



TRAN8087

Auslan Interpreting in Educational Settings

Session 1, 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

TRAN869 or TRAN8069

Corequisites

Co-badged status

Unit description

The aim of this unit is to provide Auslan interpreting students with the opportunity to discuss and practice advanced interpreting skills in the specialised area of educational interpreting. Students will analyse the complex linguistic, cultural and ethical challenges for interpreting in educational settings. Students will explore the theoretical foundations of deaf education, educational terminology and discourse, and the roles of the key stakeholders in the Australian education system. Applied aspects of this unit focus on preparation techniques and interpreting strategies for interpreters working in school and tertiary-level settings.

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: Explain the context of deaf education in Australia

ULO2: Demonstrate an understanding of the role of the teacher and the educational interpreter

ULO3: Discuss linguistic, cultural and ethical issues faced by interpreters working in a range of educational settings.

ULO4: Demonstrate appropriate interpreting techniques in both language directions

across different educational contexts

ULO5: Critically analyse own interpretations in educational contexts

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Self-assessment report of onsite interpretation	30%	No	wk 13
Weekly postings	30%	No	wks 2,5,8,10
Self-analysis of E-A interpretation	10%	Yes	wk 9
Educational interpreting performance	10%	No	wk 8
Educational interpreting performance - onsite	20%	No	wk 10

Self-assessment report of onsite interpretation

Assessment Type ¹: Report

Indicative Time on Task ²: 30 hours

Due: **wk 13**

Weighting: **30%**

You are required to write a report analysing your filmed 'real world' interpretation. As a part of your report you will discuss your decisions in the interpretation through application of theory to specific examples. (2,500-3000 words)

On successful completion you will be able to:

- Demonstrate an understanding of the role of the teacher and the educational interpreter
- Discuss linguistic, cultural and ethical issues faced by interpreters working in a range of educational settings.
- Critically analyse own interpretations in educational contexts

Weekly postings

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 24 hours

Due: **wks 2,5,8,10**

Weighting: **30%**

Throughout the semester you will be required to undertake reflective online tasks and postings related to tasks and readings for the unit. Approx 300 words each.

On successful completion you will be able to:

- Explain the context of deaf education in Australia
- Demonstrate an understanding of the role of the teacher and the educational interpreter

- Discuss linguistic, cultural and ethical issues faced by interpreters working in a range of educational settings.

Self-analysis of E-A interpretation

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 6 hours

Due: **wk 9**

Weighting: **10%**

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

After the on-campus block E-A interpretation, students write a short report analysing the linguistic issues arising, identifying successful transfer, as well as improved choices they could have made (1000 words)

On successful completion you will be able to:

- Critically analyse own interpretations in educational contexts

Educational interpreting performance

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 6 hours

Due: **wk 8**

Weighting: **10%**

You will be asked to interpret a short monologic educational text (E-A) during the on-campus block. Source text length 5-7 minutes.

On successful completion you will be able to:

- Demonstrate an understanding of the role of the teacher and the educational interpreter
- Demonstrate appropriate interpreting techniques in both language directions across different educational contexts

Educational interpreting performance - onsite

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 10 hours

Due: **wk 10**

Weighting: **20%**

Prior to the on-campus block you will be asked to film yourself (with permission) interpreting in an authentic educational setting. The video clip to be submitted will 10-15mins.

On successful completion you will be able to:

- Demonstrate an understanding of the role of the teacher and the educational interpreter
 - Demonstrate appropriate interpreting techniques in both language directions across different educational contexts
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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
- 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), and face to face (online and on-campus) 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.

Unit Schedule

Please refer to iLearn page.

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 \(https://students.mq.edu.au/su\)](https://students.mq.edu.au/su)

[pport/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 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

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](#)