

3.00 credits

15.0 h

Q1

Teacher(s)	De Smet Anne ;Frogneux Cécile (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	<p>At the end of this learning unit, the student is able to : <u>Contribution of teaching unit to learning outcomes assigned to programme</u></p> <p>With regard to the learning outcomes assigned to the Master's programme in Interpreting, this teaching unit contributes to the development and acquisition of the following goals: 7.1, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5</p> <p><u>On completion of this course the student will be able to:</u></p> <ul style="list-style-type: none"> • Practise professionally following an approach that is both theoretically and methodologically informed and characterized by critical detachment; • Critique his or her own knowledge and skills and method of practising conference interpreting; • Manage with professionalism the different steps in an interpreting mission and accept only those contracts that he or she will be able to fulfil; • Demonstrate that he or she has assimilated, respects, and applies the deontological code of the profession as well as the legal, fiscal and moral rights and duties of an interpreter in Belgium; • Deliver the quality of service demanded in the profession and not accept a mission where the material conditions necessary for work of quality are not guaranteed; • Keep up to date on developments in the profession generally and more particularly as regarding quality standards; • Understand where he or she stands in relation to the profession of interpreter and as regards the career options available as well as to his or her level of expertise and, in defining these parameters, promote his or her professional identity and orientate himself or herself with regard to the labour market.
Evaluation methods	<p><u>June session :</u></p> <p>Continuous formative assessment (attendance and participation during sessions) and certificative assessment at the end of the term. The final grade is made up of an oral presentation during one of the course sessions (with submission of a document summarizing the presentation), worth 30% of the final grade, and an oral examination: live analysis of a complex ethical situation > justification of the ethical and deontological choices made. The oral exam is worth 70% of the final grade. Students must demonstrate their ability to make links with the theories covered in the course, and to critically analyze and position themselves in the face of a complex situation.</p> <p><u>August/September session:</u></p> <p>Examination modalities are identical to those of the January session, including the transfer of the mark obtained for the assignment presented in class, which counts for 30% of the final mark.</p>
Teaching methods	<ul style="list-style-type: none"> • Sessions presenting the different facets of professional reality • Theoretical presentations during class sessions • Research work to be carried out between sessions and presentation to the group during the course • Reflective work carried out in small groups during classes • Home reading • Case studies to explore the interpreter's deontological and ethical position and its legal implications • Oral presentation of a research paper and summaries of readings from scientific articles and/or professional accounts • Group discussions and role-playing exercises • Compulsory readings of scientific articles (chosen from a list provided) on interpreter ethics
Content	<ul style="list-style-type: none"> • The course presents and explains the origins of the interpreting professions from the specific angle of ethics and professional positioning in the face of diverse audiences. The various deontological and teleological models of the interpreter will be studied and analyzed. The course will also cover professional standards, the rights and duties of interpreters, the specific process and taxation involved in becoming a freelance (interpreter, and the various organizations representing the interpreting professions in Belgium and internationally. • Development and analysis of the ethical and deontological issues involved in interpreting. • History of interpreting • Models of interpretation, deontology and teleology

<p>Bibliography</p>	<ul style="list-style-type: none"> • Bernard, A., Encrevé, F., Jeggly, F., (2008), L'interprétation en langue des signes, « La déontologie du métier », (pp. 37-65), Paris, Presses Universitaires de France. • Stahuljak, Alexandre, (2020), les fixeurs au Moyen-Âge, histoire et littérature connectées. UH Seuil, Paris. • Dean, R., Pollard, R. (2022), Promoting the Use of Normative Ethics in the Practice of Community Interpreting, Gallaudet University Press, Washington D.C.. • Holcomb K., T., Smith, D. (2017), Deaf Eyes on Interpreting, Gallaudet University Press, Washington D.C.. • Shaw, S., (2014), Preparing Interpreting Students to be Allies in the Deaf Community. The Interpreters' Newsletter, 19 (2014), PP 1-11. • Rudvin, M. (2002), How Neutral is 'NEUTRAL' ? Issues in Interaction and Participation in Community Interpreting, in Garzone (ed.). Perspective on Interpreting. • Pöschhacker, Franz (2016) Introducing Interpreting Studies, Routledge, London. • Stone, C., Shaw, E., Brunson, J. (2019), The Academic Foundations of Interpreting Studies, an Introduction to Its Theories, Gallaudet Press University, Washington. • Dear, R et Pollard, R (2014), The Demand Control Schema: Interpreting as a Practice Profession, CreateSpace, United States. • De Meulder, M., Pouliot, O., & Gebruers, K. (2021). Remote Sign Language Interpreting in Times of COVID-19. University of Applied Sciences Utrecht. • Facchini, I. (2023) Queer (mis)representation in interpreting: investigating feasibility and acceptability in institutions (IPCITI conference proceedings). • Convention Internationale du Droit des Personnes Handicapées (CDPH)
<p>Faculty or entity in charge</p>	<p>LSTI</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Interpreting	INTP2M	3		