Semester: Fall 2009   Professor: Dr. Michael Scott Doyle
Meeting times: W, 5-7:45   Office: COED 443, Tel. 687-4274; msdoyle@uncc.edu
Location: COED 402   Office Hours: MW 3:30-4:30 and by appointment

DESCRIPTION. This workshop will introduce the standards and criteria that constitute the assessment rubric for the Certification Program (https://www.atanet.org/certification/index.php) of the American Translators Association (ATA, https://www.atanet.org/). For our purposes, a *standard*—a general guide or measure—will be considered as "a rule or principle that is used as a basis for judgment": e.g., does a translation unacceptably change the meaning of the source language text (SLT)? A *criterion* will be considered as a specific category, confirmation, or gauge for judgment: e.g., exactly how and to what extent does a translation unacceptably change the meaning of the SLT?

Once we are familiar with the ATA assessment rubric (its standards and criteria) and examination format, the course will provide intensive practice in 1) translating and 2) taking translation examinations, with text domains and assessment standards and criteria modeled on those used by the ATA for its Certification Exam. Although the ATA Certification Exam is a very rigorous test, and very difficult to pass, it is hoped that all of you will eventually take and pass it.

The "ATA is a professional association founded to advance the translation and interpreting professions and foster the professional development of individual translators and interpreters. Its 10,000 members in more than 90 countries include translators, interpreters, teachers, project managers, web and software developers, language company owners, hospitals, universities, and government agencies" (https://www.atanet.org/aboutus/index.php).

If you are not already a member of the ATA, I encourage you to consider joining as a student member: "Open to college and university students enrolled full-time or part-time in an undergraduate or graduate credit program related to translation or interpreting, including foreign language study. Student membership is limited to 4 years and requires written documentation of student status. Student membership is no longer valid upon passage of an ATA certification exam. Members of this status are required to convert their membership if they wish to become certified. *Student members possess the same rights and privileges as Associate members except theycannot list their services in the* **Online Services Directories**" (https://www.atanet.org/membership/index.php). The student membership fee is $120 (https://www.atanet.org/kiosk/nm_signup_pub.pl).

OBJECTIVES. The course is designed to provide the student with:

- An understanding of the ATA Certification Exam: purpose, format, and standards and criteria for assessment of professional competence
- A professional discourse for translation standards and assessment criteria
- Practice with translating representative discourse domains used in the ATA Certification Exam: timed and intensive English ↔ Spanish translation
- Preparation for taking the ATA Certification Exam in Spanish → English or English → Spanish language combinations

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 Graduate Catalog* (pp. 23+). 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. All students are required to read and abide by the "The UNC Charlotte 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 UNC Charlotte Code of Student Academic Integrity.

LEARNING DISABILITIES. Students with <u>documented disabilities</u> 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 (http://www.ds.uncc.edu/). Students must follow the instructions of that office, located in 230 Fretwell Building, for securing appropriate accommodations.

GRADE DISTRIBUTION.

15% = Class Participation (includes attendance, quantity and quality of discussion and contributions, improvement, attitude)
15% = Homework (translations and self-assessments)
40% = Two Translation Exams <u>(simulations of ATA Certification Exam, 20% each)</u>
30% = Final Exam <u>(simulation of ATA Certification Exam)</u>

NOTE. The final exam is scheduled for Wednesday, December 16, 5-7:45 p.m. in COED 402.

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

NOTE: Instructor reserves the right to revise this syllabus as deemed necessary.

<u>Week 1</u>

August 26   Introduction to course. Syllabus. The American Translators Association. ATA Code of Professional Conduct and Business Practices. ATA Certification Criteria, Standards, and Assessment.

ATA Code of Professional Conduct and Business Practices

INDEX (NOTE THOSE MARKED ***):
Upcoming Exam Sittings
Certification Program
     Overview
     Mission Statement
     Changes in 2004
     Changes—Related Articles

Eligibility Requirements for the ATA Certification Exam
     Overview
     Frequently Asked Questions
     List of Approved Translation and Interpreting Schools
     Eligibility Requirements Form (Pre-requirement for Exam Registration)

Practice Test for the ATA Certification Exam
     Overview
     Practice Test Request Form
     Instructions for Translating the Practice Test Passage

ATA Certification Exam
     Overview
     ***Certification Exam: An Informational Presentation
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     Upcoming Exam Sittings
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     How Are ATA Exam Sites Chosen?

