



# CHN 386

## Chinese-English-Chinese Interpreting I (Paraprofessional level)

S1 Day 2019

*Dept of International Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff Lecturer Lan Zhang <a href="mailto:lan.zhang@mq.edu.au">lan.zhang@mq.edu.au</a> Contact via email AHH TBA in iLearn
Credit points 3
Prerequisites (39cp at 100 level or above) and permission by special approval
Corequisites
Co-badged status
Unit description This unit is an introductory unit for Chinese-English interpreting. Students who can speak both English and Chinese will understand that to be a professional interpreter needs more than the fluency in both languages. They will learn the main interpreting theories and skills and how professional interpreters work in different scenarios. Students will be familiar with community and conference interpreting practice and conduct short Chinese-English dialogue interpreting. Students will also develop general inter-lingual communication 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:

- Discuss and integrate the main interpreting theories.
- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills
- Identify knowledge that is needed for the improvement of interpreting skills.

## General Assessment Information

Apart from engaging with the class, you are expected to spend approximately 10 hours on class preparation, interpreting practice and reflection on your practice each week.

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

### 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
<u>Class participation</u>	20%	No	on going
<u>Group presentation</u>	30%	No	week 7 - week 9
<u>Reflective journal</u>	10%	No	week 13
<u>Final test</u>	40%	No	week 13

### Class participation

Due: **on going**

Weighting: **20%**

**Class engagement and participation in discussion is required.** Participation will be marked on students' willingness to participate in class discussion, preparation and performance of oral interpreting practice and responding to questions. Students are expected to be well prepared in order to participate in discussion, which will ensure good use of class time as well as improving your learning skills and sharing your knowledge with others. Class engagement and participation is expected and will be part of the assessment. **This means you are expected to be well prepared and participate in class discussion.** You need to reflect on your assignments and think about the interpreting issues you have encountered and share your thoughts with others.

Your marks for class engagement and performance will be evaluated according to the exemplars/criteria provided in iLearn.

Marks for class participation will be determined by

- Whether you engage with the class regularly;
- 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;
- 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)

On successful completion you will be able to:

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- Identify knowledge that is needed for the improvement of interpreting skills.

## Group presentation

Due: **week 7 - week 9**

Weighting: **30%**

In week 6, there will be one group presentation including 2 tasks. You are to deliver a 3-5 minute speech in English/Chinese on a given topic (20%), and one of your classmates will interpret it into Chinese/English. (The source language and the target language in this task will be directed by the teacher.) You also need to interpret one of the speeches delivered by your classmates (10%). 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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## Reflective journal

Due: **week 13**

Weighting: **10%**

You are required to submit one 1000-word reflective journal in English on iLearn. This task aims to present how you justify your interpreting decisions. 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.

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

- 1) What are the functions of interpreting?
- 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 (comply with policies set out in the policy section below).

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

On successful completion you will be able to:

- Discuss and integrate the main interpreting theories.
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## Final test

Due: **week 13**

Weighting: **40%**

There will be a final oral test for this unit in week 13. The test is 40% of your final mark of this

unit. In the final test, you are to have two tasks:

- 1). You will have 10 minutes to read a short story and will then have approximately 5 minutes to retell it in your own words (15%).
- 2). Interpret a dialogue between an English speaker and a Chinese (25%).

**The only exception to not completing your final oral test at the designated time is because of documented illness or unavoidable disruption. In these circumstances, you should consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available in the policy sections below. Extensions can only be granted in cases of documented Special Consideration, as this is a timed assessment.**

On successful completion you will be able to:

- Discuss and integrate the main interpreting theories.
- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills
- Identify knowledge that is needed for the improvement of interpreting skills.

## Delivery and Resources

### Recommended texts

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

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

Pöchhacker, F., 2016. *Introducing interpreting studies*. Routledge, London.

## TECHNOLOGY USED AND REQUIRED

### 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/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

## 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) (<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) (<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) (<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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](mailto:ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](mailto:ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

### 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**

- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills

## **Assessment tasks**

- Class participation
- Group presentation
- 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**

- Discuss and integrate the main interpreting theories.
- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills
- Identify knowledge that is needed for the improvement of interpreting skills.

## **Assessment tasks**

- Class participation
- Group presentation
- Reflective journal
- 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

- Discuss and integrate the main interpreting theories.
- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills
- Identify knowledge that is needed for the improvement of interpreting skills.

## Assessment tasks

- Class participation
- Group presentation
- Reflective journal
- 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

- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills
- Identify knowledge that is needed for the improvement of interpreting skills.

## Assessment tasks

- Class participation
- Group presentation
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- 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**

- Discuss and integrate the main interpreting theories.
- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills
- Identify knowledge that is needed for the improvement of interpreting skills.

## **Assessment tasks**

- Class participation
- Group presentation
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## **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 key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills
- Identify knowledge that is needed for the improvement of interpreting skills.

## **Assessment tasks**

- Class participation
- Group presentation
- Reflective journal
- 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**

- Discuss and integrate the main interpreting theories.
- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills

## **Assessment tasks**

- Class participation
- Group presentation
- Reflective journal
- 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**

- Discuss and integrate the main interpreting theories.
- Demonstrate key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills

## **Assessment tasks**

- Class participation
- Group presentation
- Reflective journal
- 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 key interpreting skills in interpreting practice.
- Conduct short Chinese English dialogue interpreting.
- Apply inter-lingual communication skills

### Assessment tasks

- Class participation
- Reflective journal
- Final test