

Syllabus for
TRNS 450 Internship
3 Credit Hours
Fall 2025

I. COURSE DESCRIPTION

Systematic and supervised translation/interpreting practicum in a target language setting.
Application of translation and/or interpreting theory and skills.
Prerequisites: TRNS 331 or instructor permission.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Use source and target language skills in translation, interpreting, or both.
- B. Communicate abstract and concrete concepts related to the service learning projects in which the student participates.
- C. Interact with a university professor who will supervise and counsel the student as required by the contact liaison within the community.
- D. Prepare a written report demonstrating the kinds of service learning projects in which the student participates.
- E. Discuss and demonstrate the professional and personal skills needed to serve the target language community successfully.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the Translation and Interpreting program.

- A. Outcome 2 – Student demonstrates developing target language proficiency or better in the four modes of communication.
- B. Outcome 3 – Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.
- C. Outcome 4 – Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.
- D. Outcome 5 – Student is able to analyze source and target language linguistic structures, understand various translation theories and determine an effective translation approach.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page

- A. Intellectual Pursuit
- B. Global Engagement

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

There are no required textbooks.

VI. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by School of Liberal Arts and University guidelines.
3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
4. Students are to be in compliance with university, school, and School of Liberal Artsal policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the

assignment to be assessed electronically.

B. School of Liberal Arts Policies and Procedures

1. **Class Assignments**—Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2. **Punctuality**—Students are expected to arrive on time to their internship location and be ready to work.
3. **Late Work**
 - a. Students are responsible for turning in work on time. Late work may result in a lower grade. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Any assignment missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4. **Attendance**
 - a. **Excused and Unexcused Absences**—Students are expected to attend any required meetings with the internship professor and meet all scheduled hours at the internship location. Unavoidable circumstances can prevent perfect attendance, and student must communicate any absences with the university professor and cooperating supervisor. Extended illnesses are handled on an individual basis and require verification from a doctor.
 - b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be

- completed as scheduled.
- (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
 6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the School of Liberal Arts School of Liberal Arts. Very few incompletes are granted.
 7. **Whole Person Assessment**—No Whole Person Assessment is addressed in this course.
- C. Course Policies and Procedures
1. **Evaluation Procedures**
 - a. Student must interact in the target-language community as appropriate to the internship location, from the starting date until the final date of the project over the course of one semester.
 - b. Set a minimum of two translation or interpreting-related goals to achieve during the internship, and explain them briefly in writing. Upload document to the corresponding D2L Dropbox folder.
 - c. Student must complete a minimum of 45 contact hours over the semester.
 - d. A log reporting the date and times as well as a diary of participation must be submitted to the observing professor.
 - e. Evaluation of the student’s performance will be based on professor observation, the cooperating supervisor’s evaluations at mid-semester and upon internship completion, and the student’s final written report.
 - f. Final grades are given according to the following scale:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%.
 2. **Final Report**
 - a. Format and structure – The final report must be at least 1500 words, excluding appendices & work samples. It is to be an analysis of your professional practice and not a personal essay. It should present a structured argument, with an introduction that clearly defines the scope of the report by making the primary topics explicit. It should be written in

MLA format, and include and include a Works Cited page to identify scholarly and industry sources discussed, as well as any other sources cited.

- b. Your host site and scope of duties – Briefly discuss the organization for which you worked, including its mission and the primary target audiences/clientele served. This information should be in your own words, without relying on the host’s website wording or other sources. Briefly establish the scope of your duties, which will vary depending on your placement (translation, interpreting, quality assurance, project management, etc.).
- c. Analysis of your field work and lessons learned – Your analysis must incorporate concepts, principles, and techniques learned in translation/interpreting coursework. While some personal reflection is expected, you must draw on the professional insight you have developed as a student, discussing connections between academic training and practice.
- d. Work Samples – When possible, your report should include samples of the work you produced or editorial/supervisory feedback received. Samples excerpts may be used within the main body of the report, but these should be brief and concise. Longer examples should be referenced in accompanying appendices.
- e. Self-assessment of outcomes – Throughout your analysis, or in a separate section of the report, discuss your progress toward your professional development objectives (see 1b above) established at the beginning of your internship. Drawing on comments in your supervisor’s/editor’s evaluations and your own self-assessment, discuss the degree to which these objectives were fulfilled and the steps you intend to take to advance your proficiency in these or related areas.
- f. Conclusion – The report should conclude with a summative and substantive analysis of how the internship experience affects the student’s professional development plans or career outlook. If that is true for you, explain how lessons learned through your fieldwork have honed your skills or refined your vision of directions you wish to pursue after graduation.
- g. Professionalism in writing – The report should demonstrate the student’s professional competence as a writer. Attention should be given to style, grammar, punctuation, and spelling.

3. **Other Policies and/or Procedures**

- a. Students who participate in an internship are required to pass a background check prior to being allowed to begin their internship.
- b. It is expected that the students shall conduct themselves in a discreet manner, conforming to school regulations as to dress, classroom conduct, and honesty to fulfill the course requirements.
- c. Students desiring additional assistance are invited to see the instructor during office hours.
- d. Students should not expect extra credit to help raise a grade.

VII. COURSE CALENDAR

Week 1	Introduction to course
Week 2	Completion and submission of background check; Have met with professor to set up internship location; Completion of Student Obligations Agreement
Week 3	Completion of internship/supervisor agreement (hard copy); Submit translation/interpreting goals to D2I Dropbox
Week 8	Mid-semester report due from cooperating supervisor
Week 13	Final paper and journal due (hard copy and uploaded to the corresponding D2L dropbox).

Primary Program: B.A. Translation and Interpreting
TRNS 450 Internship
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This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
Spiritual Integrity			
Personal Resilience			
Intellectual Pursuit			
Outcome 2: Student demonstrates developing target language proficiency or better in the four modes of communication.		X	
Outcome 4: Student is able to think critically, synthesize information, and evaluate information critically.	X		
Outcome 5: Student is able to analyze source and target language linguistic structures, understand various translation theories, and determine an effective translation approach.	X		
Global Engagement			
Outcome 3: Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.	X		
Bold Vision			

(Revised 11/22/21)