1:58 PM  
**To:** Sieber, Patricia A. <[sieber.6@osu.edu](mailto:sieber.6@osu.edu)>

**Cc:** Aski, Janice <[aski.1@osu.edu](mailto:aski.1@osu.edu)>, Romero, Eugenia <[romero.25@osu.edu](mailto:romero.25@osu.edu)>, Jones, Tia <[jones.2246@osu.edu](mailto:jones.2246@osu.edu)>

**Subject:** Spanish / CLLC 5101

Dear Dr. Sieber,

I hope you are having a wonderful day!

The SPPO Undergraduate Studies recently reviewed and approved **Fundamentals of Court Interpreting - Advanced Language Institute**

**CLLC / Spanish 5XXX, 3cr** for entry into the curriculum system. The course has been designed to be cross-listed with the CLLC to apply toward the [Translation and Interpretation Certificate](#) – a few couple pending items:

- It is tentatively numbered 5101, but I see that this number already exists – would you suggest an alternative 5000-level number?
- In order to enter the course in the curriculum system, I will need to upload a new Minor form with the course included in the appropriate section 😊

Any other points I may have overlooked or that you feel need addressed before I work with Tia Jones to enter this course into the curriculum system.

Thank you!

Rachel Sanabria



**Rachel Sanabria, Ed.S., M.Ed.**

**Assistant Director of Graduate & Undergraduate Studies**

Department of Spanish & Portuguese | **The Ohio State University**

298 Hagerty Hall | 1775 College Rd. S Columbus, OH 43210

614-292-7388