



TRAN8021

Introduction to Interpreting Practice

Session 1, In person-scheduled-weekday, North Ryde 2023

Department of Linguistics

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to MTransInter or MTransInterMIntRel or MTransInterMAppLingTESOL or MAdvTransInterStud and GradDipTransInter or GradCertCommInter or MConflnt

Corequisites

Co-badged status

Unit description

This unit is designed to introduce the basic concept of interpreting and help you develop key interpreting techniques such as listening skills, text analysis, memory retention, note-taking and oral translation skills. The unit will build on fundamental theoretical principles, and will enable you to apply theory to practice, helping you recognise factors that influence the effective use of different interpreting techniques in different contexts, as well as the decision making involved in selecting one interpreting technique over another. In this unit, you are expected to perform individual, peer and group evaluations.

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 the ability to accurately transfer messages from B language to A language in different modes, while applying domain-specific knowledge.

ULO2: Apply and practise essential interpreting techniques: segmentation, reformulation, prediction and note-taking.

ULO3: Analyse discourse for the purpose of interpreting, and identify extra-linguistic and cultural aspects of discourse.

ULO4: Define and justify interpreter roles in practice.

ULO5: Employ self-directed learning skills to enhance professional skills

ULO6: Demonstrate reflective and critical practice to become life-long learners.

General Assessment 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.

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
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1 day (1-24 hours)	100	5	75	70
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2 days (24-48 hours)	100	10	75	65
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3 days (48-72 hours)	100	15	75	60
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7 days (144-168 hours)	100	35	75	40
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>7 days (>168 hours)	100	-	75	0
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For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective Essay	25%	No	Week 10
Interpreting Examination	25%	No	Week 9 (TBC)
Video Presentation	25%	No	Week 14
Live Dialogue Interpreting Examination	25%	No	Week 14

Reflective Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **Week 10**

Weighting: **25%**

Students are required to write a reflective essay of approximately 1000 words following the interpreting examination. In the essay, students should provide a diagnostic assessment of their individual performance in the exam, analyse any problems or difficulties encountered and propose ways to address such.

On successful completion you will be able to:

- Analyse discourse for the purpose of interpreting, and identify extra-linguistic and cultural aspects of discourse.
- Define and justify interpreter roles in practice.
- Employ self-directed learning skills to enhance professional skills
- Demonstrate reflective and critical practice to become life-long learners.

Interpreting Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 15 hours

Due: **Week 9 (TBC)**

Weighting: **25%**

The exam consists of one consecutive passage interpreting task from the B language of the student (first acquired language) into A language (native language). Students will be provided with an assignment brief for the consecutive passage interpreting task in advance to enable preparation. Exam duration: Approx 30 minutes.

On successful completion you will be able to:

- Demonstrate the ability to accurately transfer messages from B language to A language in different modes, while applying domain-specific knowledge.
- Apply and practise essential interpreting techniques: segmentation, reformulation, prediction and note-taking.
- Analyse discourse for the purpose of interpreting, and identify extra-linguistic and cultural aspects of discourse.

Video Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 20 hours

Due: **Week 14**

Weighting: **25%**

In this task, students are required to choose one of the topics introduced during the lectures and make a 5 minute video presentation. Each student shall provide an introduction of the topic chosen, review her/his own learning process and propose further actions to further consolidate her/his knowledge and/or enhance skills.

On successful completion you will be able to:

- Analyse discourse for the purpose of interpreting, and identify extra-linguistic and cultural aspects of discourse.
- Define and justify interpreter roles in practice.
- Employ self-directed learning skills to enhance professional skills
- Demonstrate reflective and critical practice to become life-long learners.

Live Dialogue Interpreting Examination

Assessment Type ¹: Simulation/role play

Indicative Time on Task ²: 15 hours

Due: **Week 14**

Weighting: **25%**

Students are required to interpret part of a live dialogue between an English speaker and a LOTE (Language Other Than English) speaker. An assignment brief will be sent to students to enable preparation beforehand and students are required to record their own interpreting performance for reflection purposes. Exam duration approx 20 minutes (dialogue interpreting in small groups)

On successful completion you will be able to:

- Demonstrate the ability to accurately transfer messages from B language to A language in different modes, while applying domain-specific knowledge.
- Apply and practise essential interpreting techniques: segmentation, reformulation, prediction and note-taking.
- Analyse discourse for the purpose of interpreting, and identify extra-linguistic and cultural aspects of discourse.
- Define and justify interpreter roles in practice.

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

As a student enrolled in this unit, you will engage in a range of face-to-face learning activities, including generic workshops and language-specific tutorials. Details can be found on the iLearn site for this unit.

Attendance

Class attendance and active participation in the tutorial/workshop are expected.

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://students.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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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.

Inclusion and Diversity

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

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

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.