

INTR 540 Translation



Instructor: Laurie R. Shaffer, PhD
Wednesdays 1:10-4:00
Room 365

Office hours – In-person Mondays and Wednesdays 10-12:30

By appointment via Zoom link: [Laurie's Zoom](#)

Phone: 434-529-7248 (this is my personal phone number – use with discretion)

Email – Laurie.shaffer@unh.edu

I usually respond to emails within 24 hours during the work week. Emails sent over the weekend may not be responded to until start of business Monday.

Bring a laptop to every class session

Course Description

Introduction to theory and practice of translation. Students analyze pre-prepared interpretations and translations to discover how expert interpreters and translators construct meaning in the alternate language. Particular attention paid to the form/meaning distinction. Students prepare translations from texts of their choosing. (This course has required lab.) (4 credits; Pre- or Coreq: ASL 532 American Sign Language IV)

This course addresses the following:

(Commission on Collegiate Interpreter Education standards)

5.3 The program assures that students have a strong foundation in English and ASL before entering into the interpreting skills classes.

5.5 The program has explicit strategies to expose students to multicultural and diverse populations.

5.6 The program has strategies within the curriculum that further the acquisition of world knowledge and current events.

6.1 The curriculum addresses competencies related to interpreting theory and knowledge.

6.2 The curriculum addresses competencies related to human relations and professionalism.

6.3 The curriculum addresses knowledge competencies related to multicultural and diverse populations.

6.4 The curriculum addresses competencies related to knowledge of the interpreting profession and relevant resources.

7.1 The curriculum fosters the continued development of language competency in both ASL and English that prepares graduates to enter the field of interpreting.

7.2 The curriculum fosters the development of competencies required for meaning transfer.

7.4 The curriculum addresses the ability to assess a situation and the decision-making skills to meet the demands of the source language, target language, setting, and participants.

Student Learning Outcomes

Entry-to-Practice Competencies Witter-Merithew, A., & Johnson, L. (2005; p. 143-146). *Toward competent practice: Conversations with stakeholders*. Alexandria, VA: RID Press.

Domain 1: Theory & Knowledge

Domain 2: Human Relations

Domain 3: Language Skills Competencies

Domain 4: Interpreting Skills Competencies

Domain 5: Professionalism Competencies

(I)– Introduced

(R)- Reinforced

(A) - Applied

In-class practical and theoretical discussion and assigned readings address the following Student Learning Outcomes:

Domain 1: Theory and Knowledge Competencies

EPC 1.1 EPC 1.1 Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial). (I), (R), (A)

EPC 1.2 Demonstrate knowledge of linguistics and cross-cultural and interpretation theories by discussing the implications of each for the work of interpreters in various contexts (e.g., approaches to the process and analysis of task). (I), (R), (A)

EPC 1.3 Apply linguistics and cross-cultural and interpretation theories by analyzing a wide range of consecutive and simultaneous interpreting samples in a manner that reflects synthesis of the theoretical frameworks as they apply to the interpretations. (I), (R)

EPC 1.4 Compare and contrast linguistic characteristics in a variety of signed language interpretations. (I), (R), (A)

EPC 1.5 EPC 1.5 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (I), (R)

EPC 1.7 EPC 1.7 Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression). (R)

Translation in-class activities and Projects address the following Student Learning Outcomes:

Domain 1: Theory and Knowledge Competencies

EPC 1.2 Demonstrate knowledge of linguistics and cross-cultural and interpretation theories by discussing the implications of each for the work of interpreters in various contexts (e.g., approaches to the process and analysis of task). (R), (A)

EPC 1.3 Apply linguistics and cross-cultural and interpretation theories by analyzing a wide range of consecutive and simultaneous interpreting samples in a manner that reflects synthesis of the theoretical frameworks as they apply to the interpretations. (R), (A)

EPC 1.4 Compare and contrast linguistic characteristics in a variety of signed language interpretations. (R), (A)

EPC 1.5 EPC 1.5 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (I), (R)

EPC 1.7 EPC 1.7 Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression). (R), (A)

Domain 2: Human Relations Competencies

EPC 2.3 Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting. (I)

EPC 2.4 Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting. (I)

Domain 3: Language Skills Competencies

EPC 3.1 Demonstrate superior proficiency and flexibility in one's native language (L1) by effectively communicating in a wide range of situations, with speakers of various ages and backgrounds. (I), (R)

EPC 3.3 Demonstrate advanced and effective public speaking skills in English through the spontaneous delivery of an informal and a prepared formal presentation. (R), (A)

Domain 4: Interpreting Skills Competencies

EPC 4.1 Apply academic and world knowledge during translation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in English. (I), (R), (A)

EPC 4.2 EPC 4.2 Integrate academic and world knowledge during translation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable translations in English. (I), (R), (A)

EPC 4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review. (I)

EPC 4.5 Demonstrate flexibility in the sign language produced by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback. (I)

Domain 5: Professionalism Competencies

EPC 5.2 Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments. (R), (A)

EPC 5.3 Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate. (I)

Required Text

Munday, J. (2016). *Introducing translation studies: Theories and applications*. Routledge.



