



TRAN826

Dialogue Interpreting in Professional Settings

S1 Day 2015

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

Helen Slatyer

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C5A505

Monday 11-1pm

Unit Convenor

Jennifer Lane

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Contact via 9850 7011

W6A332

n/a

Margaret Wood

margaret.wood@mq.edu.au

Credit points

4

Prerequisites

Admission to PGCertTransInter or TRAN821

Corequisites

Co-badged status

Unit description

This unit introduces students to dialogue interpreting in professional contexts. Dialogue interpreting is the mode of interpreting generally used in legal, health, education, social service and business settings. The settings in which the interpreter works impact on the nature of the encounter and the response required by the interpreter. Recent discourse-based research has contributed to a better understanding of how professional interpreters carry out their work. The course guides students in their transition into professional practice by examining the theories, specific techniques and strategies used by professional interpreters to adapt their interpreting and their role to suit the demands of different settings.

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:

- Describe the different roles of the interpreter
- Identify a range of settings in which interpreters work in the community and discuss the impact of these settings on interpreter-mediated communication
- Identify the interpersonal features of interpreter-mediated encounters
- Explain the impact of interpersonal features of communication on the task of the interpreter
- Critique a range of contemporary literature on dialogue-interpreting
- Incorporate effective communicative strategies into students' interpreting
- Implement practices for life-long learning in interpreting

Assessment Tasks

Name	Weighting	Due
Quizzes	15%	Week 2 & Week 10
Group demonstration	40%	Week of demonstration
Interpreting essay	30%	Tuesday, 9th June 2015
Participation	15%	N/A

Quizzes

Due: **Week 2 & Week 10**

Weighting: **15%**

Quiz on tutorial readings.

On successful completion you will be able to:

- Identify the interpersonal features of interpreter-mediated encounters
- Critique a range of contemporary literature on dialogue-interpreting
- Incorporate effective communicative strategies into students' interpreting

Group demonstration

Due: **Week of demonstration**

Weighting: **40%**

For this assessment task, students are required to enrol in a group which will demonstrate an aspect of interpreting practice with reference to the literature.

On successful completion you will be able to:

- Describe the different roles of the interpreter
- Identify a range of settings in which interpreters work in the community and discuss the impact of these settings on interpreter-mediated communication
- Identify the interpersonal features of interpreter-mediated encounters
- Explain the impact of interpersonal features of communication on the task of the interpreter
- Critique a range of contemporary literature on dialogue-interpreting
- Incorporate effective communicative strategies into students' interpreting

Interpreting essay

Due: **Tuesday, 9th June 2015**

Weighting: **30%**

Essay on an interpreting issue raised during the lectures, readings and discussions.

On successful completion you will be able to:

- Describe the different roles of the interpreter
- Identify a range of settings in which interpreters work in the community and discuss the impact of these settings on interpreter-mediated communication
- Identify the interpersonal features of interpreter-mediated encounters
- Explain the impact of interpersonal features of communication on the task of the interpreter
- Critique a range of contemporary literature on dialogue-interpreting
- Implement practices for life-long learning in interpreting

Participation

Due: **N/A**

Weighting: **15%**

Contribution to in-class discussion, online forums and glossary development

On successful completion you will be able to:

- Identify the interpersonal features of interpreter-mediated encounters
- Explain the impact of interpersonal features of communication on the task of the interpreter

- Critique a range of contemporary literature on dialogue-interpreting
- Implement practices for life-long learning in interpreting

Delivery and Resources

Delivery

TRAN826 Internal is delivered through a weekly 2 hour lecture and a 1 hour tutorial as well as online through iLearn.

Lecture: Mondays 9am - 11am in E6A131

Tutorial: Mondays 1pm - 2pm in E6A131. Please note there is NO tutorial in Week 1

Lectures will be recorded via Echo and available through a link from the ilearn website.

Technologies used and required

Students will need to have access to a computer and the internet in order to access the iLearn site regularly. Echo recordings of lectures can be listened to on an iPod, tablet or computer.

Teaching and learning strategies

The teaching and learning strategies used in this unit are:

- interactive lecture format with targetted discussion activities
- regular roleplays and demonstrations
- online discussions
- scaffolded writing tasks

iLearn website

TRAN826 has a dedicated website through which students will be required to submit assignments (Turnitin assignments). A detailed schedule of the units is available on ilearn. Students should make sure they have access to the iLearn site before the first lecture on Monday 23rd February.

What has changed since this unit was last offered?

Two assignments have been modified since this unit was last offered. Students are no longer required to engage in assessed online discussions. Participation is now assessed.

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

- Describe the different roles of the interpreter
- Identify the interpersonal features of interpreter-mediated encounters
- Implement practices for life-long learning in interpreting

Assessment tasks

- Quizzes
- Group demonstration

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

- Describe the different roles of the interpreter
- Identify a range of settings in which interpreters work in the community and discuss the impact of these settings on interpreter-mediated communication
- Identify the interpersonal features of interpreter-mediated encounters
- Explain the impact of interpersonal features of communication on the task of the

interpreter

- Incorporate effective communicative strategies into students' interpreting

Assessment tasks

- Quizzes
- Group demonstration
- Interpreting essay
- Participation

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

- Identify the interpersonal features of interpreter-mediated encounters
- Explain the impact of interpersonal features of communication on the task of the interpreter
- Critique a range of contemporary literature on dialogue-interpreting

Assessment tasks

- Quizzes
- Group demonstration
- Interpreting essay
- Participation

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

- Critique a range of contemporary literature on dialogue-interpreting
- Incorporate effective communicative strategies into students' interpreting

- Implement practices for life-long learning in interpreting

Assessment tasks

- Group demonstration
- Interpreting essay

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

- Identify a range of settings in which interpreters work in the community and discuss the impact of these settings on interpreter-mediated communication
- Explain the impact of interpersonal features of communication on the task of the interpreter
- Incorporate effective communicative strategies into students' interpreting

Assessment tasks

- Group demonstration
- Interpreting essay
- Participation

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

- Describe the different roles of the interpreter
- Explain the impact of interpersonal features of communication on the task of the interpreter
- Implement practices for life-long learning in interpreting

Assessment task

- Group demonstration

Changes since First Published

Date	Description
21/02/ 2015	The details of the Unit delivery have been updated with the times and locations for s1 2015.