



TRAN882

Interpreting Practice 3

S1 Day 2016

Dept of Linguistics

Contents

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

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

Jean Cho

jean.cho@mq.edu.au

Margaret Wood

margaret.wood@mq.edu.au

Margaret Wood

margaret.wood@mq.edu.au

Credit points

4

Prerequisites

TRAN822

Corequisites

Co-badged status

Unit description

The aim of this unit is to provide students with opportunities to practice interpreting skills in linguistically sophisticated and potentially challenging arenas at a professional level. Students are expected to apply theoretical knowledge to the critical analysis of their interpreting skills and decisions, while defining appropriate interpreting strategies through class and self-study. This unit consists of practical as well as research components. It provides students with opportunities to practice interpreting in a wide range of topic areas directly related to professional practices. At the same time, students should conduct independent research related to interpreting.

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:

1. Demonstrate ability to transfer longer messages accurately between A and B languages.
2. Consolidate essential consecutive interpreting techniques.

3. Develop skills required for simultaneous interpreting including whispered interpreting (chuchotage).
4. Apply discourse analysis for the purpose of interpreting.
5. Apply interpreting skills to more formal contexts.
6. Demonstrate advanced research techniques to enhance domain-specific knowledge.
7. Demonstrate management of technology required for interpreting in formal situations.
8. Demonstrate reflective and critical practice to become life-long learners.

Assessment Tasks

Name	Weighting	Due
<u>Mid-semester exam</u>	30%	W7 (07/04/16)
<u>Essay</u>	20%	24/04/16
<u>Final exam</u>	50%	W15 (14/06/15)

Mid-semester exam

Due: **W7 (07/04/16)**

Weighting: **30%**

Students are required to interpret two 3-minute long passages in both directions in consecutive mode.

On successful completion you will be able to:

- 1. Demonstrate ability to transfer longer messages accurately between A and B languages.
- 2. Consolidate essential consecutive interpreting techniques.
- 3. Develop skills required for simultaneous interpreting including whispered interpreting (chuchotage).

Essay

Due: **24/04/16**

Weighting: **20%**

Students should write an essay that contains self-assessment of the mid-term exam (e.g. note-taking, accuracy, delivery, etc.) as well as preparation based on the given topic (e.g. research, detailed journal entries).

On successful completion you will be able to:

- 4. Apply discourse analysis for the purpose of interpreting.
- 5. Apply interpreting skills to more formal contexts.
- 6. Demonstrate advanced research techniques to enhance domain-specific knowledge.
- 8. Demonstrate reflective and critical practice to become life-long learners.

Final exam

Due: **W15 (14/06/15)**

Weighting: **50%**

Students are required to interpret two 4-minute long passages in both directions in consecutive mode.

Students are required to interpret two 5-minute simultaneous passages in both directions in simultaneous mode.

On successful completion you will be able to:

- 1. Demonstrate ability to transfer longer messages accurately between A and B languages.
- 2. Consolidate essential consecutive interpreting techniques.
- 3. Develop skills required for simultaneous interpreting including whispered interpreting (chuchotage).
- 7. Demonstrate management of technology required for interpreting in formal situations.

Delivery and Resources

This unit will be delivered through 13 sets of lectures throughout the semester. Technologies (e.g. computers) are used to enhance student learning.

Recommended readings are from:

Gile, A (2005) *Note-taking for consecutive interpreting: a short course*, St. Jerome

Gile, D (2009) *Basic concepts and models for interpreter and translator training*, John Benjamins

Beylard-Ozeroff, A *et al* (1998) *Translators' strategies and creativity*, John Benjamins

Valdes, G. & Angelelli, C (2003) "Interpreters, interpreting, and the study of Bilingualism" *Annual Review of Applied Linguistics* (23)

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit <http://students.mq.edu.au/events/2016/07/19/ne>

[w assessment policy in place from session 2/](#)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- 4. Apply discourse analysis for the purpose of interpreting.
- 5. Apply interpreting skills to more formal contexts.
- 8. Demonstrate reflective and critical practice to become life-long learners.

Assessment task

- Essay

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

- 1. Demonstrate ability to transfer longer messages accurately between A and B languages.
- 2. Consolidate essential consecutive interpreting techniques.
- 3. Develop skills required for simultaneous interpreting including whispered interpreting (chuchotage).
- 6. Demonstrate advanced research techniques to enhance domain-specific knowledge.
- 7. Demonstrate management of technology required for interpreting in formal situations.

Assessment tasks

- Mid-semester exam
- Essay
- Final exam

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

- 1. Demonstrate ability to transfer longer messages accurately between A and B languages.
- 2. Consolidate essential consecutive interpreting techniques.
- 3. Develop skills required for simultaneous interpreting including whispered interpreting (chuchotage).
- 8. Demonstrate reflective and critical practice to become life-long learners.

Assessment tasks

- Mid-semester exam
- Essay
- Final exam

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

- 3. Develop skills required for simultaneous interpreting including whispered interpreting (chuchotage).
- 4. Apply discourse analysis for the purpose of interpreting.
- 6. Demonstrate advanced research techniques to enhance domain-specific knowledge.

Assessment tasks

- Mid-semester exam
- Essay
- Final exam

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 outcome

- 4. Apply discourse analysis for the purpose of interpreting.

Assessment task

- Essay

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 outcome

- 5. Apply interpreting skills to more formal contexts.

Assessment task

- Essay