Other articles as assigned – articles can be found under assignments

Class Schedule

(The schedule is tentative and may be updated and revised as needed)

WEEK	DATE	Class Session	Readings	Homework
Week 1	1/22/25	Introductions Syllabus Review Translation and Interpretation Form and Meaning. Transcription		
Week 2	1/29/25	Historical Perspectives	Munday Ch. 2	HW # 1 Select article for discussion
Week 3	2/5/25	TEAR and Skewing	Spooner et al.	HW # 2.
Week 4	2/12/25	Discourse Genres & Equivalence Introduce Project # 1	Munday Ch. 3.	HW # 3. Research Poe and American Gothic. Read "The Tell Tale Heart"
Week 5	2/19/25	Figurative Language Workshop Project # 1 Discuss Stone and West	Stone & West.	Project # 1 Step 1. Post re: article
Week 6	2/26/25	Procedures. Review Project # 1	Munday Ch. 4	Project # 1 DUE
Week 7	3/5/25	Propositions and Gish	Munday p. 125-140 and Ch. 6	HW # 4
Week 8	3/12/25	Practice Gish Introduce Project # 2		HW # 5
SPRING BREAK				
Week 9	3/26/25	Workshop Project # 2. Discussion # 1	TBD	Project # 2 Step 1
Week 10	4/2/25	Review Project # 2. Discussion # 2. Introduce Project # 3	TBD	Project # 2 DUE
Week 11	4/9/25	Discussion # 3 and # 4. Workshop Project # 3	TBD	Project # 3 Step 1
Week 12	4/16/25	Prepare for Deaf Guests. Letters Activity		Project # 3 DUE
Week 13	4/23/25	Practice Consecutive Interpreting: Deaf Guest Connie Clanton		
Week 14	4/30/25	Practice Consecutive Interpreting: Deaf Guest Lori V.		

Grading

94-100 = A	87<90 = B+	77<80 = C+	67<70 = D+
90<94 = A-	84<87 = B	74<77 = C	64<67 = D
	80<84 = B-	70<74 = C-	60<64 = D-
			0<60 = F

A grade of "B-" or better is needed to pass this course.

Major Assignments

Much of the learning in this course takes place through class discussion and application, so regular attendance, completion of online exercises/homework, and class participation are very important. Students are expected to be prepared for each class, i.e., assigned readings and exercises must be completed to make maximum use of class time.

Two absences will reduce students' grade by half of a letter grade (i.e., 5%), three absences, by a whole letter grade (10%), and so on.

Grading is based on homework, classroom work, & online assignments, and group and individual projects assigned throughout the semester, and will be weighted as follows:

Homework	15%
Article Discussions	5%
Participation/Attendance Class & Lab	10%
Project # 1	20%
Project # 2	20%
Project # 3	30%
TOTAL	100%

Major Assignments

Projects –

The goal of the projects is

A natural looking, clear, coherent, and equivalent translation

The translation will be assessed for:

- Cohesion
- Lexical equivalence
- Syntax
- Meaning Equivalence

Detailed instructions can be found in Canvas. All projects are working from ASL to Spoken English

Project # 1 ASL to English A Gothic Tale

Project # 2 ASL to English 5 Social Life of Trees

Project # 3 ASL to English selected topics

Practice Assignments

Please refer to Canvas: Assignments for details on homework assignments. Assignments are designed to implement, practice and review various aspects of translation.

Readings: For Spooner, Stone & West, you will either post questions or comments individually to be discussed in class.

For other Readings, you will all read the articles. One of you will be selecting an article for which you will create discussion questions and lead the class in that discussion. Grading will be based on a) the leader's quality of questions – they should engage students in active discussion. b) level of preparedness of the other students – having read the article, actively engaging in the discussion.

All assignments are due on the date given in the syllabus. All written work must be typed, proof-read and reflect accepted standards of grammar and organization.

Spring 2025 Additional Resources and Policies –

Handbook in Student Rights, Rules and Responsibilities

[University Academic Integrity Policy](#)

Plagiarism Tutorial

[tutorial on plagiarism](#)

Academic Alerts

The University is invested in your academic success. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success. They act as an important check-in point and, if you receive an academic alert, you will receive an email to your UNH email address. It is strongly recommended that you meet with a professional advisor and connect with your instructor to discuss the reason for the alert.

Credit Hours defined: This syllabus reflects the federal definition of a credit hour, which entails a minimum 3 hours of engaged time per week per credit over a 15-week semester. Examples of engaged time include class time, assignments, examinations, laboratories, participation in course-related experiences (attending a talk or performance, speakers and events, fieldwork, etc.), conferences, and office hours. Student work reflects intended learning outcomes and is verified through evidence of student achievement. For more information, please see:

[Pp111 Policy On Credits-And-Degrees.pdf \(neche.org\)](#)

Extended Absence: If you miss more than one or two class sessions because of illness or other circumstances, reach out to Lisa Enright, Assistant Dean of Student Success, at lisa.enright@unh.edu to request a letter be sent to all your faculty.

