TRAN865
Introduction to Simultaneous Interpreting Theory and Practice
S1 Day 2017
Dept of Linguistics

Contents

- General Information ........................................... 2
- Learning Outcomes ........................................... 3
- Assessment Tasks ............................................. 3
- Delivery and Resources ....................................... 6
- Policies and Procedures ....................................... 7
- Graduate Capabilities ........................................ 8

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## General Information

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### Credit points
- 4

### Prerequisites
- Admission to MConfInt

### 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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes
1. By the end of the semester, students should expect to be able to:
2. • Demonstrate a good understanding of theoretical knowledge of SI and SI-related coping strategies;
3. • Critically analyze, interpret and evaluate SI-related research outcomes;
4. • Apply individual, peer and group analysis to identify problems in SI-related skill development;
5. • Analytically examine, evaluate and reflect on their own SI performance for improvement;
6. • Display analytical skills in problem-solving;
7. • Build on their research skills through reflective journal writing; and
8. • 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>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective journal writings</td>
<td>60%</td>
<td>Week 5, Week 9 and Week 12</td>
</tr>
<tr>
<td>Presentation</td>
<td>30%</td>
<td>On a weekly basis</td>
</tr>
<tr>
<td>Group discussion</td>
<td>10%</td>
<td>On a weekly basis</td>
</tr>
</tbody>
</table>
Reflective journal writings
Due: Week 5, Week 9 and Week 12
Weighting: 60%

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%)

This Assessment Task relates to the following Learning Outcomes:
- By the end of the semester, students should expect to be able to:
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  - 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%**

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%)

This Assessment Task relates to the following Learning Outcomes:

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• 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.

This Assessment Task relates to the following Learning Outcomes:
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  • 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


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 Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au
Equity 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.

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

• 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;
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Assessment tasks

- Reflective journal writings
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 technology 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;
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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