



TRAN8051

Discourse Analysis for Auslan Interpreters

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

TRAN854 or TRAN8054

Corequisites

Co-badged status

Unit description

This unit builds on and applies the sign language linguistics theory from TRAN8054 to their own practice. Students will identify and analyse a range of discourse features from Auslan texts, including their own interpreting performance. They will be encouraged to consider how Auslan is used in different contexts of situation, and to further refine the meta language analysis skills needed for their ongoing interpreting development.

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: Apply a range of practical and theoretical approaches to the creation and presentation of different Auslan text genres: narrative and formal .

ULO2: Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.

ULO3: Demonstrate your ability to synthesise relevant literature, classroom feedback and self-analysis by critiquing your class presentations.

ULO4: Apply a range of discourse analysis frameworks to interactive Auslan and English source texts, with particular focus on turn-taking and discourse management skills.

ULO5: Annotate Auslan source and target texts using ELAN, and apply the findings in written analysis tasks

Assessment Tasks

Name	Weighting	Hurdle	Due
Narrative presentation	10%	Yes	wk 4
Narrative critique	10%	Yes	wk 6
Lecture critique	15%	No	wk 9
Online postings	20%	No	ongoing
Discourse Analysis research report	30%	No	wk 13
Lecture presentation	15%	No	wk 7

Narrative presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 5 hours

Due: **wk 4**

Weighting: **10%**

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

Student to prepare and present a short personal narrative in Auslan to their peers and a deaf teacher

On successful completion you will be able to:

- Apply a range of practical and theoretical approaches to the creation and presentation of different Auslan text genres: narrative and formal .
- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.

Narrative critique

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 10 hours

Due: **wk 6**

Weighting: **10%**

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

Student to synthesise their self-analysis (using ELAN) plus feedback and literature to critique their Auslan narration.

On successful completion you will be able to:

- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.
- Demonstrate your ability to synthesise relevant literature, classroom feedback and self-analysis by critiquing your class presentations.
- Annotate Auslan source and target texts using ELAN, and apply the findings in written analysis tasks

Lecture critique

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 15 hours

Due: **wk 9**

Weighting: **15%**

Student to synthesise their self-analysis plus feedback and literature to critique their Auslan lecture presentation.

On successful completion you will be able to:

- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.
- Demonstrate your ability to synthesise relevant literature, classroom feedback and self-

analysis by critiquing your class presentations.

Online postings

Assessment Type ¹: Work-integrated task

Indicative Time on Task ²: 15 hours

Due: **ongoing**

Weighting: **20%**

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

On successful completion you will be able to:

- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.
- Demonstrate your ability to synthesise relevant literature, classroom feedback and self-analysis by critiquing your class presentations.
- Apply a range of discourse analysis frameworks to interactive Auslan and English source texts, with particular focus on turn-taking and discourse management skills.

Discourse Analysis research report

Assessment Type ¹: Report

Indicative Time on Task ²: 35 hours

Due: **wk 13**

Weighting: **30%**

Using ELAN, analyse dialogic source text to identify and describe selected Auslan grammatical and interaction features, prior to applying the findings to the student's own practice.

On successful completion you will be able to:

- Apply a range of discourse analysis frameworks to interactive Auslan and English source texts, with particular focus on turn-taking and discourse management skills.
- Annotate Auslan source and target texts using ELAN, and apply the findings in written analysis tasks

Lecture presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 10 hours

Due: **wk 7**

Weighting: **15%**

Student to prepare and present a short lecture in Auslan to their peers and a deaf teacher

On successful completion you will be able to:

- Apply a range of practical and theoretical approaches to the creation and presentation of different Auslan text genres: narrative and formal .
- Evaluate and analyse differences and similarities between interpreted monologic English and Auslan source texts in relation to register, visuo-spatial detail and cohesive elements.

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

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 \(https://policies.mq.edu.au\)](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 & 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.