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Certification Exam Review Procedure
Request Form for Certification Exam Review
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Request Form to Appeal Certification Exam Review

Continuing Education for ATA Certification
Overview
Administrative Policies
Frequently Asked Questions
Continuing Education Points Record
Request for Approval of Continuing Education Sessions - PDF Format
Online Ethics Course
Continuing Education Points for School Outreach Presentations
Low Cost Ideas for Continuing Education
Continuing Education Profiles

Week 2

September 2   Continuation of ATA Certification Criteria, Standards, and Assessment. Carefully review at home the ATA Certification Exam standards and criteria—make sure you understand these! Visit the ATA Web Page links above or at https://www.atanet.org/.

Consideration of past graduate student recommendations for taking ATA Exam.

In-class review of General Text domain (1998) translations done at home: one from Spanish → English, one from English → Spanish.

Homework format for doing your practice translations (simulated ATA exams) outside of class:

1. First do a timed handwritten translation, as if it were for the ATA Certification Exam. You may take up to 90 minutes to translate each passage assigned.
2. You will then type up a double-spaced copy of your handwritten translation and bring this to class where we will workshop the translations as a group. During this "workshopping," you will make corrections to your translation (using the ATA rubric for standard error marking and other pertinent annotations).
3. You will then take the "corrected" passage home and produce a track-changes version, so that I can follow the corrections you have made to your original translation.
4. You will then go over your track-changes versions and code your errors (either as part of your track changes or as a comment) using the ATA criteria for standard error marking. (Note: Steps 3 and 4 can of course be combined!)
5. You will then send me an email attachment of the document produced in step 4. I will need to receive this no later than Friday evening of each corresponding week.

Timed translation exercises in class and discussion.

Week 3

9   In-class workshopping review of Science/Technology/Medicine domain (1998) translations done at home: one from Spanish → English, one from English → Spanish.

Timed translation exercises in class and discussion.

Week 4

16   In-class workshopping review of Science/Technology/Medicine domain (1998) translations done at home: one from Spanish → English, one from English → Spanish.

Timed translation exercises in class and discussion.

<div align="center">Week 5</div>

September 23   In-class workshopping review of law/business/finance domain (1998) translations done at home: one from Spanish → English, one from English → Spanish.

Timed translation exercises in class and discussion.

<div align="center">Week 6</div>

30   **EXAM I (simulation of ATA Certification Exam)**

<div align="center">Week 7</div>

October 7   Review and discussion of Exam I.

Timed translation exercises in class and discussion.

<div align="center">Week 8</div>

14   Work-shopping of Passage D: Business-Legal Domain ("Artículo 22 – Facultades del Consejo")

Timed translation exercises in class and discussion.

<div align="center">Week 9</div>

21   In-class workshopping review of General Text domain (1999) translations done at home: one from Spanish → English, one from English → Spanish.

Timed translation exercises in class and discussion.

<div align="center">Week 10</div>

28   In-class workshopping review of Science/Technology/Medicine domain (1999) translations done at home: one from Spanish → English, one from English → Spanish.

Timed translation exercises in class and discussion.

<div align="center">Week 11</div>

November 4   In-class workshopping review of Science/Technology/Medicine domain (1999) translations done at home: one from Spanish → English, one from English → Spanish.

Timed translation exercises in class and discussion.

<div align="center">Week 12</div>

11   In-class workshopping review of law/business/finance domain (1999) translations done at home: one from Spanish → English, one from English → Spanish.

Timed translation exercises in class and discussion.

<div align="center">Week 13</div>

18   **EXAM II (simulation of ATA Certification Exam)**

<div align="center">Week 14</div>

25   NO CLASS: THANKSGIVING VACATION. ENJOY!

<u>Week 15</u>

December 2   Review and discussion of Exam II.

Timed translation exercises in class and discussion.

