



# TRAN865

## Introduction to Simultaneous Interpreting Theory and Practice

S1 Day 2017

*Dept of Linguistics*

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## General Information

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Credit points

4

Prerequisites

Admission to MConflnt

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://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

By the end of the semester, students should expect to be able to:

- Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- Critically analyze, interpret and evaluate SI-related research outcomes;
- Apply individual, peer and group analysis to identify problems in SI-related skill development;
- Analytically examine, evaluate and reflect on their own SI performance for improvement;
- Display analytical skills in problem-solving;
- Build on their research skills through reflective journal writing; and
- Demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reflective journal writings</u>	60%	Yes	Week 5, Week 9 and Week 12
<u>Presentation</u>	30%	Yes	On a weekly basis
<u>Group discussion</u>	10%	No	On a weekly basis

## Reflective journal writings

Due: **Week 5, Week 9 and Week 12**

Weighting: **60%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

For a reflective journal, what you need to do is, first of all, identify what specific challenges you have. Once you have identified several, select one that you think is the most untenable and state why it is most difficult one to you against what you have studied, what might be the consequences if you fail to address it in time and, more importantly, how you are going to do tackle it and why. Once you have found a or a set of solutions to the problem you need to implement it or them, and at the same time you have to find another one you are going to deal with, which leads to the next reflective journal. We have to repeat this

- 1.problem sensed
- 2.problem read
- 3.problem matched
- 4.solution(s) found
- 5.solution(s) implemented

Assessment criteria:

- 1.Well-written and easily understood (20%)
- 2.Problem or problems are well-discussed (20%)
- 3.A proposed solution or a set of solutions found is supported by the literature and would contribute to solving the problem (20%)
- 4.Clear and cohesive academic writing style (20%)
- 5.The essay is well-structured (20%)

On successful completion you will be able to:

- By the end of the semester, students should expect to be able to:
- • Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- • Critically analyze, interpret and evaluate SI-related research outcomes;
- • Apply individual, peer and group analysis to identify problems in SI-related skill development;
- • Analytically examine, evaluate and reflect on their own SI performance for

improvement;

- • Display analytical skills in problem-solving;
- • Build on their research skills through reflective journal writing; and
- • Demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Presentation

Due: **On a weekly basis**

Weighting: **30%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Each student will participate in presentation either individually or by group on a scholarly article or book chapter that is relevant to SI skill development. During presentation students may use power point slides, and other students may ask questions at the end of your presentation. You should cover the following elements in your presentation:

- Who wrote the paper?
- Why did they want to carry out their research?
- How did they conduct their research?
- What were their findings, particularly those which are particularly important to your skill development?
- How is the study relevant to evaluation of your own skill development?

Assessment criteria:

In addition to the same criteria, your reflective journal essay or essays will be assessed against the following criteria:

1. Clear and specific idea (5%)
2. Well-developed reflections on personal interpreting practice (20%)
3. Adequate data and in-depth analysis (20%)
4. Arguments are well supported with relevant literature (20%)
5. Appropriate use of citations (5%)
6. Essay is clearly organized (15%)
7. Essay is well written and grammatical (15%)

On successful completion you will be able to:

- By the end of the semester, students should expect to be able to:
- • Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;

- • Critically analyze, interpret and evaluate SI-related research outcomes;
- • Apply individual, peer and group analysis to identify problems in SI-related skill development;
- • Analytically examine, evaluate and reflect on their own SI performance for improvement;
- • Display analytical skills in problem-solving;
- • Build on their research skills through reflective journal writing; and
- • Demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Group discussion

Due: **On a weekly basis**

Weighting: **10%**

Students are required to participate in group discussion, and air their views on approaches and strategies introduced by the articles in their reading list. Further, they are expected to discuss the issues presented in each of the oral presentations.

On successful completion you will be able to:

- By the end of the semester, students should expect to be able to:
- • Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- • Critically analyze, interpret and evaluate SI-related research outcomes;
- • Apply individual, peer and group analysis to identify problems in SI-related skill development;
- • Analytically examine, evaluate and reflect on their own SI performance for improvement;
- • Display analytical skills in problem-solving;
- • Build on their research skills through reflective journal writing; and
- • Demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## Delivery and Resources

Materials used for this unit are largely selected from the Internet in general and YouTube and EU Speech Repository in particular. The learning and teaching strategies used are mainly through face to face interaction between lecturers and students. Additionally, students will be also encouraged to leverage iLearn for communication and participate in group discussion, peer evaluation and group research project for interpreting assignments.

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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](http://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](http://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](http://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/](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

- Critically analyze, interpret and evaluate SI-related research outcomes;
- Apply individual, peer and group analysis to identify problems in SI-related skill development;
- Analytically examine, evaluate and reflect on their own SI performance for improvement;
- Display analytical skills in problem-solving;
- Build on their research skills through reflective journal writing; and
- Demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

#### Assessment tasks

- Reflective journal writings
- 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 should expect to be able to:
- • Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- • Critically analyze, interpret and evaluate SI-related research outcomes;
- • Analytically examine, evaluate and reflect on their own SI performance for improvement;
- • Display analytical skills in problem-solving;
- • Build on their research skills through reflective journal writing; and

## **Assessment tasks**

- Reflective journal writings
- 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 should expect to be able to:
- • Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- • Critically analyze, interpret and evaluate SI-related research outcomes;
- • Apply individual, peer and group analysis to identify problems in SI-related skill development;
- • Analytically examine, evaluate and reflect on their own SI performance for improvement;
- • Display analytical skills in problem-solving;
- • Demonstrate their understanding of interpreting and translation ethics and of all the

requirements for being a professional conference interpreter.

## **Assessment tasks**

- Reflective journal writings
- 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 should expect to be able to:
- • Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
- • Critically analyze, interpret and evaluate SI-related research outcomes;
- • Apply individual, peer and group analysis to identify problems in SI-related skill development;
- • Analytically examine, evaluate and reflect on their own SI performance for improvement;
- • Display analytical skills in problem-solving;

## **Assessment tasks**

- Reflective journal writings
- 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**

- • Demonstrate a good understanding of theoretical knowledge of SI and SI-related

coping strategies;

- • Critically analyze, interpret and evaluate SI-related research outcomes;
- • Apply individual, peer and group analysis to identify problems in SI-related skill development;
- • Analytically examine, evaluate and reflect on their own SI performance for improvement;
- • Display analytical skills in problem-solving;
- • Build on their research skills through reflective journal writing; and
- • Demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## **Assessment tasks**

- 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**

- • Apply individual, peer and group analysis to identify problems in SI-related skill development;
- • Display analytical skills in problem-solving;
- • Build on their research skills through reflective journal writing; and
- • Demonstrate their understanding of interpreting and translation ethics and of all the requirements for being a professional conference interpreter.

## **Assessment task**

- Group discussion