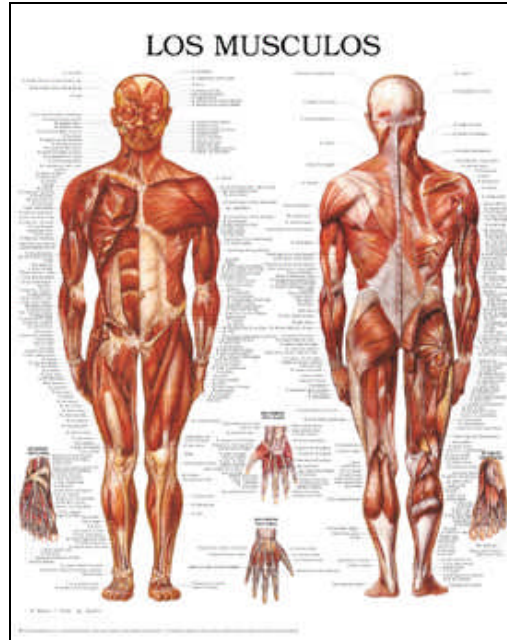
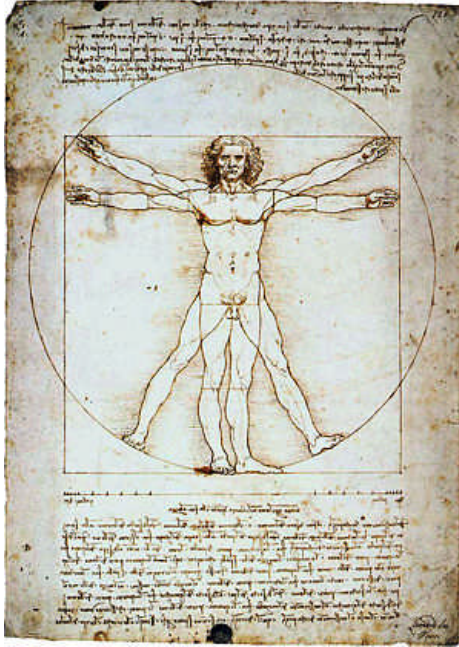


## TRAN 6900S (6474S) SEC. 90: WORKSHOP ON NON-LITERARY TOPICS II TRANSLATION & INTERPRETATION FOR HEALTH CARE



Semester: Fall 2007

Meeting times: W, 5-7:45

Location: COED 38

Professor: Dr. Michael Scott Doyle

Office: COED 423, Tel. 687-8781; msdoyle@email.uncc.edu

Office Hours: W 3-4:30 and by appointment

**CONTEXT.** The Occupational Outlook Handbook (2006-2007, <http://www.bls.gov/oco/ocos175.htm#outlook>) of the Bureau of Labor Statistics (U.S. Department of Labor) has recently published the following forecast:

Employment of interpreters and translators is projected to **increase faster than the average (18-26%) for all occupations over the 2004-14 period**, reflecting strong growth in the industries employing interpreters and translators. Higher demand for interpreters and translators in recent years has resulted directly from the broadening of international ties and the increase in the number of foreign language speakers in the United States. Both of these trends are expected to continue, contributing to relatively rapid growth in the number of jobs for interpreters and translators. Demand will remain strong for translators of the languages referred to as “PFIGS”—Portuguese, French, Italian, German, and **Spanish**—and the principal Asian languages—Chinese, Japanese, and Korean.

Further, “Job prospects for interpreters and translators vary by specialty. . . Rapid employment growth among interpreters and translators in **health services industries** will be fueled by the implementation of relatively recent guidelines regarding compliance with Title VI of the Civil Rights Act, which require all health care providers receiving Federal aid to provide language services to non-English speakers.”

For those who seek employment in the T&I field, “**Experience is an essential part of a successful career** in either interpreting or translation. In fact, many agencies or companies use only the services of people who have worked in the field for 3 to 5 years or who **have a degree in translation studies** or both.”

