



CHN 388

Chinese-English-Chinese Interpreting II (Paraprofessional level)

S2 Day 2016

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 232

Credit points

3

Prerequisites

CHN386

Corequisites

Co-badged status

Unit description

This unit provides students with Chinese-English interpreting techniques and practice that meet community demands. Students who have completed CHN386 will develop more interpreting skills in studying this unit. They will learn and be able to demonstrate interpreting techniques such as text analysing and note-taking. Core communication skills such as emotion control and non-judgment listening will also be introduced to the students, who will be able to apply these skills and align the skills to the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics in their own interpreting practice. Students will also gain social and cultural awareness in class. By doing the interpreting practices designed for this unit, the students will be able to achieve paraprofessional interpreting level at the end of their study.

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:

Align interpreting theories to interpreting practice.

Demonstrate professional interpreting skills.

Develop core communication skills.

Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.

Apply social and cultural awareness in interpreting practice.

Assessment Tasks

Name	Weighting	Due
Translation&Reflective journal	20%	Week 7 and 13
presentation	30%	week 7-9
Class participation	10%	every week
Final examination	40%	week 13

Translation&Reflective journal

Due: **Week 7 and 13**

Weighting: **20%**

You are required to submit a 1000 word reflective journal in English on iLearn. This task aims to learn how to justify interpreting decisions. You will be given two video clips to transcript and translate the Chinese texts into English and analysis the interpreters' interpreting in your journal. Your translation should be a literal translation and a comparison between your translation and the interpreters' version are to be presented in your journal. The journal should contain problems identified, possible solutions and the decision in selecting the best solution. You are allowed to quote the issues emerge from your presentations and in-class interpreting practice. However, journals are written assignments, your language skills will be taken into account when marking this task.

The transcription and translation of the video(10%) need to be submitted by week 7 and the journal (10%) by week 13.

Indicative examples of assessment tasks will be available on iLearn or in class.

These assignments should be your own original work. Plagiarism is **not** acceptable (For further information and advice, see www.student.mq.edu.au/plagiarism).

On successful completion you will be able to:

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presentation

Due: **week 7-9**

Weighting: **30%**

Between week 7 and week 9, there will be a presentation including 2 tasks. You are to deliver a 15-20 minute speech in English on a given topic (15%), and one of your classmates will interpret it into Chinese. You also need to interpret one of the speeches delivered by your classmates (15%). The speech topic will be given in week 3 and the interpreter will be chosen randomly on the day of the presentation. The main criteria of this assessment will address your ability to communicate effectively with your audience. A sense of energy and spontaneity will be expected and you should be very careful to avoid a style that is overly memorized.

Indicative examples of assessment tasks will be available on iLearn or in class.

On successful completion you will be able to:

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- Develop core communication skills.
- Apply social and cultural awareness in interpreting practice.

Class participation

Due: **every week**

Weighting: **10%**

Class participation is required. Participation will be marked on in-class activities, your willingness to participate in class discussion, preparation and performance of reading and responding to questions. Students are expected to be well prepared in order to participate in class discussion – this will ensure good use of class time as well as improving your learning skills and sharing your knowledge with others. Class participation is expected and will be part of the assessment. **This means you not only come and sign in the class but come well prepared and participate in class discussion.** You need to reflect on your assignments and think about the translation issues you have encountered and share your thought with others. Your marks for class participation will be determined by

- a) Whether you attend class regularly or not;
- b) How much effort you have taken to prepare for the class;
- c) How actively you participate in class discussion;
- d) How helpful your comments are on the work of our fellow students; and
- e) The quality of your in-class interpreting practice.

Description of the behaviours evaluated for high-level student participation:

- independent engagement with online communicative activities, including discussion forum, zoom, voice thread etc, reading game/ revision/ vocab acquisition
- spontaneous contributions to discussion, expression of opinions
- evidence of preparation for class through contributing specific examples demonstrating understanding of textbook/readings/home study
- constructive collaboration with and feedback to peers
- consistent target language use
- attentive note-taking
- structured engagement with content including evidence of revision/ organisation of notes/ continuous self-directed learning
- promotion of a positive learning environment, including:
 - mobile device etiquette (targeted and appropriate use for learning purposes as instructed by staff)
 - respectful treatment of peers / instructor e.g. not listening while peers are learning/ engaging with instructor
 - appropriate class behaviour to foster student learning, avoiding: tardiness; leaving class without being excused; erratic attendance disrupting the formation of a classroom community.
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On successful completion you will be able to:

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Final examination

Due: **week 13**

Weighting: **40%**

There will be a final examination for this unit in week 13. The examination weighs 30% of your final mark of this unit. In the final exam, you are to:

- 1) interpret a dialogue between an English speaker and a Chinese (15%).
- 2) answer an ethic question in English (10%)

3) Sight translate a 200 word English text into Chinese after 3 minutes preparation. (15%).

Indicative examples of assessment tasks will be available on iLearn or in class.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the *Extension and Special Consideration* section of this Unit Guide. **It should also be stressed that failing to turn up for exams without prior notification to (WITH DOCUMENTATION) and obtaining approval from the lecturers for resitting the exams will mean that the students have forgone (that is, given up the opportunity to sit for) the exams. In which case, no supplementary exams can be arranged.**

If a Supplementary Examination **is granted** as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period. Individual Departments should contact the Associate Dean Learning and Teaching to confirm when Supplementaries are scheduled.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

On successful completion you will be able to:

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- Apply social and cultural awareness in interpreting practice.

Delivery and Resources

Class work: one 2-hour seminar per week

Independent work: four hours per week, to include reading time, assignments preparation.

Recommended reading:

Zhong, Weihe, 2006. *A Coursebook of Interpreting Between English and Chinese*. Higher Education Press, Beijing

Paltridge, B., 2006. *Discourse Analysis: An Introduction*. Continuum, London.

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/new_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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Align interpreting theories to interpreting practice.
- Demonstrate professional interpreting skills.
- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- presentation
- Class participation
- Final examination

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Align interpreting theories to interpreting practice.
- Demonstrate professional interpreting skills.
- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- Translation&Reflective journal
- presentation
- Class participation
- Final examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Align interpreting theories to interpreting practice.
- Demonstrate professional interpreting skills.
- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- Translation&Reflective journal
- presentation
- Class participation
- Final examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Align interpreting theories to interpreting practice.
- Demonstrate professional interpreting skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.

Assessment tasks

- Translation&Reflective journal
- presentation
- Class participation
- Final examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Align interpreting theories to interpreting practice.
- Demonstrate professional interpreting skills.

- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- Translation&Reflective journal
- presentation
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- Final examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate professional interpreting skills.
- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- Translation&Reflective journal
- presentation
- Class participation
- Final examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate professional interpreting skills.
- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- Translation&Reflective journal
- presentation
- Class participation
- Final examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- Translation&Reflective journal
- presentation
- Class participation
- Final examination

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate professional interpreting skills.
- Develop core communication skills.
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics.
- Apply social and cultural awareness in interpreting practice.

Assessment tasks

- Translation&Reflective journal
- Class participation
- Final examination

late submissions

Late assignment policy – International Studies, 11 December 2012

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.