

SIMON FRASER UNIVERSITY

Vice-President Academic

MEMORANDUM

To: Senate

From: J. Munro, Chair
Senate Committee on
Academic Planning

Subject: Proposal for a Non-Credit
Certificate
(SCAP 91 - 22)

Date: May 14, 1991

Action undertaken by the Senate Committee on Academic Planning and the Senate Committee on Continuing Studies, gives rise to the following motion:

MOTION: "that Senate approve and recommend approval to the Board of Governors, as set forth in S.91- 30 , the proposal for a Non-Credit Certificate "The Advanced Interpreter Education Program".

**THE ADVANCED INTERPRETER EDUCATION PROGRAM:
DRAFT PROPOSAL
FOR A NON-CREDIT CERTIFICATE**

submitted by
William Liu, Project Director,
Advanced Interpreter Education Program
and
Rowland Lorimer, Director,
Centre for Canadian Studies
January 14, 1991

**THE ADVANCED INTERPRETER EDUCATION PROGRAM:
DRAFT PROPOSAL
FOR A NON-CREDIT CERTIFICATE**

Rationale

The Advanced Interpreter Education Program has been successfully offered at Simon Fraser University at Harbour Centre (previously SFU/Downtown) for four years. It is an interdisciplinary program administrated by Continuing Studies under the academic sponsorship of the Centre for Canadian Studies and is available to selected candidates from the People's Republic of China. The primary educational objective of the program is to achieve a highly-qualified, well-rounded interpreter with a comprehensive understanding of the social, cultural, and economic context.

Program graduates have participated in many important political, economic and social activities in both Canada and China. They are recognized by the Canadian International Development Agency (CIDA) and by various Ministries and organizations in China as having achieved a high level of competence in interpretation.

The graduates currently receive a certificate from CIDA (the funding body) and a certificate of merit from the Society of Translators and Interpreters of British Columbia. As the program consists of a mix of credit and non-credit courses, there has been no official SFU recognition of the non-credit component or of the program as a whole.

The structure of the Advanced Interpreter Education Program meets the criteria of a SFU non-credit certificate program. It is important for the interpreters in this intensive and rigorous program that the University formally recognize satisfactory academic performance, beyond the credit courses. A certificate from Simon Fraser University will be very important to the graduates in establishing a self-concept as a professional and in the advancement of their careers.

Entrance Requirement

The students are graduates from Chinese universities or colleges (or those with an equivalent education). The students, selected from varies Chinese Ministries by CIDA and The Ministry of Foreign Economic Relations and Trade of China, enter one or two semesters English language training at the Canada China Language Training Centre in Beijing; only those who pass the exam administered at CCLTC (an equivalent to TOEFL) can come to Canada to attend the program.

The Program

The Program includes five components: four Program Specific Courses, one of which is evaluated with grades and the other three with satisfactory/non-satisfactory, three Required Credit Courses with a standard grading system, Required Activities, Practicum Placements and Summery.

Program Specific Courses:

1. The Theory and Practice of Interpretation (14 contact hours per week fall semester, 8 contact hours per week spring semester; total contact hours 266)

The course is developed and taught by William Liu, the Project Director and Tong Chow, instructor. It includes both the theory of interpretation and hands-on interpretation experience in governmental, financial, legal and educational institutions, with instructions in research methodology in interpretation preparation, performance analysis, television news analysis and interpretation, and context interpretation.

2. Project Management and Evaluation (3 contact hours per week for 7 weeks, spring semester; total contact hours 21)

The course is developed and coordinated by Dr. J.C. Day, Natural Resource Management Program, on the basic theories and analyses commonly used in Canada for planning and managing development projects, public policy analysis, regional resource planning, cost-benefit analysis, risk assessment and project feasibility analysis. The students are graded on their presentation of their analysis of a specific project assigned by the instructor.

3. Negotiation Skills (3 contact hours per week for 6 weeks, spring semester; total contact hours 18)

The course is organized and taught by Bennett Lee, Barrister and Solicitor and covers intercultural negotiations. The students are evaluated on their presentations and their performances during a mock negotiation session.

