

Al-Farabi Kazakh National University
Faculty of International Relations
Diplomatic Translation Department
Educational programme of specialty
6BO2311– Translation Studies in the Field of International and Legal Relations
“Diplomatic Protocol and Etiquette of a Translator/Interpreter”
Spring semester for 2023-2024 academic year

Syllabus

ID and the name of the course [97881] “Diplomatic Protocol and Etiquette of a Translator/Interpreter”	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
PDKV3309	4	0		0	5	4
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform of final control		
Off-line	Basic course of elective component, Practical course	-	Solving practical problems, situational tasks	Oral form offline		
Lecturer - (s)	Makisheva Mariyash Kaidaulovna					
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Assistant - (s)						
e-mail:						
Phone:						
ACADEMIC COURSE PRESENTATION						
Goal of discipline	Learning outcomes (LO) As a result of studying the discipline, the st-t will be able to:			Achievement Indicators of LO (AI)		
<u>To know</u> the ways of creating of controlled environment and conducting candid and civil discourse; <u>To learn</u> how long-term international cooperative relationships between nations and people, cultures and communities, beneficial to every one involved; <u>To learn</u> etiquette as a code of behavior and procedures within a group focusing on specific and particular	LO1. Provide advice and assistance on protocol matters to leaders of their organization and other colleagues			AI 1.1. – creates distinguished events using appropriate standards of precedence, etiquette and ceremony. AI 1.2. - facilitates cross-cultural communications		
	LO2. Plan, execute and supervise plans and functions related to official visits according to Protocol rules and guidelines			AI 2.1. – uses skill and tact in dealing with others; AI 2.2. – ensures official and unofficial occasions, visits, meetings and functions which are conducted according to the rules		
	LO3. Work out and share background, cultural and logistical briefings related to protocol for leaders, and visiting delegations			AI 3.1. – complements professional knowledge with skills in diplomatic protocol AI 3.2. – gives practical insights that will improve effectiveness in a wide range of settings		
	LO4. Review and work out plans and details to ensure that the appropriate protocol rules and cultural considerations are included			AI 4.1. – identifies best practices for organizing diplomatic visits and events;		

situations referring to many sources and experts on etiquette around the world including translators as a group rendering professional services.	<p>AI 4.2. – recognizes the elements which make an event a success or a failure; AI 4.3. – explains the principles of protocol and etiquette</p> <p>LO5. Provide guidance and advice to leaders, colleagues related to cultural considerations, protocol rules, and intercultural etiquette details</p> <p>AI 5.1. – enhances relations with partners from all over the world; AI 5.2. – has confidence that the staff understand the protocol and correct behavior; AI 5.3. – deals masterfully with formal events by improving level of confidence</p>
Prerequisites	Practice of written translation
Postrequisites	Modern Court and Military Translation
Learning resources **	<p>Literature:</p> <ol style="list-style-type: none"> 1. Feltham G. Diplomatic Handbook, 6 ed., 2001 2. James, Nolan. Essays on conference Interpreting, London, 2011 3. Miram, G.E. Profession: translator, ILG, 2010 4. Zhukov, D.M. We are translators, M, 2012 5. Gaap de Hoop Scheffer, www.jstor.org.pp17-39 <p>Internet resources:</p> <ol style="list-style-type: none"> 6. Future Learn Online Learning Platform https://www.futurelearn.com/ 7. International Protocol. The official UN website: https://www.UN.org/en/ 8. E-international relations https://www.e-ir.info 9. Memrise Online Learning Platform https://app.memrise.com/ 10. Internet resources on dipl. protocol. https://brainly.in/question/ 11. Collocation online dictionary: https://www.ozdic.com/ 12. Cambridge Online Learner's Dictionary: https://dict.Cambridge.org 13. CNN News: https://edition.CNN.com 14. BBC News: https://www.bbc.co.uk 15. The UN official website: diplomatic protocol. https://www.un.org/

Academic course policy	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u> .</p> <p>Documents are available on the main page of IS Univer .</p> <p>Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p>Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.</p> <p>Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings"</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p>Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of</p>
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the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive counseling assistance by phone / e- mail azheksekoval@yahoo.com or via video link in MS Team, ZOOM

Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.

ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods	
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	<p>Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p>Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.</p> <p>Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.</p>	
A	4.0 _	95-100	Excellent		
A-	3.67	90-94			
B+	3.33	85-89	Good		
B	3.0	80-84			
B-	2.67	75-79			
C+	2.33	70-74			
C	2.0	65-69		Satisfactorily	
C-	1.67	60-64			
D+	1.33	55-59			
	1.0	50-54			
FX	0,5	25-49	Unsatisfactory		
F	0	0-24			
				Formative and summative assessment	Points % content
				Work in practical classes	70
				Independent work	21
				Control work	9
				TOTAL	100

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

CALENDAR (SCHEDULE) IMPLEMENTATION OF THE COURSE CONTENT:

we eks	Themes:	Amount of hours	Max. Scores
1	PT 1. A) <u>What is a diplomatic protocol?</u> B) Vocabulary: essential terminology in international relations C) Grammar: Revision of Tense Forms. Active Voice D) News Round-up. Comments. Analyzing Newspaper articles E) Speaking: discussion of the Topic	3	9
2	PT 2. A) <u>The goals and functions of diplomatic protocol.</u> B) Consolidating of the Essential Vocabulary C) Grammar: The Act. and Passive Voices of T.F.V. D) News Round-up. Comments on the global affairs E) Analyzing of a Newspaper Article. Class discussion of the current global affairs	3	9
3	PT 3. A) International protocol and business etiquette. B) Revision of Grammar: Modal Verbs and their equivalents C) News Round-up. Comments.	3	9

	Discussion of the topic. The Role of International Organizations (UNO) in crisis Management D) Quiz on the Essential Vocabulary in international relations		
3	IWST 1 Consultation on the implementation of IWS 1		
	IWS 1 What do you think about the idea of reforming the UN Security Council	1	7
4	PL 4. A) <u>A study of diplomatic protocol and Etiquette</u> B) Revision of Grammar. The Modal Verb <u>must</u> and its equivalents C) Quiz on the essential terminology of international relations D) Class discussion of the given Topic E) News Round-up. Comments	3	9
5	PL 5. A) <u>Diplomatic Protocol Duties of the Chief of Protocol</u> B) News Round-up. Comments. Analyzing of a newspaper article on the current global issues C) Revision of Grammar: Conditionals – zero, first, second, third, mixed D) Vocabulary: diplomatic terminology and abbreviations E) Topic for class discussion (recommended by the students)	3	9
6	PL 6. A) <u>The importance of etiquette protocol and diplomacy</u> B) News Round-up. Comments. Analyzing of a Newspaper article C) Grammar: Conditionals – <u>I wish, if only, should have V3, must have V3</u> D) Consolidation of the Essential Vocabulary E) Topic for Class Discussion (recommended by the group)	3	9
7	PL 7. A) <u>The concept of diplomatic etiquette of interpreters</u> B) News Round-up. Comments. Analyzing of a Newspaper article C) Grammar: Present Forms denoting Future – <u>to be to, to be on the verge, to be at the point to, to be going to</u>	3	9
	IWS 2. Women in power; women – diplomats	1	7
	PK 1		16
			100
8	PL 8. A) <u>Theories and practical cases around diplomatic protocol and etiquette</u> B) News Round-up. Comments. Analyzing Newspaper Articles (summing up and expressing their own points of view) C) Revision of Grammar: Complex Object D) Quiz on the Essential dipl. terminology	3	9
	IWST 3. Consultation on the implementation of IWS 3		
9	PL 9. A) <u>The 4 main principles of diplomatic conduct and diplomatic etiquette by Marc Grossman</u> B) News Round-up. Comments. Analyzing of a Newspaper article C) Vocabulary: International, diplomatic terminology D) Topic for Class discussion (recommended by the group)	3	9
10	PL10. A) <u>The difference between diplomatic interpreting and other forms of interpreting</u> B) News Round-up. Comments. Analyzing of Newspaper Articles C) Grammar. Sequence of Tenses. Compound Sentences D) Topic for Class Discussion (recommended by the group)	3	9