Regarding earnings,

Salaried interpreters and translators had median hourly earnings of \$16.28 in May 2004. The middle 50 percent earned between \$12.40 and \$21.09. The lowest 10 percent earned less than \$9.67, and the highest 10 percent earned more than \$27.45.

Earnings depend on language, subject matter, skill, experience, education, certification, and type of employer, and salaries of interpreters and translators can vary widely. Interpreters and translators with language skills for which there

is a greater demand, or for which there are relatively few people with the skills, often have higher earnings. Interpreters and translators with **specialized expertise**, such as those working in software localization, also generally command higher rates. **Individuals classified as language specialists for the Federal Government earned an average of \$71,625 annually in 2005.** Limited information suggests that some highly skilled interpreters and translators—for example, high-level conference interpreters—working full time can earn more than \$100,000 annually.

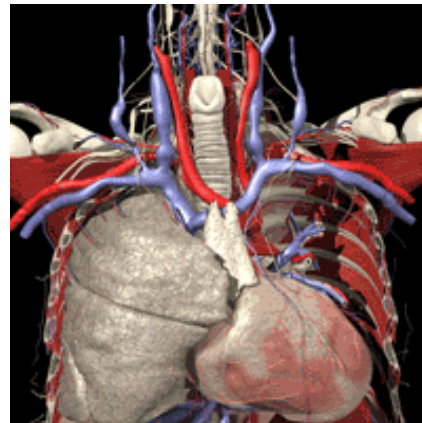
**Conclusion: The outlook is very promising for translators and interpreters in the broad field of health care.**

**DESCRIPTION.** This offering of TRAN 6474S, Workshop on Non-Literary Topics II (Medical and Technical) is a theory-based workshop dealing with English-Spanish translation and interpretation for health care. As such, it addresses the communication needs in settings such as hospitals, clinics, physician’s offices, dental offices, outpatient facilities, pharmacies, etc. Among the topics or scenarios to be covered are: Hispanics and their health; specialized terminology (e.g., anatomic, physiological, neurological, cardiovascular, oncological, obstetrical, orthopedic, medical instruments and devices); communication with administrative personnel (e.g., admission, payment, insurance); patient’s medical history (present illness and past history); personal, social and family history; the physical examination; emergency room; labor and delivery; surgery; medication and prescriptions; diet; treatments; drug overdose; patient instructions; dental visit and treatment; authorizations, consents and signature forms; and visits with different types of specialists (e.g., neurologist, orthopedist, cardiologist, psychiatrist).

Our workshop will consist of two parts: translation, followed by interpretation (sight, consecutive and simultaneous). Throughout the semester we will work forward from the smallest unit of translation—vocabulary—to larger units such as sentences and more extended discourse within representative genres of the language domain of health care, which itself constitutes a major field of language for specific purposes. The acquisition of a broad range of English-Spanish vocabulary related to health care will serve as our foundation for cross-lingual and cross-cultural communicative skills development. The vocabulary will include technical terminology as well as “*términos coloquiales relacionados con la medicina popular.*”

The translation work will be done individually and by the whole class, using group discussion and peer editing as collaborative and consultative resources. The interpreting work will involve role playing. Self-conscious code switching between English and Spanish is encouraged as an ongoing language-honing activity. The focus is always on **QUALITY**. Our work will emphasize the importance of the discourse-based research that must always be conducted by the specialized translator—you cannot effectively translate what you don’t really understand. As such, it will include the group generation and sharing of translator/interpreter resources for the field of health care.

The interpreting portion of the course will be a new feature of the TTS track in Master of Arts in Spanish at UNC Charlotte. We will use a computer program called Audacity to record and submit three formal assignments in consecutive interpreting. Audacity will allow you to listen to the Mikkelson CD’s (the scripts and prompts) on Windows Media Player, which can then be paused while you record your interpreting from Spanish into English and English into Spanish. This can be used as a practice program that allows you to pause and replay and edit at will, and can be used for effective real-time practice. For your three formal interpreting recordings, you are to edit the silences and lulls (the pauses while you are listening to the recorded Mikkelson script), which Audacity allows you to do as if you were using the “mark and delete” function of Word. You will emerge from this class having learned how to use this new computer program for interpreter training purposes.