4. English:

- a. Remedial Spoken English (4 contact hours per week, 10 weeks, first semester, total contact hours 40)

The course focuses on correcting individual student's specific problems in spoken English and provides the students with oral presentation skills.

- b. English Business and Professional Writing (2 contact hours per week, fall and spring semesters; total contact hours 50)

This course provides the students with the understanding of (and preparation for) different types of writing required in business and university studies. The Writing and Publishing Program in Continuing Studies ensures the quality of the content and instruction.

Required Credit Courses:

1. Canadian Studies (CNS 210-3) (offered for 15 weeks through the fall and spring semesters)

An introductory study of Canada, which uses a variety of disciplinary methods to understand and assess Canada's unique culture. The course draws on material from history, law, literature, politics, sociology and the fine arts in order to explore regional

diversity and national needs and the nature of Canada as a bilingual and multicultural state. When offered to the Interpreters' Program, Dr. Rowland Lorimer, Director of the Centre for Canadian Studies selects appropriate instructors and content of topics to better suit the needs of the program.

2. Canada and the International Economy (ECON 101-3) (Taught in the spring semester, it actually consists of 4 contact hours per week.)

An introduction to the development of the Canadian economy and the analysis of Canadian economic problems. The course has been taught by Drs. J.M. Munro and Kenji Okuda, Department of Economics and a variety of faculty from the Department. Currently Dr. John Chant is coordinating the course. It covers the Canadian economy, the changing economic conditions in the Pacific Rim, international monetary institutions, multinational corporations, the price system, and international trade law.

Required Elective Credit Course:

A regular university credit course which the students choose from a selected list (usually a 3-credit course, spring semester). Courses selected by the students for spring semester, 1991:

SCI 010 Human Development
CHEM 004-3 Pollution, Energy, and Resources
PSYC 102-3 Introductory Psychology
BUS 270-3 Introduction to Organizational Behavior and
Decision Making
WS 203-3 Female Roles in Contemporary Society

Total contact hours for the non-credit components equal 352 hours, plus the students take 9 hours in credit courses, to give a total of approximately 500 instructional hours, over a seven month period (October to April).

Required Activities:

To provide valuable language and cultural experiences for the students, the program places them with Canadian host families for the first three months. Other activities are arranged to expose the students to Canadian cuisine, sports and a variety of social events and customs.

Practicum:

Upon completion of the seven months of intensive study at Simon Fraser University, the interpreters participate in three months of Practicums in a variety of Canadian institutions. They are placed in government and corporate offices, research institutions and farms across Canada for periods ranging from short visits to two or three month placement to give them a deeper understanding of some of the economic, political and technical institutions in Canada. Attention is paid to matching the interpreters' expertise with a Canadian institution. All geographical and cultural areas of Canada are represented in these practicums and in their travels across the country to ensure the interpreters gain a regional knowledge of Canada.

During the practicum period, the director and the assistant to the director visit the interpreters, evaluate their work and conduct on site interpreting practice.

Summary

The Advanced Interpreter Education Program has demonstrated that Simon Fraser University is the most appropriate body to offer instruction for this program. The strong Pacific Rim orientation of its academic courses and its extensive pool of faculty members in Canadian Studies, economics, and international communications (Dr. Jan Walls, Director of the David Lam Centre for International Communications has been the Senior Consultant for the AIEP since its beginning) are all factors that particularly meet the requirements of the program. Through hands-on interpretation field trips to various governmental, financial, legal and educational institutions and organizations, the program for the past four years has strengthened the ties between the University and related communities in Vancouver, across Canada and in China. University certification would increase: the credibility of the profession, particularly in China; the sense of accomplishment of students; the recognition of students' competence; and the visibility of the University in the local, national, and international community.

Expanded Course Descriptions

The Theory and Practice of Interpretation:

This course includes the following components:

a. **Theory of Interpretation and Translation:** This component examines the various theories of translation and interpretation as they are related to the English and Chinese languages.

