

# SPAN 4344: Interpreting in Legal Settings

Fall 2020

## Instructor Information

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### Instructor

Dr. Mónica de la Fuente Iglesias

### Office Number

316 Hammond Hall

### Email Address

[monica.delafuente@uta.edu](mailto:monica.delafuente@uta.edu)

### Faculty Profile

[Mónica de la Fuente Iglesias](#)

### Office Hours (Teams)

MW, 12:00-1:00 PM, and by appointment

## Course Information

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### Section Information

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### Time and Place of Class Meetings

MWF, 10:00-10:50 AM. This is a hybrid 1 class, meaning that all instruction is online. Testing will be online as well. There will be a combination of asynchronous and synchronous class sessions. During synchronous class sessions, we will meet using Canvas Conferences. If possible, we will meet in person on September 30 for exam review.

### Description of Course Content

A study of different types of interpretation. Legal terminology in English and Spanish will be addressed with special emphasis on the diverse roles of legal interpreters as well as various locations where they are needed, such as courtrooms, lawyer's offices, and state, federal, or local law-enforcement facilities. Ethical standards of practice in legal interpreting will be examined.

### Student Learning Outcomes

Upon successful completion of the course, students will be able to:

- demonstrate basic knowledge and understanding of the U.S. legal system;
- become familiar with and learn to abide by the court interpreter codes of ethics and professional responsibility;
- identify common criminal and civil procedures in the United States, their place within the larger judicial process, and their main participants;
- understand the interpreter's role in common criminal and civil procedures in the United States;
- improve their vocabulary of legal terminology in Spanish and English;
- develop intercultural competence and communication;
- perform competent and accurate interpreting tasks in the consecutive, simultaneous, and sight translation modes in legal settings;
- develop their linguistic flexibility to manipulate the discourse styles and registers employed in the courtrooms;

- apply reflective practices to analyze and improve their own and their peers' interpreting performance;
- demonstrate ability to compare and use parallel texts, documentation resources and reference works;
- professionalism and assertiveness in keeping with expectations in the legal interpreting field; and
- anticipate the requirements for their own entry and success in the legal interpreting field.

### **Required Textbooks and Other Course Materials**

- Mikkelson, Holly. 2000. *The Interpreter's Companion* (Fourth Edition). Spreckels: Acebo (print or CD-ROM edition).
- Additionally, the instructor will provide material (readings, audio/video resources, links to online references, etc.) on Canvas.

### **Descriptions of major assignments and examinations**

#### Daily Participation/ Weekly Interpreting Exercises

- All homework assignments for the entire semester will be on Canvas. No late homework will be accepted except in emergency cases, which must be documented.
- Students who are successful will be consistently prepared for class and will actively participate in all sessions and on Canvas discussions/assignments.
- Students are responsible for the readings to be discussed in class. You will be asked to prepare written answers about the assigned readings and turn them in via Canvas.
- Students are responsible for working each day outside of class to learn as much as possible about the field of Legal Settings through readings, assignments and research that they will share in the class sessions.
- This class requires significant amounts of memorization to learn the active vocabulary.
- Students will review the theoretical concepts debated in class and be able to discuss them.
- The professor will collect and grade interpreting renditions and homework throughout the semester.

#### Exams

- There will be three exams that will evaluate each of the three modes of interpreting (consecutive, sight translation, and simultaneous) in legal settings. The dates are indicated below.

#### Portfolio

- The portfolio will be composed of a variety of activities that students will work on throughout the semester:
  - Two observation reports. Throughout the semester students are required to attend (via Zoom or, if possible, in person) two court proceedings (one civil and one criminal) of their interest. After the observations, students will complete the observation reports.
  - Three interpreting renditions of each of the interpreting modes practiced in class.
  - A critical self-evaluation of the interpreting renditions included in the portfolio by means of which students will carefully explore, review, and analyze their progress, strengths, and remaining weaknesses as evidenced in their renditions.
  - A simulation of a real legal interpreting task, which will include pre- and post-interpreting processes.
- Student will submit their portfolios by December 15.

### **Technology Requirements**

Throughout the course we will use Canvas, Canvas Conferences, and Teams. Students can access tutorials on these tools by clicking on the "Get Started" Box on their Canvas Homepage. To succeed in this course, students will need a computer (or laptop, tablet or smart phone), microphone (built-in or external), keyboard, headset/earbuds, webcam (built-in or external), and internet connection.

