TRAN865
Introduction to Simultaneous Interpreting
Theory and Practice
S1 Day 2016
Dept of Linguistics

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General Information

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Credit points
4

Prerequisites
Admission to MConfInt or MAdvConfInt

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://students.mq.edu.au/important-dates

Learning Outcomes

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

2. 1) demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;

3. 2) critically analyze, interpret and evaluate SI-related research outcomes;

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

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reflective journal</td>
<td>45%</td>
<td>Week 5, 8, and 10</td>
</tr>
<tr>
<td>Presentation</td>
<td>45%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>10%</td>
<td>Weekly</td>
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**Reflective journal**

**Due:** *Week 5, 8, and 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.

This Assessment Task relates to the following 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;
  - 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.

This Assessment Task relates to the following 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;
  • 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.

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.

This Assessment Task relates to the following 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;
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.

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


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
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
• 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
• 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
- 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
- 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
- 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
- Group Discussion

**Changes since First Published**

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<th>Description</th>
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