



TRAN822

Interpreting Practice 2

S1 Day 2015

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit convenor

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Credit points

4

Prerequisites

TRAN821

Corequisites

Co-badged status

Unit description

This unit is designed to further develop students' interpreting skills so that they demonstrate advanced strategies in core interpreting techniques. It is distinguished from TRAN821 in that students should work not only in their first language but also in their second language. As such, learners are strongly encouraged to define appropriate strategies in both directions through self/peer practice, while continuously developing generic interpreting skills such as comprehensibility, note taking, and long term memory retention. Students are also expected to develop strong critical analysis and reflective capabilities in relation to self/peers interpreting practice. The unit covers specific topic areas that can be directly applied to professional practices such as environment, population, and technology.

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 essential interpreting skills ranging from note-taking/decoding, paraphrasing, summarising, voice production, anticipation, and approximation.

Demonstrate analytical skills such as discourse/text analysis, chunking, and self-reflective skills (error analysis, diagnostic skills).

Demonstrate extra-linguistic and cultural knowledge, domain-specific background knowledge in areas such as health, law, environment, economy, government, etc.

Understand ethics and demonstrate good judgement based on code of ethics.

Practice interpreting at a professional level and carry out professional interpreting jobs independently.

General Assessment Information

Assignment submission

Follow instruction on the submission of practicum portfolio (see practicum manual). Checked practicum portfolios will be returned to students via T&I Office. Email will be sent to students when they are ready for pick-up.

Unless students have negotiated an extension based on documented evidence of significant disruption to their studies, a penalty of 5% per day will apply to late submission of assignments.

Again, unless otherwise negotiated, assignments will not be accepted at all AFTER the date on which the marked assignments are returned to all students in the unit.

All the assignment should be submitted to tutors electronically or in hard copy. Follow tutors' instructions.

- fill in and include the cover sheet provided on the Linguistics web site:
- <http://www.ling.mq.edu.au/support/coversheet.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 MS Word 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

4d. Return of marked assignments

Students' marked assignments will, in general, be returned to them within 3 to 5 weeks of submission. Please note that assignments cannot be accepted after the return of marked materials.

Assessment Tasks

Name	Weighting	Due
<u>Final exam</u>	70%	Week 14
<u>Class performance</u>	10%	Ongoing
<u>Quiz and glossary</u>	20%	W13

Final exam

Due: **Week 14**

Weighting: **70%**

The end-of-semester exam consists of two dialogue texts, two sight translation texts, and two consecutive interpreting texts in both directions. The exam will be marked according to NAATI

criteria.

On successful completion you will be able to:

- Demonstrate essential interpreting skills ranging from note-taking/decoding, paraphrasing, summarising, voice production, anticipation, and approximation.
- Demonstrate analytical skills such as discourse/text analysis, chunking, and self-reflective skills (error analysis, diagnostic skills).
- Demonstrate extra-linguistic and cultural knowledge, domain-specific background knowledge in areas such as health, law, environment, economy, government, etc.
- Understand ethics and demonstrate good judgement based on code of ethics.
- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Class performance

Due: **Ongoing**

Weighting: **10%**

By the end of the semester, students will need to submit their learning portfolio for the tutors to check. The portfolio should include records of:

- Classroom performance, class preparation, notes, and journals
- Group activities

On successful completion you will be able to:

- Demonstrate analytical skills such as discourse/text analysis, chunking, and self-reflective skills (error analysis, diagnostic skills).
- Demonstrate extra-linguistic and cultural knowledge, domain-specific background knowledge in areas such as health, law, environment, economy, government, etc.

Quiz and glossary

Due: **W13**

Weighting: **20%**

Vocabulary quiz will take place in class, and students also need to compile a glossary.

On successful completion you will be able to:

- Demonstrate extra-linguistic and cultural knowledge, domain-specific background knowledge in areas such as health, law, environment, economy, government, etc.

- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Delivery and Resources

Teaching and learning strategies

Three major interpreting modes, namely dialogue interpreting, consecutive interpreting, and sight translation, will be introduced through lectures and tutorials offered in specific language streams. Unlike Tran821, students are expected to practice interpreting in both language directions (A↔B). Through the program-arranged practicum, students will be able to participate in supervised practice and will be offered opportunities to practice in real and/or simulated interpreting settings.

As with those used in Tran 821, the teaching materials of Tran 822 are thematically selected from various sources including TV and radio news and current affairs programs, newspapers, magazine articles, scripted and recorded dialogues and speeches from the Internet, dealing with medical, legal, social, cultural, economic and political topics.

It is expected that students in this unit will form their own study groups and participate in group activities to further improve their interpreting skills; they should complete all of the exercises prescribed in the handouts, and take part in all practicum-related activities.

Required and recommended texts and/or materials

Prescribed unit materials will be handed out on the date when teaching is conducted. In addition, students are encouraged to read books, articles and journals on interpretation.

Reference books:

Lee, J. and Buzo, A (2009). *Community Language Interpreting: A workbook*. Annandale: Federation Press.