If you are required to miss significant class time, you will be provided temporary academic supports so that you can continue to make satisfactory progress in this course.

- Class notes from a peer
- One-on-one meetings with instructor either during office hours or by appointment. In-person or virtual.
- Class powerpoint slides
- Handouts or other materials that are distributed

Library: The UNH Manchester librarians are available to assist you with the research process. Visit the library's website at <https://cps.unh.edu/library> to learn about library services and to search for reliable academic sources. You can contact the library at 603-641-4173 or at unhm.library@unh.edu.

The links below guide you to useful online library resources:

- Make a Research Appointment with a librarian: <https://libraryguides.unh.edu/remotearchive/researchhelp>
- Use the Library Search Box to find information: https://libraryguides.unh.edu/librarysearchbox_unhmanchester

- Reserve a Study Room: <https://cps.unh.edu/library/support-services>
- Discover resources for Citing Sources: <https://libraryguides.unh.edu/unhmcitingsources>
- Learn strategies for Evaluating Sources: <https://libraryguides.unh.edu/ENGL401UNHManchester/evaluatingsources>.

Center for Academic Enrichment: The Center for Academic Enrichment (CAE) professionals and peers are available to support all UNH Manchester students in maximizing their learning potential through individual in-person and online tutoring, in-class workshops, and study groups in math, writing, course content, study skills, time management, and personal statements. All students registered for UNH Manchester courses are entitled to one hour of individual tutoring, per course, per week. Appointments are available at <https://caetutor.unh.edu>; for more information, contact the CAE at (603) 641-4113, or unhm.cae@unh.edu.

Support Services - According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her/their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) located on the Manchester campus in room 417 or sas.office@unh.edu.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/sas or contact SAS at 603.862.2607 or sas.office@unh.edu.

Emotional or mental health distress

In partnership with The Mental Health Center of Greater Manchester, UNH Manchester offers consultation visits on a walk-in basis and through telehealth appointments. Services include:

- Free confidential screening & consultation with a licensed mental health therapist.
- Referrals to mental health or substance misuse treatment. And assistance in understanding how to afford additional treatment (with or without insurance!) or find free services.

Students can schedule an appointment to meet with a mental health therapist through an online booking link located on the [UNH Manchester Student Wellness page](#).

If you would like to connect to counseling services directly, you may do so by contacting The Greater Manchester Mental Health Center at (603) 668 - 4111.

The National Suicide Prevention Lifeline provides 24/7, free and confidential support via phone or chat for people in distress, resources for you or your loved ones, and best practices for professionals. Call (800) 273-TALK (8255).

Confidentiality and Mandatory Reporting of Sexual Violence or Harassment –

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) (Bo Zarycky, Bo.Zarycky@unh.edu, 603-862-2930). Faculty, staff or students on the Manchester campus can also

contact Lisa Enright, Deputy Title IX Coordinator (lisa.enright@unh.edu; 603-641-4336; Room 439) to report any incidents of sexual violence and harassment shared by students.

If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact the [SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy](#) at (603) 862-7233, as well as, Caroline Young, SHARRP Center Advocacy Expanded Services Coordinator for UNH Manchester (caroline.young1@unh.edu; room 417; Available in person Mondays 9 am to 4-pm and available by appointment (in person and virtually) by emailing caroline.young1@unh.edu). Individuals can also access Reach Crisis Services NH 603-668-2299 (24 hours), 77 Sundial Ave., Suite 306W, Manchester, NH.

For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#) . The [uSafeUS app](#) is also available for students to keep reporting options and resources easily accessible on their phones.

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at UNH.civilrights@unh.edu or TEL # (603) 862-2930 voice, or visit the CREO website. Anonymous reports may be submitted.

Basic Needs and other resources

There are resources for students with food, housing, and financial insecurities. Faculty are encouraged to list these resources on their syllabus as part of general supports for students.

[Basic Needs Support](#): Food, Housing, Financial.

Food Pantry: UNH Manchester Food Pantry- located in room 437, is open Tuesdays and Thursdays. Students can sign up for individual appointment times to shop the pantry throughout the academic year.

[Civil Rights and Equity Office](#) provides services for student who experience identity-based bias.

[The SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy](#) The SHARPP Center is a free and confidential resource for members of the UNH community who have been impacted by interpersonal violence (sexual assault, relationship abuse, stalking, and sexual harassment), regardless of where or when their experience occurred. Services are available to individuals who have directly experienced interpersonal violence as well as the family, friends, and loved ones who are supporting them. Services provided include support, crisis intervention, safety planning, and assistance understanding and navigating reporting, legal, and medical systems and processes. **24/7 Helpline: 603-862-SAFE (7233)**