TRAN8085

Advanced Auslan Interpreting

Session 2, In person-scheduled-intensive, 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
TRAN869 or TRAN8069

Corequisites

Co-badged status

Unit description
This unit provides interpreting students with the opportunity to develop interpreting skills in linguistically sophisticated and intrapersonally challenging domains of Auslan-English interpreting. This includes working in conference-like settings, and alongside Deaf Interpreters working with a range of clients. Students also conduct and present on a minor research project related to their interpreting practice. The unit offers preparation sessions for those students who are not yet accredited at NAATI Certified Interpreter level and are seeking to subsequently undertake the NAATI CI (Auslan) exam.

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: Select and apply appropriate preparation and teamwork strategies for simultaneous monologic interpreting in conference settings

ULO2: Discuss and evaluate strategies for working with Deaf Interpreters and presenters in a range of settings

ULO3: Demonstrate simultaneous monologic interpreting skills, in both language directions, for conference settings

ULO4: Conduct, synthesise and communicate research outcomes derived from interpreter/deaf community data

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
online postings	20%	Yes	ongoing as per schedule		No	
Mock conference/ seminar OR NAATI aligned test elements	40%	No	21/10/23		No	
Research poster	30%	No	18/09/23		No	
Poster presentation	10%	Yes	23/09/23		No	

online postings

Assessment Type [1]: Work-integrated task
Indicative Time on Task [2]: 25 hours
Due: **ongoing as per schedule**
Weighting: **20%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Series of online postings addressing the topics & readings in relation to student's own interpreting practice

On successful completion you will be able to:

- Select and apply appropriate preparation and teamwork strategies for simultaneous monologic interpreting in conference settings
- Discuss and evaluate strategies for working with Deaf Interpreters and presenters in a range of settings

Mock conference/seminar OR NAATI aligned test elements

Assessment Type [1]: Simulation/role play
Indicative Time on Task [2]: 25 hours
Due: **21/10/23**
Weighting: **40%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

Prepare for, and work as a team interpreting conference-level presentations (Auslan and English source texts). Simultaneous monologic interpreting tasks in both language directions.

NB Students who already have their NAATI CI accreditation are assessed on their mock conference interpreting performance. Students who are NAATI CPI level and seek to sit for their external CI exam, also get assessed on simultaneous monologic tasks but more aligned with NAATI criteria.

On successful completion you will be able to:

- Select and apply appropriate preparation and teamwork strategies for simultaneous monologic interpreting in conference settings
- Discuss and evaluate strategies for working with Deaf Interpreters and presenters in a range of settings
- Demonstrate simultaneous monologic interpreting skills, in both language directions, for conference settings

Research poster

Assessment Type [1]: Poster
Indicative Time on Task [2]: 35 hours
Due: **18/09/23**
Weighting: **30%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

Create a conference-style poster summarising a small research project. Data to be based on community interviews about an interpreting-related topic.

On successful completion you will be able to:

- Conduct, synthesise and communicate research outcomes derived from interpreter/deaf community data

Poster presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 10 hours
Due: **23/09/23**
Weighting: **10%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students present an oral summary of their own poster content in English, and interpret for a fellow student's presentation (into Auslan).

On successful completion you will be able to:

- Demonstrate simultaneous monologic interpreting skills, in both language directions, for conference settings
- Conduct, synthesise and communicate research outcomes derived from interpreter/deaf community data

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[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
- Academic Success 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.

[3] An automatic short extension is available for some assessments. Apply through the Service Connect Portal.

Delivery and Resources

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of learning activities. Classes in the

Auslan Interpreting Program are delivered in a blended mode - a mix of on-line asynchronous and synchronous (zoom) learning, plus onsite face to face (block) sessions. Students engage with weekly topics, course notes and tasks available on iLearn and attend workshop sessions where activities allow them how to discuss and apply the theory to their professional practice. Attendance and active participation in the lecture/workshop and assessment tasks are expected.

Recommended Readings

There is no single set textbook for this unit. The unit information document in iLearn details the required and optional readings for each week's topic.

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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 & 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, 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, workshops, practical and teambased 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.

Unit information based on version 2023.03 of the Handbook