



TRAN8090

Simultaneous Interpreting into English 2

Session 2, In person-scheduled-weekday, North Ryde 2023

Department of Linguistics

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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

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Marc Orlando

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Credit points

10

Prerequisites

TRAN889 or TRAN8089

Corequisites

Co-badged status

Unit description

This unit aims to advance and consolidate the skills and strategies acquired in the Simultaneous Interpreting into English 1 unit. To this end, more difficult speeches and panel discussions that are delivered and carried out in professional settings will be used for intensive practice into English. Students are required to practice interpreting both with text and without text using a combination of coping strategies.

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 enhanced skills required for simultaneous interpreting into English;

ULO2: Master coping strategies required for challenges inherent to simultaneous interpreting into English and manifested in different contexts;

ULO3: Demonstrate a systemic and on-going effort in building world knowledge needed for international, regional and inter-governmental and industry-related conferences;

ULO4: Critically analyse, evaluate and reflect on your into English simultaneous interpreting performance through individual, peer and group assessment;

ULO5: Show a profound understanding of simultaneous interpreting as a life-long practice which requires rigorous and systematic effort on a regular basis.

General Assessment Information

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.

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 11.55 pm. A one-hour grace period is provided in case students experience technical difficulties.

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Midterm Examination	30%	No	Week 7
Final Examination	50%	No	Week 14
In-class assessment	20%	No	Various due dates

Midterm Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 1 hour

Due: **Week 7**

Weighting: **30%**

Students are required to interpret one speech of approximately 15 to 20 minutes from LOTE (Language Other Than English) into English, equivalent to 2000 to 2500 English words using the simultaneous mode in the conference interpreting booth. An interpreting brief will be published through iLearn one week before the examination date. Individual performance will be marked with marking rubrics that are made available to students via iLearn at the beginning of the unit.

Upon successful completion, you will be able to:

- Demonstrate the enhanced skills required for simultaneous interpreting into English;
- Master coping strategies required for challenges inherent to simultaneous interpreting into English and manifested in different contexts;
- Demonstrate a systemic and on-going effort in building world knowledge needed for international, regional and inter-governmental and industry-related conferences;
- Critically analyse, evaluate and reflect on your simultaneous interpreting performance into English through individual, peer and group assessment;

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 1 hour

Due: **Week 14**

Weighting: **50%**

Students are required to interpret one speech of 20 minutes or slightly longer from LOTE (Language Other Than English) into English, equivalent to 2500 to 3000 words, using the simultaneous mode in the conference interpreting booth. An interpreting brief will be published through iLearn one week before the examination date. Individual performance will be marked

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In-class assessment

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 36 hours

Due: **Various due dates**

Weighting: **20%**

Students are strongly encouraged to attend all of the lectures and tutorials scheduled for the unit to acquire the necessary skills and strategies of simultaneous interpreting. Students will undertake simultaneous interpreting exercises with more complex and specialized speeches, and are encouraged to carry out self-assessment as well as peer assessment in and outside class. Both formative and summative feedback will be provided to students during class time.

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- Show a profound understanding of simultaneous interpreting as a life-long practice which requires rigorous and systematic effort on a regular basis.

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.

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Delivery and Resources

Students enrolled in the unit are expected to engage in a range of learning activities. 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.

Recommended Readings: details to be published via Leganto, which is accessible via the iLearn site for this unit.

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 computers can borrow one from the University Library. Given the practical nature of the unit, students are also advised to prepare a set of headphones for their personal use. More details can be found on the iLearn site for this unit.

Attendance and active participation in all common workshops and language tutorials are expected.

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

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

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), 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 at all learning activities on time, and if you are unavoidably delayed, please join class 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.