Text:

Adams, Robert Martin, *Translating and Interpreting*

Leimbigler, Peter, *The Science of Translation*

Nida, Eugene and Jin, Di, *On Translation*

b. **Hands-on Field-trip Interpretation:**

Thirty-five to forty field-trips are arranged in the two semesters to provide the students with hands-on experience to implement theories and methods learned in the classroom and to introduce them to North American concepts in politics, economy, education, law, etc. as practiced in Canada. The following is a partial list of field-trip host organizations and institutions:

City Hall of Vancouver (Economic Development Office)

International Arbitration Centre

Ministry of Economic Development of British Columbia

Law Courts

Royal Bank

Vancouver Port Corporation

Canadian Broadcasting Corporation

Laurentian Pacific Insurance Company

Price Waterhouse Accounting Firm

Finning Tractor Company

British Columbia Telephone Company
Asian Pacific Foundation
Onward Dairy Farms
MacMillan Bloedel Limited
St. Paul Hospital
King George Secondary School
Chevron Canada
Aluminum Company of Canada
Quadra Logic Technologies, etc.

Aside from the interpreting activities during the field-trips, there are also two classroom instruction components:

- 1) Field-trip Preparation, in which research methodology and practice in field-trip related content are discussed, bilingual vocabulary list is compiled. The students give presentation on the organization to be visited.
- 2) Field-trip Analysis, in which the video tapes of the students' performances during the interpreting sessions are analyzed and evaluated (see Appendix 1).

c. TV News Analysis and Interpretation:

This component provides a rich context for political, economic, social and cultural studies which is used to practice many of the required interpretation skills, e.g., listening comprehension, note-taking, summary in both languages and English-Chinese interpretation. The spoken language of TV News programs come in many different forms: formal speech, interview, discussion, instruction, and debate; it also reflects a great variety of accents, the familiarity of which is crucial to an interpreter.

TV programs used include CBC's The National, The Journal and Venture, etc.

Articles from newspapers and magazines: The Globe and Mail, The Vancouver Sun, Maclean's, Time, New York Times, The Economist, Far Eastern Economic Review, China Daily, Renmin Daily, etc. are used to provide background reading and translation material.

d. Context Interpretation:

This component provides the students with practical business and technical English-Chinese and Chinese-English interpretation training; it includes international trade and business, international relations and the students' own special technical fields, e.g., forestry, agriculture, port management, etc.

Evaluation:

- 1) 30% classroom performance which includes presentation of context research and interpretation, field-trip interpretation, and TV news interpretation.
- 2) 20% weekly quizzes
- 3) 50% final exams in field-trip interpretation, oral and written English/Chinese, Chinese/English interpretation and translation.

Project Evaluation and Management

The Objective of the course is to introduce basic theory and analyses commonly used in British Columbia and Canada in planning and managing development projects. It is comprised of seven units which are presented in the following sequence:

1. Planning and Decision Making
2. Impact Assessment

3. Regional Resource Planning
4. Benefit-Cost Analysis
5. A Third-World Example
6. Tourism Planning and Development Frameworks
7. Student Presentations

Professors Teaching in the Course:

Dr. Chad Day
Dr. Thomas Gunton
Dr. Mark Jaccard
Dr. David Marshall

Course Reading:
See Appendix 2.

Evaluation:

Two course assignments to be presented to the class using the overhead projector and colored markers. The first one will be a 10 to 20 minute oral review of articles of each student's choice selected from course readings. The final paper will be a presentation based on each students' choice of a topic selected from the course. The students will receive a written evaluation of each paper presented in class.

Canadian Studies (CNS 210-3)

This course introduces some of the political, economic and cultural issues of contemporary Canada, including some historical background. In particular, the course discusses (1) the functions, institutions and workings of Canadian governments and some government agencies -- federal, provincial, municipal; (2) some aspects of Canadian political and social history; (3) contemporary debates, trends, institutions and movements in Canada; and (4) special topics on communication and media, religion, labour unions, Canadian literature and sports. Related phrases, terms, expressions, acronyms etc. are identified and explained in each section of the course. Attention is drawn to various sources of information for studying Canada, and files are available for consultation. The course is a combination of lectures, class presentations, films and discussions.