<u>Week 16</u>

9   Final class meeting. Review for final exam. Student evaluations.

<u>NOTE</u>. The final exam is scheduled for Wednesday, December 16, 5-7:45 p.m. in COED 402.

ATA CODE OF PROFESSIONAL CONDUCT AND BUSINESS PRACTICES (2009)

I. As a Translator or Interpreter, a bridge for ideas from one language to another and one culture to another, I commit myself to the highest standards of performance, ethical behavior, and business practices.

> A. I will endeavor to translate or interpret the original message faithfully, to satisfy the needs of the end user(s). I acknowledge that this level of excellence requires:
>
> > 1. mastery of the target language equivalent to that of an educated native speaker,
> >
> > 2. up-to-date knowledge of the subject material and its terminology in both languages,
> >
> > 3. access to information resources and reference materials, and knowledge of the tools of my profession,
> >
> > 4. continuing efforts to improve, broaden, and deepen my skills and knowledge.
>
> B. I will be truthful about my qualifications and will not accept any assignments for which I am not fully qualified.
>
> C. I will safeguard the interests of my clients as my own and divulge no confidential information.
>
> D. I will notify my clients of any unresolved difficulties. If we cannot resolve a dispute, we will seek arbitration.
>
> E. I will use a client as a reference only if I am prepared to name a person to attest to the quality of my work.
>
> F. I will respect and refrain from interfering with or supplanting any business relationship between my client and my client's client.

II. As an employer or contractor of translators and/or interpreters, I will uphold the above standards in my business. I further commit myself to the following practices with translators and interpreters:

> A. I will put my contractual relationship with translators and interpreters in writing and state my expectations prior to work.
>
> B. I will adhere to agreed terms, payment schedules, and agreed changes, and will not capriciously change job descriptions after work has begun.
>
> C. I will deal directly with the translator or interpreter about any dispute. If we cannot resolve a dispute, we will seek arbitration.
>
> D. I will not require translators or interpreters to do unpaid work for the prospect of a paid assignment.
>
> E. I will not use translators' or interpreters' credentials in bidding or promoting my business without their consent or without the bona fide intention to use their services.
>
> F. For translations for publication or performance over which I have direct control, I will give translators recognition traditionally given authors.

As Amended by the ATA Board of Directors March 2002

DOYLE ON THE ATA MODEL OF TRANSLATION ASSESSMENT

Evaluation and outcomes assessment are thorny issues in American higher education and in our professional lives. They are time-consuming activities and are often difficult to map out clearly because of the types of questions they deal with, such as what is being measured, by whom, how, when, and why.

Course grades remain the most characteristic form of outcomes assessment in academia. As we all know, grades can be a source of considerable confusion and consternation because:

- Different instructors can be quite idiosyncratic in how they arrive at their A's, B's and C's, and one may assign a high grade while the other does not in evaluating the same work;

- Students may ask that a grade be explained, and instructors are often hard-pressed to do so, perhaps because their own criteria and standards have not been clearly thought-out and/or articulated, which leads to a justification along the lines of "this is the grade you have earned" or "this is my [subjective] impression of the grade you have earned…"

- Students may earn good grades in class, then fare poorly on external evaluation instruments such as standardized national examinations—i.e., the "in-class" and "out-of-class" assessment criteria and standards are not well aligned;

- Training and academic programs may lack coherence and consistency in how they evaluate their students (there is no culture of inter-rater reliability), and themselves be idiosyncratic and misaligned with national standards, discourse, and practice.

The ATA Framework for Standard Error Marking provides a ready-made, standardized, time-tested, and professionally-recognized model for conducting systematic, coherent, and consistent evaluation of student translations. Adoption of the ATA standards and criteria has several other benefits as well, among them:

- Linking the student classroom work, feedback, and discussion to the external professional context in the United States, as represented by the ATA;

- Providing students and instructors with a protocol and common language for translation assessment that is aligned with the criteria, standards, and discourse of our national certifying association, which serves to foster a culture of inter-rater reliability wherein we can "be on the same page" when discussing what is "right" or "wrong" about a translation;

- Better preparing students for taking the ATA Accreditation Exam by familiarizing them with the national standards and criteria before they sit for the Exam;

- Aligning the programmatic discourse of our colleges and universities with established national standards.