**NOTE.** The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct” section of the *UNC Charlotte Catalog*. Cheating, plagiarism, fabrication and falsification are

expressly forbidden, i.e., one may not intentionally or knowingly present the work of another as his or her own, and one may not invent or alter information for use in any academic exercise. If you are using the ideas and words of another person, you **must** cite the source. Be especially careful when using internet sources—I will check these! All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. ***This is serious business with very serious consequences!*** You may also access the Code online at: [www.uncc.edu/policystate/ps-105.html](http://www.uncc.edu/policystate/ps-105.html).

**LEARNING DISABILITIES.** Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #230, for securing appropriate accommodations.

**GUIDELINES.** Come to every class **very well prepared**. Your active, high-quality participation is expected. Should extenuating circumstances require that you miss a class, you are expected to notify me in advance.

### **GRADE DISTRIBUTION.**

10% = Class Participation (includes attendance, quantity and quality of discussion and contributions, improvement, attitude)  
 25% = Quizzes (11)  
 25% = Translations (hopefully these will be forms and documents needed by UNC Charlotte’s Student Health Services)  
 25% = Interpreting (three formal recorded assignments)  
 15% = Final Exam

### **GRADING SCALE**

A = 90-100 POINTS  
 B = 80-89  
 C = 70-79  
 D = 60-69  
 F = BELOW 60

### **REQUIRED TEXTS.**

1. Kelz, Rochelle K. *Conversational Spanish for Health Professions*. 3<sup>rd</sup> ed. Albany: Del Mar Publishers, 1999.
2. Mikkelson, Holly. *The Interpreter’s Rx: A Training Program for Spanish/English Medical Interpreting*. Acebo: 1994.

**NOTE: THIS SYLLABUS IS SUBJECT TO MODIFICATION DURING THE COURSE OF THE SEMESTER.**

#### **Week 1**

August 22 Kelz: Chapter 1, pp. 1-36. Chapter 2, pp. 37-58. Chapter 4, pp. 86-102. Overview and review. NOTE: NO CLASS MEETING - INSTRUCTOR IN SPAIN CONDUCTING RESEARCH. You are to do this reading on your own.

IF YOU HAVE NOT ALREADY DONE SO, PLEASE USE THIS WEEK AND NEXT WEEK TO VISIT GUNTER VON HAGENS’ “BODY WORLDS: THE ANATOMICAL EXHIBITION OF REAL HUMAN BODIES,” AT DISCOVERY PLACE (CHARLOTTE). THIS IS NOT REQUIRED, BUT IT IS VERY INFORMATIVE AND INTERESTING, AND RELATES CLOSELY TO OUR TOPICS FOR THE SEMESTER.

Begin preparing a handout documenting your anticipated resources—the specialized online sites, dictionaries, glossaries, etc.—that you think might serve you (and your classmates) well during the semester.

#### **Week 2**

29 Kelz: Chapter 3, pp. 59-85. Memorize this anatomic and physiological vocabulary. There will be a quiz on it next week. NOTE: NO CLASS MEETING - INSTRUCTOR IN SPAIN CONDUCTING RESEARCH. You are to do this reading and preparation on your own.

Week 3

\*September 5 Kelz: Chapter 1-4. CLASS MEETS! Review of assigned readings and vocabulary acquisition. \*Vocabulary quiz.

Week 4

\*12 Kelz: Chapters 5-6, pp. 103-131. \*Quiz.

Week 5

\*19 Kelz: Chapter 7, pp. 132-146. Chapter 8, pp. 147-top 176. \*Quiz.

