



TRAN8069

Auslan Interpreting Practice

Session 2, In person-scheduled-intensive, North Ryde 2024

Department of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

TRAN863 or TRAN8063

Corequisites

Co-badged status

Unit description

This unit focuses on the practice of being an interpreter, both the linguistic aspects of interpreting between English and Auslan, and the professional and ethical decision-making involved. Students practice effective communication management in predominantly dialogic/ interactive settings. Students will be expected to apply theoretical knowledge gleaned from TRAN8063 to the critical analysis of their interpreting skills and to interpreting decisions made by other interpreters. The unit will explore various case studies in line with discussions of theoretical perspectives on ethical behaviour.

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 interpreting skills and strategies between English and Auslan interlocutors in dialogic interactions.

ULO2: Demonstrate interpreting skills and strategies between English and Auslan interlocutors in multi-party interactions.

ULO3: Explain the tenets of 'professional practice' for interpreters.

ULO4: Discuss ethical approaches to a range of interpreting dilemmas in context.

ULO5: Apply relevant T&I theory to self-analysis of interpreting performance.

ULO6: Critique individual and peer interactive interpreting performance.

General Assessment Information

Grades

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 |

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.

Examination Conduct & Conditions

1. You should only attempt an exam if you are well enough to do so. Note: Special Consideration is not normally granted if an exam has already been attempted. If you are unfit/unable to attempt the exam due to an eligible disruption, please do not attempt the exam. For information regarding Special Consideration and how attempting an exam will impact your application, refer to the [Special Consideration webpage](#)
2. In the event of illness or significant disruptions during an examination, you must promptly cease your work. If the incident occurs in an invigilated exam setting, you must inform the supervisor or invigilator immediately. If the disruption takes place outside an invigilated setting (e.g. non-invigilated timed assessment), it should be reported immediately to the appropriate course authority. Subsequently, you should promptly consult the [Special Consideration webpage](#) to review the [FAQs and eligibility requirements](#) and follow the steps to apply.
3. If you attempt an exam or timed assessment without reporting any issues during the assessment process to the supervisor or invigilator (in the case of invigilated exam) or appropriate course authority (unit convenor for example in the case of non-invigilated exam) and then apply for Special Consideration based on illness during the exam, the application will generally not be considered.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|-----------------------------------|
| Practice postings | 20% | Yes | ongoing throughout semester |
| Critical analysis | 20% | Yes | Week 6 |
| Dialogic interpreting & analysis | 30% | Yes | wk 7 interpreting wk 9 analysis |
| Multi-party interpreting & analysis | 30% | No | wk 11 interpreting wk 13 analysis |

Practice postings

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 10 hours

Due: **ongoing throughout semester**

Weighting: **20%**

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

Four online postings related to unit theory and personal interpreting practice

On successful completion you will be able to:

- Discuss ethical approaches to a range of interpreting dilemmas in context.
- Apply relevant T&I theory to self-analysis of interpreting performance.

Critical analysis

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 10 hours

Due: **Week 6**

Weighting: **20%**

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

Critique of ethical dilemma analysed with 2 different theoretical constructs

On successful completion you will be able to:

- Explain the tenets of 'professional practice' for interpreters.
- Discuss ethical approaches to a range of interpreting dilemmas in context.

Dialogic interpreting & analysis

Assessment Type ¹: Simulation/role play

Indicative Time on Task ²: 12 hours

Due: **wk 7 interpreting wk 9 analysis**

Weighting: **30%**

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

Simulated dialogic interpreting setting (with deaf client-actor). Dialogic interpreting performance assessed at block 1. Combining teacher analysis of performance and student report of own performance.

On successful completion you will be able to:

- Demonstrate interpreting skills and strategies between English and Auslan interlocutors in dialogic interactions.
- Apply relevant T&I theory to self-analysis of interpreting performance.
- Critique individual and peer interactive interpreting performance.

Multi-party interpreting & analysis

Assessment Type ¹: Simulation/role play

Indicative Time on Task ²: 12 hours

Due: **wk 11 interpreting wk 13 analysis**

Weighting: **30%**

Simulated multi-party interpreting setting (with deaf and hearing clients-actors). Interpreting performance assessed at block 2. Combining teacher analysis of performance and student report of own performance.

On successful completion you will be able to:

- Demonstrate interpreting skills and strategies between English and Auslan interlocutors in multi-party interactions.
- Apply relevant T&I theory to self-analysis of interpreting performance.
- Critique individual and peer interactive interpreting performance.

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

This unit is delivered in blended mode, with weekly online asynchronous lectures (via iLearn), synchronous online and on-campus face-to-face workshop sessions. The workshop sessions provide practice and feedback opportunities.

iLearn provides the weekly lecture materials, access to readings (via Leganto) and video resources related to the topic areas. Please refer to the iLearn site for further course details.

Active participation in the learning activities is required throughout the unit, including regular postings.

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

Attendance and participation

In the Translation and Interpreting program, professionalism is a key capability embedded in all our courses. As part of developing professionalism, students are expected to attend all classes and engage in online learning activities. 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 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 2024.02 of the [Handbook](#)