10	IWST 4 <u>Consultation on the Implementation of IWS 4</u>		
10	IWS 3 The main requirements for the Interpreter pursuant to diplomatic protocol	1	7
11	PL 11. A) <u>The main diplomatic interpreting features</u> B) News Round-up. Comments. Analyzing of Newspaper Articles C) Vocabulary. Quiz on the diplomatic phrases of Greek and Latin origin D) Topic for Class Discussion (recommended by the group)	3	9
12	PL 12. A) <u>The fundamental principles, procedures and practices of diplomatic protocol</u> B) News Round-up. Comments on the current global affairs. <u>Analyzing of a Newspaper article</u> C) Consolidation of the Essential Vocabulary D) Revision of Grammar: Present and Perfect Participle	3	9
12	IWST 6 <u>Consultation on the implementation of IWS 5</u>		
12	IWS 4 <u>Optimism a commitment to justice, truth in dealing, realism tempered by a com a plur.</u>		
13	PL 13 A) <u>Some diplomatic features of negotiations with representatives of different countries</u> B) News Round-up. Commenting on the current global affairs. Analyzing of Newspaper articles C) Grammar: Adjectives + to Inf., -ing, that, wh- clauses D) Quiz on the Essential vocabulary of the Topic	3	9
14	PL 14 A) What is the role of a diplomatic interpreter? B) News Round-up. Comments on the current Global affairs. Newspaper Articles. Analyzing according to the scheme C) Adverbial clauses and conjunctions	3	9
15	PL 15. A) <u>Summing up information of Diplomatic protocol for the translator/interpreter</u> B) News Round-up. Sharing information related to the states responsible for crisis management C) Vocabulary and Grammar Revision	3	9
15	IWST 7 <u>Consultation on the implementation of IWS6</u>		
15	IWS 6 Conducting final term assessment	1	7
15	Final speaking assignment		
	PK 2		14
			100

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)
- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.
- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources).
- Tasks for the next week open after each deadline.
- CW assignments are given by the teacher at the beginning of the webinar.]

Dean of International Relations faculty

Head of Diplomatic Translation Department

Instructor

Zhekenov D.K.

Seidikenova A.S.

Makisheva. M.K.



РУБРИКАТОР СУММАТИВНОГО ОЦЕНИВАНИЯ

КРИТЕРИИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ

Критерий	«отлично», макс. в %	«хорошо» макс в %	«удов» макс в %	«неуд» макс в %
1.Чтение	40	30	20	10
	Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более 2-х фонетических ошибок	Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры, практически без нарушений нормы; допускается несколько фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл	Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от 5-7 фонетических ошибок, в том числе ошибки, искажающие смысл	Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров, допущено большое количество фонетических ошибок
2.Говорение	Лексико-грамматическое оформление речи, глубокое понимание текста. задание выполнено полностью: цель общения достигнута; тема раскрыта в полном объеме (полно, точно и развернуто раскрыты все	Высказывание логично и имеет завершённый характер; имеются вступительная и заключительная фразы, соответствующая теме. Средства логической связи	Высказывание в основном логично и имеет достаточно завершённый характер, НО отсутствует вступительная или заключительная фраза, имеются одно-два	Отсутствие лексического материала, речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров

	аспекты, указанные в задании).	используются правильно.	нарушения в использовании средств логической связи	
3. Грамматика	использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.	использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.	имеются грубые грамматические ошибки.	большое количество грамматических ошибок
4. Перевод	Эквивалентный перевод: содержательная идентичность текста перевода, полное лексическое соответствие текста, эквивалентный перевод с использованием основных грамматических конструкций, характерных для соответствующего языка, художественного и публицистического	Погрешности перевода не нарушают общего смысла оригинала, отсутствие лексических соответствий для 10-20% текста, погрешности в переводе основных грамматических конструкций, характерных для соответствующего языка, художественного и публицистического	Неточность передачи смысла: ошибки приводят к неточной передаче смысла оригинала, но не искажают его полностью, отсутствие лексических соответствий для 30-40% текста, отсутствие грамматических соответствий	Неэквивалентная передача смысла: ошибки представляют собой грубое искажение смысла содержания оригинала, отсутствие лексических соответствий для 70-100% текста, отсутствие грамматических соответствий для 70-100% текста,

	кого стиля речи, соблюдение стилистических норм для всего текста	речи, соблюдение стилистических норм для 80-90% текста	й для 30-40% текста, соблюдение стилистических норм для 60-70% текста,	соблюдение стилистических норм менее чем для 30% текста.
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