### **Other Requirements**

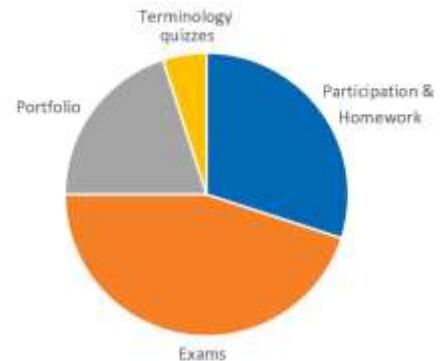
SPAN 3341 with a grade of B or better.

## Grading Information

### Grading

Grading criteria are based on straight percentages, not curves. The final grade for the course will be calculated according to the following:

Daily Participation & Weekly Interpreting Exercises	30%
Exams	45%
First exam	20%
Second exam	10%
Third exam	15%
Portfolio	20%
Terminology quizzes	5%



Students are expected to keep track of their performance throughout the semester which Canvas facilitates, and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Grading scale: A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = < 60%. No incomplete grade will be given unless prior arrangements are made and in extraordinary circumstances (e.g., hospitalizations, major illnesses, serious car accidents).

### Make-up Exams

There are no make-up exams except in cases of demonstrable emergencies.

### Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

## Course Schedule

Semana	Temas	Tarea
1	Introducción y programa del curso Revisión de las modalidades de interpretación Sistemas jurídicos Sistema legal de Estados Unidos	Interpretación consecutiva (bil.) Interpretación simultánea Traducción a vista Lecturas Cuestionarios Glosarios
2	Sistema legal de Estados Unidos El trabajo del intérprete judicial Código deontológico	"
3	Procesos penales: procesos previos al juicio	"
4	Procesos penales: declaraciones iniciales	"
5	Procesos penales: testimonios de testigos presenciales	"
6	Procesos penales: testimonios de testigos periciales Revisión para el examen – (Posible) clase en persona (30 de septiembre) <b>Examen 1 (2 de octubre)</b>	"
7	Procesos penales: argumentos finales	"

8	Procesos penales: instrucciones al jurado, veredicto e imposición de la condena	“
9	Procesos civiles: fase previa al juicio	“
10	Procesos civiles: declaraciones iniciales	“
11	Procesos civiles: testimonios de testigos presenciales <b>Examen 2 (6 de noviembre)</b>	“
12	Procesos civiles: testimonios de testigos periciales	“
13	Otros procesos y vistas	“
14	Otros procesos y vistas	“
15	Cómo conseguir la certificación de intérprete judicial en Estados Unidos	“
16	<b>Examen 3 (7 de diciembre)</b>	

*“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Mónica de la Fuente Iglesias.”*

## Institution Information

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UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

## Additional Information

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### Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings and classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

### Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy: Students are permitted **three** (3) unexcused absences throughout the semester. After the first three unexcused absences (equivalent to one week of class), students’ participation grade will be negatively impacted for each absence. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

## Student Success Programs

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring by appointment](#), [drop-in tutoring](#), [etutoring](#), [supplemental instruction](#), [mentoring](#) (time management, study skills, etc.), [success coaching](#), [TRIO Student Support Services](#), and [student success workshops](#). For additional information, please email [resources@uta.edu](mailto:resources@uta.edu), or view the [Maverick Resources](#) website.

**The IDEAS Center** (<https://www.uta.edu/ideas/>) (2<sup>nd</sup> Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

## The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

## The Spanish Writing Center

The mission of the Spanish Writing Center is to provide support to Spanish students in editing and correcting the texts they write in their courses. The Center also provides tutoring services to Spanish majors and minors, as well as outreach, in the form of design and technical support, in the UTA community and beyond. (TH 303). [https://www.uta.edu/modl/spanish/Spanish\\_WritingCenter.php](https://www.uta.edu/modl/spanish/Spanish_WritingCenter.php)

## Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

## Emergency Phone Numbers

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In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

## Library Information

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### Research or General Library Help

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) ([library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza))
- [Ask Us](http://ask.uta.edu/) ([ask.uta.edu/](http://ask.uta.edu/))
- [Research Coaches](http://libguides.uta.edu/researchcoach) (<http://libguides.uta.edu/researchcoach>)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
- [Subject and Course Research Guides](http://libguides.uta.edu) ([libguides.uta.edu](http://libguides.uta.edu))
- [Librarians by Subject](http://library.uta.edu/subject-librarians) ([library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians))
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) ([libguides.uta.edu/az.php](http://libguides.uta.edu/az.php))
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) ([https://uta.summon.serialssolutions.com/#!/course\\_reserves](https://uta.summon.serialssolutions.com/#!/course_reserves))
- [Study Room Reservations](http://openroom.uta.edu/) ([openroom.uta.edu/](http://openroom.uta.edu/))