



TRAN8902

Approaches to Translation and Interpreting

Session 2, In person-scheduled-weekday, North Ryde 2022

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	7
<u>Diversity and Inclusion</u>	8
<u>Professionalism</u>	9

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convenor

Jinhyun Cho

jean.cho@mq.edu.au

Lecturer

Jing Fang

jing.fang@mq.edu.au

Lecturer

Marc Orlando

marc.orlando@mq.edu.au

Lecturer

Della Goswell

della.goswell@mq.edu.au

Alice Wu

xufang.wu@mq.edu.au

Credit points

10

Prerequisites

TRAN870 or TRAN8070

Corequisites

Co-badged status

Unit description

This unit develops students' knowledge and understanding of contemporary theories in translation and interpreting studies from an historical perspective, building on the introduction to translation and interpreting theory in TRAN8070. The translation theories discussed expand the focus from linguistic and textual approaches, to include cultural, sociological, ideological and cognitive approaches to translation. The unit further develops cognitive and sociolinguistic theoretical approaches to the study of interpreting. The interwoven relationship between theory, practice and research is highlighted across the unit.

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:

ULO1: Demonstrate a systematic understanding of translation and interpreting theories through a critical survey of past and present theories of translation and interpreting.

ULO2: Critically evaluate the contribution of translation and interpreting theories to our understanding of translation and interpreting as cultural, social and cognitive phenomena.

ULO3: Compare and contrast major approaches in translation and interpreting studies.

ULO4: Communicate theoretical concepts orally and in writing to a variety of audiences.

General Assessment Information

General information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65

3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

Late submission of time sensitive tasks, such as timetabled tests/exams, scheduled performance assessments/presentations, scheduled practical assessments/labs, will be addressed by the unit convenor in a Special consideration application.

Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the [special consideration policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Critical review	20%	No	Week 6
Interpreting essay	40%	No	Week 9
Philosophical and cognitive theories	40%	Yes	Week 14

Critical review

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 20 hours

Due: **Week 6**

Weighting: **20%**

For this assignment, students are required to submit a critical review of an academic article, in a multimedia video format. You will be provided with a selection of articles on interpreting and translation theory, and asked to select one article. You are required to prepare and present orally a critical review of this article, in a multimedia format of your choice (a video, Prezi presentation, podcast, narrated slideshow, etc.), which should be recorded for submission. The multimedia video presentation should be 5-7 minutes in duration. The assignment will be assessed using a rubric provided on iLearn.

On successful completion you will be able to:

- Demonstrate a systematic understanding of translation and interpreting theories through a critical survey of past and present theories of translation and interpreting.
- Critically evaluate the contribution of translation and interpreting theories to our understanding of translation and interpreting as cultural, social and cognitive phenomena.
- Compare and contrast major approaches in translation and interpreting studies.
- Communicate theoretical concepts orally and in writing to a variety of audiences.

Interpreting essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **Week 9**

Weighting: **40%**

For this assignment, you are required to write an academic essay on a topic related to interpreting theory. Your lecturer will provide you with more information on the topic. Your essay should be approximately 1500 words in length. The assignment will be assessed using a rubric provided on iLearn.

On successful completion you will be able to:

- Demonstrate a systematic understanding of translation and interpreting theories through a critical survey of past and present theories of translation and interpreting.
- Critically evaluate the contribution of translation and interpreting theories to our understanding of translation and interpreting as cultural, social and cognitive phenomena.
- Compare and contrast major approaches in translation and interpreting studies.
- Communicate theoretical concepts orally and in writing to a variety of audiences.

Philosophical and cognitive theories

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **Week 14**

Weighting: **40%**

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

For this assignment, you are required to write an academic essay on a topic related to Philosophical or Cognitive Theories of Translation and Interpreting. Your lecturer will provide you with more information on the topics. Your essay should be approximately 1500 words in length. The assignment will be assessed using a rubric provided on iLearn.iLearn.

On successful completion you will be able to:

- Demonstrate a systematic understanding of translation and interpreting theories through a critical survey of past and present theories of translation and interpreting.
- Critically evaluate the contribution of translation and interpreting theories to our understanding of translation and interpreting as cultural, social and cognitive phenomena.
- Compare and contrast major approaches in translation and interpreting studies.
- Communicate theoretical concepts orally and in writing to a variety of audiences.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Classes in the Translation and Interpreting Program will be delivered in a blended mode. Students will cover weekly pre-recorded lectures made available on iLearn and will attend a tutorial/workshop where activities will allow them how to discuss and apply the concepts dealt with in the lecture to their translation and interpreting practice. Attendance and active participation in the tutorial/workshop are expected.

As a student enrolled in this unit, you will engage in a range of preparatory video lectures and face-to-face tutorials. Details can be found on the iLearn site for this unit.

Recommended Readings

Munday, J. (2016) *Introducing Translation Studies* 4th ed., London: Routledge.

Pöchhacker, F. (2016) *Introducing Interpreting Studies* 2nd ed., London: Routledge.

Technology Used

Active participation in the learning activities throughout the unit will require students to have

access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://student.mq.edu.au>

dents.mq.edu.au/support/

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Diversity and Inclusion

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your

responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, and in the Department of Linguistics, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students enrolled in the Translation and Interpreting program are expected to attend all small group interactive sessions including tutorials, practical and team-based learning activities.

Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.