



TRAN822

Interpreting Practice 2

S2 Day 2014

Linguistics

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General Information

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Credit points

4

Prerequisites

TRAN821

Corequisites

Co-badged status

Unit description

This unit is designed to further develop students' interpreting skills so that they demonstrate advanced strategies in core interpreting techniques, such as listening skills, text analysis, memory retention, note-taking and oral translation skills. Students engage in reading, research and practice to develop strong critical analysis and reflective capabilities in relation to their interpreting practice and academic work.

The unit consists of lectures and tutorials. Lectures on interpreting theory, such as basic principles and note-taking techniques, are offered at the beginning, followed by subject-specific lectures such as environment and healthcare during the semester. Tutorials for language-specific groups are aimed at enhancing students' interpreting skills through hands-on practice.

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:

By the end of the unit, students should have acquired the following knowledge, skills, and techniques. In terms of specific techniques, you should:

- Have mastered essential techniques ranging from discourse analysis, note-taking/decoding, paraphrasing, voice production, anticipation, and approximation.

In terms of skills, you should:

- have acquired necessary skills such as discourse/text analysis, delivery, presentation, memory retention/expansion, chunking, and self-reflective skills (error analysis, diagnostic skills).

In addition to the aforementioned skills and techniques, you should define the following knowledge:

- Extra-linguistic and cultural knowledge
- Domain-specific
- Interpreting modes
- Ethics
- Domain-specific research skills
- Peer & self reviews

By the end of the semester, students are expected to reach a professional level and have the ability to carry out professional interpreting jobs.

General Assessment Information

Assignment submission

Follow instruction on the submission of practicum portfolio (see practicum manual). Checked practicum portfolios will be returned to students via T&I Office. Email will be sent to students when they are ready for pick-up.

Unless students have negotiated an extension based on documented evidence of significant disruption to their studies, a penalty of 5% per day will apply to late submission of assignments.

Again, unless otherwise negotiated, assignments will not be accepted at all AFTER the date on which the marked assignments are returned to all students in the unit.

All the assignment should be submitted to tutors electronically or in hard copy. Follow tutors' instructions.

- fill in and include the cover sheet provided on the Linguistics web site:
- <http://www.ling.mq.edu.au/support/cover sheet.htm>
- add a footer to each page of the assignment, with page numbering, your name and student number, and the unit code clearly marked e.g., Robin Brown, 40112333, LING923
- type double-spaced
- use the appropriate subject heading for the email (see below)
- use the appropriate file name for the attachment (see below).

Please note that assignments will not be accepted unless they have both the coversheet and the footer.

Please submit assignments one time only unless specifically requested.

Please do NOT submit assignments by email directly to the Unit Convenor

In case of electronic submission, you must submit the assignment in MS Word or RTF format or Excel spreadsheet.

Email subject headers: When emailing assignments, please use subject headings such as:

TRANGXXX ass1

TRANXXX ass2 option #

Please also ensure that your full name and student number appears in the body of the email message. It is often impossible to determine from whom an email comes by looking at the sender's email address.

Naming files: It is suggested that assignments submitted electronically should use the format explained below for naming attached files. Please ensure that there are no symbols or strange characters in the file name.

If Noam Chomsky is submitting assignment one for LING927, the file should be named:

nchomsky_927_1

4d. Return of marked assignments

Students' marked assignments will, in general, be returned to them within 3 to 5 weeks of submission. Please note that assignments cannot be accepted after the return of marked materials.

Assessment Tasks

Name	Weighting	Due
<u>Final exam</u>	70%	Week 14
<u>Non-exam components</u>	30%	ongoing
<u>Practicum</u>	0%	Week 14

Final exam

Due: **Week 14**

Weighting: **70%**

The end-of-semester exam consists of two dialogue texts (400 words each with 2 culture-related questions and 2 ethical questions), two sight translation texts (Around 200 words each), and two consecutive interpreting texts (300 words each, divided into two parts for delivery) in both directions. Of all the three components, this component is the most important in assessing your interpreting skills and performance and determining if you're qualified enough to be recommended to NAATI for NAATI accreditation.

The exam will be marked according to NAATI criteria.