Professors Teaching in the Course:

Dr. Rowland Lorimer
Eleanor O'Donnell
Dr. Robin Mathews
Dr. Alan Seager
Dr. Rick Guneau
Don Grayston (Shalom Institute)

Evaluation:

Students are evaluated on the basis of weekly written assignments (200 words), short class presentations (5 to 10 minutes), class participation, quizzes (announced the week before

they are given), a Christmas Examination and a final examination (2nd semester). Documentation skills are also evaluated as a part of the course.

Canada and the International Economy (ECON 101-3)

This course is an introduction to the development of the Canadian economy and the analysis of Canadian economic problems. The following topics are discussed:

1. Introduction to the Canadian Economy
2. Introduction to the Price System
3. Natural Resources in the Canadian Economy
4. Environmental Economics
5. Labour Markets and Institutions
6. Social Welfare Policies in Canada
7. introduction to Macroeconomics
8. Banking and Finance in Canada
9. Government in the Economy
10. Deficits and Government Finance
11. Trade Policies and Institution
12. International Monetary Policies
13. Economic Development
14. Agriculture in Economic Development

Professors Teaching in the Course:

Dr. John Chant
Dr. Kenji Okuda
Dr. Clyde Reed
Dr. Terence Heaps
Dr. Nancy Oleawiler
Dr. Stephen Easton
Dr. Mahmood Khan
Jane Friesen

(Professors taught in the Course in '87, '88, '89, '90)

Dr. John Munro
Dr. Kenji Okuda
Dr. Herbert Grubel
Dr. William Wedley)

Evaluation:

Six bi-weekly one hour exams the average of which will be the course grade (see Appendix 3).

Biographical Notes (Program Specific Courses)

Chad Day:

Dr. Day specializes in water management and environmental impact assessment techniques; he is currently a director of the International Association for Impact Assessment, a member of the National Research Councils Association Committee on Shorelines. Professor Day received his Ph. D from University of Chicago and is teaching Environmental and Social Impact Assessment and Water Planning and Management.

Tong Z. Chow:

Ms Chow is Instructor/Assistant to the Director of the Advanced Interpreter Education Program. She is a graduate of Lester B. Pearson College of the Pacific in Victoria and she received her B.A. from the Beijing Foreign Languages University. An accredited English-Chinese translator for the Department of the Secretary of State in Canada, she had been a translator and economic researcher for the Institute of World Economics and Politics, Chinese Academy of Social Sciences in Beijing. Ms Chow has extensive interpretation and translation experience with business negotiations and conferences in both China and Canada. She has also taught Chinese at UBC, Douglas College, and with the Vancouver School Board.

William W. Liu

A graduate in English language and literature at Nankai University in China where he also taught, Mr. Liu received a B.A. from University of Tennessee in Linguistics and taught Chinese language and culture there. He held the post of Research Linguistic at the University of California, Berkeley from '77 to '79, and, prior to assuming the post of the director of the AIEP, Mr. Liu was assistant professor at the Chinese Department of Wellesley College in Mass. where he designed and taught courses in Chinese language, translation, culture, films, literature and comparative literature. Aside from papers published in the Journal of Chinese Linguistics (U.C. Berkeley), Mr. Liu also published translations in literature and in technical fields. Mr. Liu is an experienced interpreter and did frequent interpreting work for conferences and delegations while teaching and doing research work at Nankai University, the University of California at Berkeley and Wellesley College.

Bennett Lee:

Mr. Lee, a lawyer with the Law Firm of Boughton, Peterson, Yang and Anderson, Barristers and Solicitors, graduated from The University of Victoria with a degree in English Studies, after which he was a Canadian exchange student in China and he later worked in a publishing firm in Hong Kong. Mr. Lee studied law at the University of Toronto and the University of British Columbia; he graduated from the U.B.C. Law School and was called to Bar in 1984. Since then he has practiced with downtown law firms in the areas of intellectual property law and corporate and commercial law. Mr. Lee has rich experience in negotiating transactions with Chinese organizations.

Ralph Lake:

Mr. Lake has a B.A. in English Literature and Philosophy and an M.A. in East Asian Studies from the University of Toronto. He had taught English and English writing in Tunghai University in Taiwan and in Xiamen University and Dalian Foreign Languages Institute in China. Mr. Lake has also done translation work in literature and other fields.