



TRAN881

Communication Skills for Translators and Interpreters

S1 Day 2017

Dept of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

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General Information

Unit convenor and teaching staff

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Administration

Alice Wu

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Lecturer

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Credit points

4

Prerequisites

Admission to GradDipTransInter or MAdvTransInterStud or MTransInter or MTransInterMAppLingTESOL or MTransInterMIntRel

Corequisites

Co-badged status

Unit description

This unit will focus on working with students to equip them with the necessary spoken and written language skills in English and/or their LOTE (dependent on assessed need) to function as professional translators and interpreters. Students will be given the opportunity to develop their expertise in various genres and text types encountered in the translation and interpreting profession, and will be assessed on the grammar, vocabulary, clarity of expression, register, pragmatics, coherence, and fluency of their language usage; and will also be equipped with the tools for self and peer assessment of language skills.

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:

At the end of this course, students • should be able to devise and undertake a

sustainable strategy for vocabulary acquisition appropriate for a professional translator/interpreter

- should be able to grasp the importance of the role of extensive reading in this process
- should be able to use a style manual productively
- should have a fuller grasp of the factors and skills involved in effective interpreting, and be able to speak with greater confidence within a wide range of contexts.
- will have undertaken remedial grammar work across a broad range of topics including articles, prepositions, punctuation, sentence structure, verb tenses, aspects and moods
- should have fundamentally grasped the requirements for fluent writing and speaking in an appropriate register before a target audience, with particular reference to the role of genre
- should be able to grasp the importance of systemic functional grammar (SFG) in the field of translating and interpreting

General Assessment Information

Assessment name	Weight	Due date
Class participation and presentations	20%	On-going
Learning Journal	30%	End of Week 8
DM Speaking & Listening assignments Weeks 8-12	25%	End of Week 13
Presentations	25%	In class Week 13
TOTAL	100%	

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Class participation</u>	20%	No	Week 7
<u>LEARNING JOURNAL</u>	30%	No	WEEK 8
<u>SPEAKING AND LISTENING</u>	25%	No	WEEK 13

Name	Weighting	Hurdle	Due
<u>Presentation</u>	25%	No	WEEK 13

Class participation

Due: **Week 7**

Weighting: **20%**

Students will be assessed on their capacity to actively contribute to tutorial discussions.

On successful completion you will be able to:

- At the end of this course, students • should be able to devise and undertake a sustainable strategy for vocabulary acquisition appropriate for a professional translator\ interpreter
- • should be able to grasp the importance of the role of extensive reading in this process
- • should be able to use a style manual productively
- • will have undertaken remedial grammar work across a broad range of topics including articles, prepositions, punctuation, sentence structure, verb tenses, aspects and moods
- • should have fundamentally grasped the requirements for fluent writing and speaking in an appropriate register before a target audience, with particular reference to the role of genre
- • should be able to grasp the importance of systemic functional grammar (SFG) in the field of translating and interpreting

LEARNING JOURNAL

Due: **WEEK 8**

Weighting: **30%**

Students will be required to submit a series of assignments based on tutorial topics and discussions.

On successful completion you will be able to:

- At the end of this course, students • should be able to devise and undertake a sustainable strategy for vocabulary acquisition appropriate for a professional translator\ interpreter
- • should be able to grasp the importance of the role of extensive reading in this process
- • should be able to use a style manual productively
- • will have undertaken remedial grammar work across a broad range of topics including articles, prepositions, punctuation, sentence structure, verb tenses, aspects and moods

- • should have fundamentally grasped the requirements for fluent writing and speaking in an appropriate register before a target audience, with particular reference to the role of genre
- • should be able to grasp the importance of systemic functional grammar (SFG) in the field of translating and interpreting

SPEAKING AND LISTENING

Due: **WEEK 13**

Weighting: **25%**

Students will be assessed in the capacity to absorb and practice key aspects of effective interpreting performance.

On successful completion you will be able to:

- • should have a fuller grasp of the factors and skills involved in effective interpreting, and be able to speak with greater confidence within a wide range of contexts.
- • should have fundamentally grasped the requirements for fluent writing and speaking in an appropriate register before a target audience, with particular reference to the role of genre

Presentation

Due: **WEEK 13**

Weighting: **25%**

Students will be assessed on their ability to successfully demonstrate targeted interpreting skills through a short class presentation.

On successful completion you will be able to:

- • should have a fuller grasp of the factors and skills involved in effective interpreting, and be able to speak with greater confidence within a wide range of contexts.
- • should have fundamentally grasped the requirements for fluent writing and speaking in an appropriate register before a target audience, with particular reference to the role of genre

Delivery and Resources

The learning and teaching strategies used in this Unit are thirteen lectures/workshops, individual readings by students and a number of class assignments. Students in this unit are expected to participate in all thirteen lectures, read all texts marked as obligatory, and engage in additional readings and research of topics of special interest. Students will conduct independent research on selected topics and describe the results in assignments for assessment.

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 - 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

- At the end of this course, students • should be able to devise and undertake a sustainable strategy for vocabulary acquisition appropriate for a professional translator\ interpreter
- • should be able to grasp the importance of the role of extensive reading in this process
- • should be able to use a style manual productively
- • should have a fuller grasp of the factors and skills involved in effective interpreting, and be able to speak with greater confidence within a wide range of contexts.
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Assessment tasks

- Class participation
- LEARNING JOURNAL
- SPEAKING AND LISTENING

- Presentation

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

- At the end of this course, students • should be able to devise and undertake a sustainable strategy for vocabulary acquisition appropriate for a professional translator\ interpreter
- • should be able to grasp the importance of the role of extensive reading in this process
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Assessment tasks

- Class participation
- LEARNING JOURNAL
- SPEAKING AND LISTENING

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

- At the end of this course, students • should be able to devise and undertake a sustainable strategy for vocabulary acquisition appropriate for a professional translator\ interpreter
- • should be able to grasp the importance of the role of extensive reading in this process
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Assessment tasks

- Class participation
- LEARNING JOURNAL
- SPEAKING AND LISTENING

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

- At the end of this course, students • should be able to devise and undertake a sustainable strategy for vocabulary acquisition appropriate for a professional translator\ interpreter
- • should be able to grasp the importance of the role of extensive reading in this process
- • should be able to use a style manual productively
- • should have a fuller grasp of the factors and skills involved in effective interpreting, and be able to speak with greater confidence within a wide range of contexts.
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Assessment tasks

- Class participation
- LEARNING JOURNAL
- SPEAKING AND LISTENING
- Presentation