Brunette, Louise, Georges Bastin, Isabelle Hemlin & Heather Clarke (eds.) (2003) *The Critical Link 3: Interpreters in the Community. Selected Papers from the Third International Conference on Interpreting in Legal, Health and Social Service Settings, Montreal, Quebec, Canada 22-26 May 2001*. Amsterdam/Philadelphia: John Benjamins.

Gile, D (1995) *Basic concepts and models for interpreter and translator training* Philadelphia : John Benjamins North America

Roy, Cynthia B. (2000) *Interpreting as a Discourse Process*. New York: Oxford University Press.

Hatim, Basil and Mason, Ian. 1990. *Discourse and the Translator*, London: Longman Group UK Limited.

Hatim, Basil and Mason, Ian. 1997. *The Translator as Communicator*

Pochhacker, Franz & Miriam Shlesinger (eds.) (2002) *The Interpreting Studies Reader*. London & New York: Routledge.

Wandensjo, C (1998) *Interpreting as interaction* New York: Longman

Hale, S & Gibbons, J (1999) *Varying Realities: Patterned Changes in the Interpreter's Representation of Courtroom and External Realities* Applied Linguistics 20/2: 203-220 Oxford University Press

Jones, Roderick (1998) *Conference Interpreting Explained*. Manchester: St. Jerome Publishing

Articles

Schweda-Nicholson, Nancy. (1993) "An Introduction to Basic Note-taking Skills for Consecutive Interpretation." In *Keystones of Communication. Proceedings of the 34th Annual Conference of the American Translation Association, Philadelphia, PA, 6-10 OCTOBER 1993*. Ed. Edith F. Losa. Medford, NJ: Learned Information.

Gile Daniel. (1995) "Fidelity Assessment in Consecutive Interpretation: An Experiment." *Target* 7:1

Torres, Diaz, Maria Gracia. (1997) "Why Consecutive Note-taking is Not Tantamount to Shorthand Writing." In *Proceedings of the 2nd International Conference on Current Trends in Studies of Interpretation and Interpreting*. Eds. Kinga Klaudy, Janos Kohn. Budapest: Scholarstica.

Alexieva, Bistra. (1998) "Consecutive Interpreting as a Decision Process." In *Translator Strategies and Creativity: Selected Papers from the 9th International Conference on Translation and Interpreting*. Prague, 1995. Eds. Beylard-Ozeroff, Ann, Jana Kralova & Barbara Moser-Mercer. Philadelphia/Amsterdam: John Benjamins.

Sutton, Philippa. (1998) "Note-taking and the interpreting Process." *Interpreting Research* 14(7/2).

Ficchi, Velia. (1999) "Learning Consecutive Interpretation: An Empirical Study and an Autonomous Approach." *Interpreting* 4:2

Mead, Peter. (2002) "Exploring Hesitation in Consecutive Interpreting: An Empirical Study." In *Interpreting in the 21st Century Challenges and Opportunities*. Eds. Giuliana Garzone & Maurizio Viezzi. Amsterdam/Philadelphia: John Benjamins, 2002, pp 73-82

Note: This list of references is not exhaustive. There are many other reference books and journals available in main library and NCELTR library.

There is a range of other resources available to Macquarie students, including:

- electronic access to a variety of book chapters and journal articles at

<http://www.lib.mq.edu.au/reserve/>

- electronic access to journals at <http://www.lib.mq.edu.au/journalfinder/>
- electronic document delivery for journal articles and book chapters not available locally at <http://www.lib.mq.edu.au/docsup/>

See the following URL for more information:

<http://www.ling.mq.edu.au/support/postresources.htm>

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 analytical skills such as discourse/text analysis, chunking, and self-reflective skills (error analysis, diagnostic skills).
- Demonstrate extra-linguistic and cultural knowledge, domain-specific background knowledge in areas such as health, law, environment, economy, government, etc.
- Understand ethics and demonstrate good judgement based on code of ethics.
- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Assessment task

- Final exam

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 essential interpreting skills ranging from note-taking/decoding, paraphrasing, summarising, voice production, anticipation, and approximation.
- Demonstrate extra-linguistic and cultural knowledge, domain-specific background knowledge in areas such as health, law, environment, economy, government, etc.
- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Assessment tasks

- Final exam
- Class performance
- Quiz and 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 outcomes

- Demonstrate analytical skills such as discourse/text analysis, chunking, and self-reflective skills (error analysis, diagnostic skills).
- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Assessment task

- Class performance

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

- Demonstrate analytical skills such as discourse/text analysis, chunking, and self-reflective skills (error analysis, diagnostic skills).
- Demonstrate extra-linguistic and cultural knowledge, domain-specific background knowledge in areas such as health, law, environment, economy, government, etc.
- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Assessment tasks

- Class performance
- Quiz and glossary

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 essential interpreting skills ranging from note-taking/decoding, paraphrasing, summarising, voice production, anticipation, and approximation.
- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Assessment tasks

- Final exam
- Class performance

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

- Understand ethics and demonstrate good judgement based on code of ethics.

- Practice interpreting at a professional level and carry out professional interpreting jobs independently.

Assessment task

- Final exam