Week 6

\* 26 Kelz: Chapter 8, pp. 176-189. Chapter 9, pp. 190-198. Chapter 10: pp. 199-215. \*Quiz.

Week 7

\*October 3 Kelz: Chapter 11, pp. 216-246. \*Quiz.

Week 8

\*10 Kelz: Chapter 12, pp. 247-268. Chapter 13: pp. 269-283. \*Quiz.

Week 9

\*17 Kelz: Chapter 14, pp. 284-306. Chapter 15: pp. 307-326. \*Quiz.

Week 10

\*24

Interpreting:

- “Interpreting” (Wikipedia – reading will be available online in pdf)
- “Interpretación” (Wikipedia – reading will be available online in pdf)
- “Language—Bridging the Language Gap” (reading will be available online in pdf)
- “Clear and to the Point: Guidelines for Using Plain Language at NIH” (reading will be available online in pdf)
- “The Art of Working with Interpreters: A Manual for Health Care Professionals” (reading will be available online in pdf)
- “The Growing Need for Interpreter Training” (reading will be available online in pdf)
- “Ethics for Community Interpreters” (reading will be available online in pdf)
- “Medical Interpreter Code of Ethics” (reading will be available online in pdf)

Mikkelson: Introduction (vii-xiv).

- Sight Translation: pp. 1-1 through 1-3. English Sight Texts 1 and 2 (pp. 1-3 through 1-5).
- Consecutive Interpretation: pp. 2-1 through 2-4. Consecutive lessons 1 and 2 (pp. 2-5 through 2-9).
- Simultaneous Interpretation: pp. 3-1 through 3-2. Simultaneous lessons 1 and 2 (pp. 3-3 through 3-10)
- \*Quiz.

Week 11

\*31

Mikkelson:

- Sight Translation: English Sight Texts 3-5 (pp. 1-6 through 1-9).
- Consecutive Interpretation: Consecutive lessons 3-5 (pp. 2-10 through 2-18).
- Simultaneous Interpretation: Simultaneous lessons 3-5 (pp. 3-11 through 3-22)
- \*Quiz.

Week 12

- November 7 ALTA CONFERENCE: DALLAS.  
Mikkelson:
- Sight Translation: English Sight Texts 6-8 (pp. 1-10 through 1-13).
  - Consecutive Interpretation: Consecutive lessons 6-8 (pp. 2-19 through 2-27).
  - Simultaneous Interpretation: Simultaneous lesson 6 (pp. 3-23 through 3-27)

Week 13

- \*14 Mikkelson:
- Sight Translation: English Sight Texts 9 and 10 (pp. 1-14 through 1-15). Spanish Sight Texts 1 and 2 (pp. 1-16 through 1-18).
  - Consecutive Interpretation: Consecutive lessons 9 and 10 (pp. 2-28 through 2-33).
  - Simultaneous Interpretation: Simultaneous lesson 7 (pp. 3-28 through 3-30)
  - \*Quiz.

Week 14

- 21 THANKSGIVING BREAK: NO CLASS

Week 15

- \*28 Mikkelson:
- Sight Translation: Spanish Sight Texts 3 and 4 (pp. 1-19 through 1-22).
  - Consecutive Interpretation: Consecutive lessons 11 and 12 (pp. 2-34 through 2-39).
  - Simultaneous Interpretation: Simultaneous lesson 8 (pp. 3-31 through 3-33)
  - \*Quiz.

Week 16

- December 5 Mikkelson:
- Sight Translation: Spanish Sight Texts 5 and 6 (pp. 1-23 through 1-25).
  - Consecutive Interpretation: Consecutive lessons 13-16 (pp. 2-40 through 2-52).
  - Simultaneous Interpretation: Simultaneous lesson 9 (pp. 3-34 through 3-37)
  - **NOTE: THE FINAL EXAM IS SCHEDULED FOR WEDNESDAY, DECEMBER 12, 5-7:30.**