CHN 388

Chinese-English-Chinese Interpreting II (Paraprofessional level)

S2 Day 2018

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor Lan Zhang lan.zhang@mq.edu.au Contact via lan.zhang@mq.edu.au North wing Level 2 AHH TBC via iLearn
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.

General Assessment Information

In addition to attending the seminars, you are expected to engage with your assignments and reflection on your translation approx 10-12 hours each week.

Indicative examples of assessment tasks will be available on iLearn, along with marking criteria/rubrics.

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective journal	10%	No	Week 13
presentation	30%	No	week 7-9
Class participation	20%	No	every week
Final test	40%	No	week 12&13

Reflective journal

Due: **Week 13**
Weighting: **10%**

You are required to submit a 1000 word reflective journal in English on iLearn. This task aims to learn how to justify your interpreting decisions. The journals 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.

In preparing to your journals, you may wish to consider the following questions:

1) What are the functions of the interpreting tasks?
2) What difficulties do you have in your interpreting practice?
3) What difficulties do you have in finding equivalent expressions in Chinese or English?
4) What makes a good interpretation?
5) What can you prepare for interpreting?

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:

- Align interpreting theories to interpreting practice.
- 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.

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 3-5 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:

- Align interpreting theories to interpreting practice.
- Demonstrate professional interpreting skills.
- Develop core communication skills.
- Apply social and cultural awareness in interpreting practice.

Class participation

Due: **every week**
Weighting: **20%**

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 and other activities.** You need to reflect on your interpreting practice and think about the 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 and other activities;

d) How helpful your comments are on the work of our fellow students; and

e) The quality of your in-class interpreting practice (including accuracy, fluency, structure, pronunciation, grammar etc.).

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.

On successful completion you will be able to:

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Final test

Due: **week 12&13**
Weighting: **40%**

There will be a final test for this unit in week 12 and week13. The test weighs 40% of your final mark of this unit. In the final test, 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.

On successful completion you will be able to:

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- Develop core communication skills.
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Delivery and Resources

Delivery:

Day, Internal,

Class work: one 2-hour seminar per week

Times and Locations for seminars: Please consult the MQ Timetables Website: http://www.timetables.mq.edu.au

Independent work: Apart from attending the class, you are expected to spend 10-12 hours each week on interpreting practice and reflection on your translation .

TECHNOLOGY USED AND REQUIRED

This unit will use:

iLearn

Online Unit

Login is via: https://ilearn.mq.edu.au/

Is my unit in iLearn?: http://help.ilearn.mq.edu.au/unitsonline/ to check when your online unit will become available.

Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/
- **For student quick guides on the use of iLearn go to:** http://mq.edu.au/iLearn/student_info/guides.htm

Required resources:

You will need to prepare your own dictionari(es) .

Recommended:

We also expect you to develop good dictionary skills using websites like dictionary.com, dict.cn, Google Translate and similar machine translation tools are not adequate dictionaries for translation as they omit context, don't give functional examples of language in use, and often provide the wrong word if the student doesn't know what they are looking for (e.g. nouns instead of verbs).

For students who do not have a sound foundation of basic grammatical knowledge we recommend, in addition to consulting MQ Learning Skills Advisers or completing MQ grammar

workshops, the following text:

Swan, M, 2005. *Practical English Usage*, Oxford: Oxford University Press.

Here are also recommended readings if you wish to know more about interpreting theories:

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 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.m

q.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 test

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

- Reflective journal
- presentation
- Class participation
- Final test

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

- Reflective journal
- presentation
- Class participation
- Final test

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

- Reflective journal
- presentation
- Class participation
- Final test

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

- Reflective journal
- presentation
- Class participation
- Final test

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

- Reflective journal
- presentation
- Class participation
- Final test

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

- Reflective journal
- presentation
- Class participation
- Final test

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

- Reflective journal
- presentation
- Class participation
- Final test

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

- Reflective journal
- Class participation
- Final test