



TRAN8084

Advanced Consecutive Interpreting

Session 1, In person-scheduled-weekday, North Ryde 2025

Department of Linguistics

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

80cp in TRAN units at 8000 level

Corequisites

Co-badged status

Unit description

This unit teaches consecutive interpreting practice at an advanced level. It enables students to develop their consecutive interpreting skills in three stages: Stage One is devoted to consecutive without note-taking, which is to train students to understand the logic of speeches, the role of memorisation and the importance of discourse analysis. Stage Two requires students to interpret extemporaneous and short speeches (of three minutes) to improve their intensive analytical listening and their understanding of the structural organisation of those speeches. In Stage Three students are required to manage increasingly difficult and challenging speeches of five to 10 minutes duration on commercial, technical and political topics.

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 consecutive interpreting skills and strategies for various conference settings.

ULO2: Demonstrate research skills and theoretical knowledge for self-assessment.

ULO3: Master analytical and communicative skills to interpreting practice.

ULO4: Critically analyze, evaluate and reflect on your consecutive interpreting skill development through individual, peer and group assessment.

ULO5: Build on problem-solving skills through self-reflection, feedback from instructors, peer review and group evaluation.

ULO6: Behave ethically as a professional interpreter and understand his/her social responsibilities in various consecutive interpreting settings and situations.

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 11.55pm. 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 |
|---|-----------|--------|------------|
| Learning portfolio | 30% | No | |
| Consecutive interpreting performance (verbal) | 30% | No | 08/04/2025 |
| Final consecutive interpreting performance (verbal) | 40% | No | 10/06/2025 |

Learning portfolio

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 39 hours

Due:

Weighting: **30%**

You are required to prepare for and participate actively in all in-class activities. Apart from being engaged in skill development for consecutive interpreting, you will be expected to undertake self-assessment, peer review and group discussion, aiming at continuously improving your own performance and that of other students.

On successful completion you will be able to:

- Apply a range of consecutive interpreting skills and strategies for various conference settings.
- Demonstrate research skills and theoretical knowledge for self-assessment.
- Master analytical and communicative skills to interpreting practice.
- Critically analyze, evaluate and reflect on your consecutive interpreting skill development through individual, peer and group assessment.
- Build on problem-solving skills through self-reflection, feedback from instructors, peer review and group evaluation.
- Behave ethically as a professional interpreter and understand his/her social responsibilities in various consecutive interpreting settings and situations.

Consecutive interpreting performance (verbal)

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 1 hours

Due: **08/04/2025**

Weighting: **30%**

During the practice-based task, you will interpret two passages, one from English into LOTE, and one from LOTE into English. Please refer to iLearn for more details about the modalities.

On successful completion you will be able to:

- Apply a range of consecutive interpreting skills and strategies for various conference settings.
- Demonstrate research skills and theoretical knowledge for self-assessment.
- Master analytical and communicative skills to interpreting practice.
- Critically analyze, evaluate and reflect on your consecutive interpreting skill development through individual, peer and group assessment.
- Build on problem-solving skills through self-reflection, feedback from instructors, peer review and group evaluation.
- Behave ethically as a professional interpreter and understand his/her social responsibilities in various consecutive interpreting settings and situations.

Final consecutive interpreting performance (verbal)

Assessment Type ¹: Examination

Indicative Time on Task ²: 1 hours

Due: **10/06/2025**

Weighting: **40%**

During the final examination, you will interpret two passages, one from English into LOTE, and one from LOTE into English. Please refer to iLearn for more details about the modalities.

On successful completion you will be able to:

- Apply a range of consecutive interpreting skills and strategies for various conference settings.
- Demonstrate research skills and theoretical knowledge for self-assessment.
- Master analytical and communicative skills to interpreting practice.
- Critically analyze, evaluate and reflect on your consecutive interpreting skill development through individual, peer and group assessment.
- Build on problem-solving skills through self-reflection, feedback from instructors, peer review and group evaluation.
- Behave ethically as a professional interpreter and understand his/her social responsibilities in various consecutive interpreting settings and situations.

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

As a student enrolled in this unit, you will engage in a range of learning activities, including readings, online modules, workshops, assignment tasks, etc. Details can be found on the iLearn site for this unit.

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 computer may borrow one from the university library.

Attendance and active participation in the tutorial/workshop are expected.

Unit Schedule

Please refer to the unit schedule in TRAN8084 iLearn.

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 connect.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/>

Academic Success

[Academic Success](#) 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 the [Service Connect Portal](#), 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 small group interactive sessions including tutorials. 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 2025.02 of the [Handbook](#)