



# TRAN865

## Introduction to Simultaneous Interpreting Theory and Practice

S1 Day 2015

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

Lecturer

Zhongwei Song

[zhongwei.song@mq.edu.au](mailto:zhongwei.song@mq.edu.au)

Contact via [zhongwei.song@mq.edu.au](mailto:zhongwei.song@mq.edu.au)

Room 408, C5A

11am -12pm Friday

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Credit points

4

Prerequisites

Admission to MConflnt or MAdvConflnt

Corequisites

Co-badged status

Unit description

This unit is basically theory-oriented. It deals with the most important aspects of simultaneous interpreting (SI), including SI as a purposeful, communicative activity, models of SI process, skills acquired and their development, and strategies employed to cope with constraints in SI. Students are required to read articles on SI from various perspectives and disciplines and to make presentations based upon their understanding of the theories. Its major aims are to enhance the students' awareness of the common problems in the process, understand how to achieve stage-like qualitative progress in skill development, strengthen their analytical and problem-solving abilities, and acquire relevant strategies.

## 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:

By the end of the semester, students are expected to:

- 1) demonstrate a good understanding of theoretical knowledge of SI and SI-related

- coping strategies;
- 2) critically analyze, interpret and evaluate SI-related research outcomes;
- 3) apply individual, peer and group analysis to identify problems in SI-related skill development;
- 4) analytically examine, evaluate and reflect on their own SI performance for improvement;
- 5) display analytical skills in problem-solving;
- 6) build on their research skills through reflective journal writing; and
- 7) demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Assessment Tasks

Name	Weighting	Due
<u>Reflective Journal on skill de</u>	45%	Week 6, 8 & 10
<u>Presentation</u>	45%	Weekly
<u>Group Discussion</u>	10%	Weekly

### Reflective Journal on skill de

Due: **Week 6, 8 & 10**

Weighting: **45%**

Students are required to write three reflective essays, each with 500 words. Based on what you are assigned to read and present and what has subsequently been discussed in class, each essay should focus on one skill or strategy as a challenge to your SI-related skill development. In the essays you should demonstrate how you identify what are the possible problems that prevent you from acquiring the skills, how you are going to overcome the problems and why you think your proposed solution(s) could work. You need to back up your plan with what you have read.

On successful completion you will be able to:

- By the end of the semester, students are expected to:
- 1) demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- 2) critically analyze, interpret and evaluate SI-related research outcomes;
- 3) apply individual, peer and group analysis to identify problems in SI-related skill development;
- 4) analytically examine, evaluate and reflect on their own SI performance for

improvement;

- 5) display analytical skills in problem-solving;
- 6) build on their research skills through reflective journal writing; and
- 7) demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Presentation

Due: **Weekly**

Weighting: **45%**

Students will present various SI-related journal articles, book chapters and books on a weekly basis. In presentation, you are required to illustrate the main points of each author you are assigned to present, bring out those most relevant to your skill development for discussion, and try to answer questions to be raised by your classmates.

On successful completion you will be able to:

- By the end of the semester, students are expected to:
  - 1) demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
  - 2) critically analyze, interpret and evaluate SI-related research outcomes;
  - 6) build on their research skills through reflective journal writing; and
  - 7) demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Group Discussion

Due: **Weekly**

Weighting: **10%**

Students are expected to actively participate in group discussions, where you may elaborate your way of thinking and understanding, propose solutions you think are more appropriate or/and explain why you think they are fitting in skill development.

On successful completion you will be able to:

- By the end of the semester, students are expected to:
  - 1) demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
  - 2) critically analyze, interpret and evaluate SI-related research outcomes;
  - 3) apply individual, peer and group analysis to identify problems in SI-related skill development;

- 4) analytically examine, evaluate and reflect on their own SI performance for improvement;
- 6) build on their research skills through reflective journal writing; and
- 7) demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Delivery and Resources

A selection of journal articles and book chapters will be provided for reading by the means of iLearn. Students will be asked to undertake class discussions of theories related to interpreting, make weekly presentations and write a report on their reflection on skill development at the end of the semester based on the readings. Students are also encouraged to make full use of the library and on-line library services to find out more journal articles and books to read.

## 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](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](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](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/](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](http://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](http://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](http://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

- By the end of the semester, students are expected to:
- 3) apply individual, peer and group analysis to identify problems in SI-related skill development;
- 4) analytically examine, evaluate and reflect on their own SI performance for improvement;
- 7) demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Assessment tasks

- Reflective Journal on skill de
- Group Discussion

## 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

- By the end of the semester, students are expected to:
- 1) demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- 2) critically analyze, interpret and evaluate SI-related research outcomes;
- 3) apply individual, peer and group analysis to identify problems in SI-related skill development;
- 4) analytically examine, evaluate and reflect on their own SI performance for improvement;
- 6) build on their research skills through reflective journal writing; and

## Assessment tasks

- Reflective Journal on skill de
- Presentation
- Group Discussion

## 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 outcomes

- By the end of the semester, students are expected to:
- 2) critically analyze, interpret and evaluate SI-related research outcomes;
- 3) apply individual, peer and group analysis to identify problems in SI-related skill

development;

- 4) analytically examine, evaluate and reflect on their own SI performance for improvement;
- 5) display analytical skills in problem-solving;

### **Assessment tasks**

- Reflective Journal on skill de
- Presentation
- Group Discussion

## **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**

- By the end of the semester, students are expected to:
- 2) critically analyze, interpret and evaluate SI-related research outcomes;
- 4) analytically examine, evaluate and reflect on their own SI performance for improvement;
- 5) display analytical skills in problem-solving;
- 6) build on their research skills through reflective journal writing; and

### **Assessment tasks**

- Reflective Journal on skill de
- Presentation
- Group Discussion

## **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**

- By the end of the semester, students are expected to:



- 3) apply individual, peer and group analysis to identify problems in SI-related skill development;

### **Assessment tasks**

- Reflective Journal on skill de
- Presentation
- Group Discussion

## **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**

- By the end of the semester, students are expected to:
- 7) demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

### **Assessment tasks**

- Reflective Journal on skill de
- Group Discussion