

Master's Degree Dissertation

Code: 43982
ECTS Credits: 12

Degree	Type	Year	Semester
4316479 Conference Interpreting	OB	2	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Marta Arumi Ribas
Email: Marta.Arumi@uab.cat

Use of Languages

Principal working language: spanish (spa)

Teachers

Albert Branchadell Gallo
María Pilar Cid Leal
Maria Guiomar Stampa García-Ormaechea
Sofía García Beyaert
Anna Suades Vall
Maria Pearce Neermann
Susagna Guardiola Criach
Maria Pilar Garcia Crecente
Mireia Vargas Urpi
Teresa Perramon Llado

Prerequisites

Students must have taken and passed the module "Techniques of Interpretation and Contextualization of the Discipline" of the first year.

Objectives and Contextualisation

- To carry out a final project on conference interpreting or a similar area, such as public service interpreting.
- To develop the ability to reflect and think critically.
- To develop a broader systematic knowledge of basic fields of study and master the associated skills and working methods.
- To be able to use specific support resources for study, work and research appropriately in professional and academic contexts.
- To be able to solve problems related to conference interpreting or related areas, in new or unfamiliar settings and in wide-ranging or multidisciplinary contexts.

-To be able to present and defend results.

Competences

- Act in accordance with the deontological principles of the profession.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Manage workload, and plan, organise and control bots execution.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use methods which allow for the generation of innovative and competitive ideas in the area of research in conference interpreting.

Learning Outcomes

1. Act in accordance with the deontological principles of the profession.
2. Carry out research in an area of conference interpreting.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Identify a theoretical or practical research topic that is relevant to a new in the field of conference interpreting.
6. Identify the available resources for carrying out research in the chosen topic.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Manage workload, and plan, organise and control bots execution.
9. Plan the stages and resources for carrying out research into one of the areas of conference interpreting.
10. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
11. Solve theoretical and practical problems in one of the areas of conference interpreting applying specific methodologies, techniques, rules and standards.
12. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

Depending on the research undertaken, different types of final projects will be accepted. Nonetheless, each project's content must have the following sections:

- Abstract (max. 200 words)
- Keywords
- Introduction
- Objectives
- Methodology
- Main body
- Conclusions
- Bibliography

Methodology

Supervised activities:

Tutorials.

Autonomous activities:

Production of final project.

Reading articles.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
Tutorials	11	0.44	
Type: Autonomous			
Production of final project	275	11	

Assessment

First submission: 20% of project - 20% of mark, assigned by tutor.

Second submission: 50% of project - 30% of mark, assigned by tutor.

Third submission: 100% of project - 50% of mark, assigned by assessment committee.

For the assessment of their final project, students must:

-Submit their written project.

-Defend their project in person before an assessment committee.

Defending a project entails giving a summarised presentation (max. 15 minutes) of the work submitted, with audiovisual support material if the student wishes. Assessment committee members may then ask the student questions and discuss any aspects of the written project or its oral defence (max. 30 minutes). Oral defences are public and any MUIC lecturers present may ask the student questions about aspects of their project.

Projects may be written and defended in Catalan, English, French, German or Spanish.

To assess a final project, the committee will take the following into account:

- The written project, assessing both its formal aspects (appropriate use of language; correct use of tables, figures and references; adherence to rules on length; etc.) and its content (conceptual clarity of the approach taken; clarity and conciseness in each section; ability to discuss and interpret the information presented; appraisal of the literature review undertaken; and ability to gauge the significance of the work performed). The project's applicability, the solid, innovative nature of its results, and its success in fulfilling its objectives will also be taken into consideration.

- The oral defence, assessing clarity, conciseness and rigour in the language used, the quality of any audiovisual aids used, adherence to rules on time, and the student's answers to the committee's questions.

A mark on a scale of 0 to 10 will be awarded on the basis of the committee's proposal. A mark of 5 or above is required to pass the module.

If any form of plagiarism or similar misconduct is detected beforehand, the student's tutor must notify the MUIC's coordinator and the student, and the defence will not be allowed to go ahead.

All the following are forms of plagiarism (<http://www.plagiarism.org/>):

- Submitting someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Assessment committee:

A final project's assessment committee will comprise the MUIC's coordinator, the tutor of the student who has carried out the project, and another lecturer from the Faculty of Translation and Interpreting (preferably a MUIC lecturer).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First submission - 20% of project	20%	2	0.08	6, 5, 2, 9, 11
Second submission - 50% of project	30%	2	0.08	6, 5, 2, 9, 11
Third submission - 100% of project and oral presentation	50%	10	0.4	1, 8, 6, 5, 2, 9, 7, 10, 3, 4, 11, 12

Bibliography

- Amadeo, I. & Solé, J. (1996). *Curs pràctic de redacció*. Barcelona: Columna.
- Castelló, M. et al. (2007). *Escribir y comunicarse en contextos científicos y académicos. Conocimientos y estrategias*. Barcelona: GRAÓ.
- Clanchy, J. & Ballard, B. (2000). *Cómo se hace un trabajo académico: Guía práctica para estudiantes universitarios*. Zaragoza: Prensas Universitarias de Zaragoza.
- Eco, H. (1977). *Cómo se hace una tesis. Técnicas y procedimientos de investigación, estudio y escritura*. Barcelona: GEDISA.
- Ferrer, V., Carmona, M. & Soria, V. (2012). *El Trabajo de Fin de Grado. Guía para estudiantes, docentes y agentes colaboradores*. Madrid: McGrawHill-Interamericana de España.
- Onieva, J. L. (1995). *Curso superior de redacción*. Madrid: Editorial Verbum.
- Quesada, J. (1987). *Redacción y presentación del trabajo intelectual: Tesinas, Tesis doctorales, Proyectos, Memorias y Monografías*. Madrid: Paraninfo.
- Rigo, A. & Genescà, G. (2000). *Tesis i treballs: Aspectes formals*. Vic: Eumo.
- Riquelme, J. (2006). *Canon de presentación de trabajos universitarios. Modelos académicos y de investigación*. Salamanca: Aguacilara.
- Walker, M. (2000). *Cómo escribir trabajos de investigación*. Barcelona: Gedisa.

Online resources:

Oxford Brookes University (2006). Bibliography. Researching and writing a dissertation or Project.

www.brookes.ac.uk/library/guides/researchingthesis.doc

California State University (2005). Master's Thesis/Project Guidelines: Advisement

Handbook. www.csus.edu/indiv/b/brocks/Courses/EDS%20250/MA_Advise_Guide.pdf

Carter. W. (2010). How to Write a Master Thesis or Dissertation?

<http://www.tadafinallyfinished.com/how-to-write-a-masters-thesis.html>

Software

LMS: Moodle

Text processor: Word (or similar)

Pdf reader: Acrobat Reader (or similar)

Browser: Chrome (or similar)