



TRAN821

Interpreting Practice 1

S1 Day 2015

Dept of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Jing Fang

jing.fang@mq.edu.au

Lecturer

Jean Cho

jean.cho@mq.edu.au

Lecturer

Della Goswell

della.goswell@mq.edu.au

Lecturer

Deborah Miyashita

deborah.miyashita@mq.edu.au

Margaret Wood

margaret.wood@mq.edu.au

Credit points

4

Prerequisites

Admission to MTransInter or MTransInterMAppLing or MTransInterMIntRel or PGDipTransInter or MTransIntStudies or MTransInterMAppLingTESOL or MAdvTransInterStud and GradDipTransInter

Corequisites

Co-badged status

Unit description

This unit is designed to introduce the basic concept of interpreting and help students develop key interpreting techniques such as listening skills, text analysis, memory retention, note-taking and oral translation skills. The unit will build on theoretical principles introduced in TRAN870, and will enable students to apply theory to practice, helping students to recognise factors that influence the effective use of different interpreting techniques in different contexts, as well as the decision making involved in selecting one interpreting technique over another. Participants will be expected to perform individual, peer and group evaluations.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate understanding of different modes of interpreting (dialogue interpreting, consecutive interpreting and sight translation)

Demonstrate skills in analytic listening, memorisation, note-taking in the different modes of interpreting.

Transfer messages across languages (from A language into B language).

Adequately prepare for an interpreting assignment.

Compile specialised glossaries for interpreting practice.

General Assessment Information

Interpreting exams will be audio-recorded and marked on an exam script.

Journals should be submitted to tutors electronically via iLearn. Follow tutors' instructions.

- fill in and include the cover sheet provided on the Linguistics web site:
- <http://www.ling.mq.edu.au/support/cover sheet.htm>
- add a footer to each page of the assignment, with page numbering, your name and student number, and the unit code clearly marked e.g., Robin Brown, 40112333, LING923
- type double-spaced
- use the appropriate subject heading for the email (see below)
- use the appropriate file name for the attachment (see below).

Please note that assignments will not be accepted unless they have both the coversheet and the footer.

Please submit assignments one time only unless specifically requested.

Please do NOT submit assignments by email directly to the Unit Convenor

In case of electronic submission, you must submit the assignment in MSWord or RTF format or Excel spreadsheet.

Email subject headers: When emailing assignments, please use subject headings such as:

TRANGXXX ass1

TRANXXX ass2 option #

Please also ensure that your full name and student number appears in the body of the email message. It is often impossible to determine from whom an email comes by looking at the sender's email address.

Naming files: It is suggested that assignments submitted electronically should use the format explained below for naming attached files. Please ensure that there are no symbols or strange characters in the file name.

If Noam Chomsky is submitting assignment one for LING927, the file should be named:

nchomsky_927_1

Assessment Tasks

Name	Weighting	Due
Interpreting exam	70%	TBC
Glossary	10%	W13
Blog and reflective journal	20%	ongoing

Interpreting exam

Due: **TBC**

Weighting: **70%**

The exam includes three tasks: dialogue interpreting, sight translation, and consecutive interpreting.

On successful completion you will be able to:

- Demonstrate understanding of different modes of interpreting (dialogue interpreting, consecutive interpreting and sight translation)
- Demonstrate skills in analytic listening, memorisation, note-taking in the different modes of interpreting.
- Transfer messages across languages (from A language into B language).

Glossary

Due: **W13**

Weighting: **10%**

Students need to compile a glossary for their interpreting practice.

On successful completion you will be able to:

- Adequately prepare for an interpreting assignment.
- Compile specialised glossaries for interpreting practice.

Blog and reflective journal

Due: **ongoing**

Weighting: **20%**

Students need to make contributions to the online discussion forum at iLearn. A reflective journal of 1000-1500 words will be submitted at the end of the semester.

On successful completion you will be able to:

- Demonstrate understanding of different modes of interpreting (dialogue interpreting, consecutive interpreting and sight translation)
- Demonstrate skills in analytic listening, memorisation, note-taking in the different modes of interpreting.
- Adequately prepare for an interpreting assignment.

Delivery and Resources

Three major interpreting modes, namely dialogue interpreting, consecutive interpreting, and sight translation, will be introduced through tutorials. While students are taught consecutive interpreting into A language (i.e. their mother tongue), they are engaged in practice in delivering sight translation and dialogue interpreting in both language directions (A↔B).

Other class activities include listening comprehension exercises, memory extension exercises, vocabulary quizzes, discussions on professional ethics and social-cultural aspects of community interpreting, role plays, paraphrasing, and speech presentations.

Teaching materials are selected from various sources including TV and radio news and current affairs programs, newspaper and magazine articles, scripted and recorded dialogues, and speeches from the Internet. These materials deal with a spectrum of topics such as Education, Government (Politics and Local government, Welfare, Immigration), Economy (Finance, Insurance), Health (Medical), and Law (Police, Consumer Affairs, etc.). Students are encouraged to conduct comparative studies into social cultural similarities and differences between Australia and the country where LOTE (language other than English) is spoken.

Students are expected to do preparation work at home before each class and to practice their interpreting skills in self-organized small groups between classes during the week. Through the program-arranged practicum, students will be able to participate in supervised practice and will be offered chances to practice in real and/or simulated interpreting settings. Self-monitoring and error analysis are essential in improving individual interpreting performance quality. Students

should reflect their learning process. Students are required to participate in the weekly online discussion through iLearn (see details below), which are to help them to keep track of their progress, identify their strengths and weaknesses and work toward improving their competence.

iLearn facility is available to assist learning (go to <http://ilearn.mq.edu.au/>, MQID and PW needed), where students can have discussions on various topics related to the course, and self-practice materials are also provided there for some language streams. Please discuss with your tutors regarding effective study plans and how to use iLearn for teaching and learning.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding of different modes of interpreting (dialogue interpreting, consecutive interpreting and sight translation)
- Adequately prepare for an interpreting assignment.

Assessment tasks

- Interpreting exam
- Blog and reflective journal

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding of different modes of interpreting (dialogue interpreting, consecutive interpreting and sight translation)
- Demonstrate skills in analytic listening, memorisation, note-taking in the different modes of interpreting.
- Transfer messages across languages (from A language into B language).
- Compile specialised glossaries for interpreting practice.

Assessment tasks

- Interpreting exam
- Glossary

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcome

- Demonstrate skills in analytic listening, memorisation, note-taking in the different modes of interpreting.

Assessment tasks

- Interpreting exam
- Blog and reflective journal

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Adequately prepare for an interpreting assignment.
- Compile specialised glossaries for interpreting practice.

Assessment tasks

- Glossary
- Blog and reflective journal

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate skills in analytic listening, memorisation, note-taking in the different modes of interpreting.
- Transfer messages across languages (from A language into B language).

Assessment tasks

- Interpreting exam
- Blog and reflective journal

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Adequately prepare for an interpreting assignment.
- Compile specialised glossaries for interpreting practice.

Assessment tasks

- Interpreting exam
- Blog and reflective journal