On successful completion you will be able to:

- By the end of the unit, students should have acquired the following knowledge, skills, and techniques. In terms of specific techniques, you should:
 - Have mastered essential techniques ranging from discourse analysis, note-taking/decoding, paraphrasing, voice production, anticipation, and approximation.
- In terms of skills, you should:
 - have acquired necessary skills such as discourse/text analysis, delivery, presentation, memory retention/expansion, chunking, and self-reflective skills (error analysis, diagnostic skills).
- In addition to the aforementioned skills and techniques, you should define the following knowledge:
 - Extra-linguistic and cultural knowledge
 - Domain-specific
 - Interpreting modes
 - Ethics
 - Domain-specific research skills
 - Peer & self reviews
- By the end of the semester, students are expected to reach a professional level and have the ability to carry out professional interpreting jobs.

Non-exam components

Due: **ongoing**

Weighting: **30%**

By the end of the semester, students will need to submit their learning portfolio for the tutors to check. The portfolio should include records of:

- Classroom performance, class preparation, notes, and journals
- Group activities
- Glossary

On successful completion you will be able to:

- By the end of the unit, students should have acquired the following knowledge, skills, and techniques. In terms of specific techniques, you should: • Have mastered essential techniques ranging from discourse analysis, note-taking/decoding, paraphrasing, voice production, anticipation, and approximation.
- In terms of skills, you should: • have acquired necessary skills such as discourse/text analysis, delivery, presentation, memory retention/expansion, chunking, and self-reflective skills (error analysis, diagnostic skills).
- In addition to the aforementioned skills and techniques, you should define the following knowledge: • Extra-linguistic and cultural knowledge • Domain-specific • Interpreting modes • Ethics • Domain-specific research skills • Peer & self reviews

Practicum

Due: **Week 14**

Weighting: **0%**

Practicum (Pass or fail assessment)

1. Minimum requirements: Total 43 hours (Seven seminar/workshop attendance and two full day court observation including preparation and review. For French students, medical observation can be a replacement of seminars.)
2. The records and journal should be kept and submitted for assessment to each language teacher for their review.

See practicum manual. For further information or inquiry, please email
interpretingprac@mq.edu.au

On successful completion you will be able to:

- By the end of the unit, students should have acquired the following knowledge, skills, and techniques. In terms of specific techniques, you should: • Have mastered essential

techniques ranging from discourse analysis, note-taking/decoding, paraphrasing, voice production, anticipation, and approximation.

- In terms of skills, you should: • have acquired necessary skills such as discourse/text analysis, delivery, presentation, memory retention/expansion, chunking, and self-reflective skills (error analysis, diagnostic skills).
- In addition to the aforementioned skills and techniques, you should define the following knowledge: • Extra-linguistic and cultural knowledge • Domain-specific • Interpreting modes • Ethics • Domain-specific research skills • Peer & self reviews
- By the end of the semester, students are expected to reach a professional level and have the ability to carry out professional interpreting jobs.

Delivery and Resources

Teaching and learning strategies

Three major interpreting modes, namely dialogue interpreting, consecutive interpreting, and sight translation, will be introduced through lectures and tutorials offered in specific language streams. Unlike Tran821, students are expected to practice interpreting in both language directions (A↔B). Through the program-arranged practicum, students will be able to participate in supervised practice and will be offered opportunities to practice in real and/or simulated interpreting settings.

As with those used in Tran 821, the teaching materials of Tran 822 are thematically selected from various sources including TV and radio news and current affairs programs, newspapers, magazine articles, scripted and recorded dialogues and speeches from the Internet, dealing with medical, legal, social, cultural, economic and political topics.

It is expected that students in this unit will form their own study groups and participate in group activities to further improve their interpreting skills; they should complete all of the exercises prescribed in the handouts, and take part in all practicum-related activities.

Required and recommended texts and/or materials

Prescribed unit materials will be handed out on the date when teaching is conducted. In addition, students are encouraged to read books, articles and journals on interpretation.

Reference books:

Lee, J. and Buzo, A (2009). *Community Language Interpreting: A workbook*. Annandale: Federation Press.

Brunette, Louise, Georges Bastin, Isabelle Hemlin & Heather Clarke (eds.) (2003) *The Critical Link 3: Interpreters in the Community. Selected Papers from the Third International Conference*

on Interpreting in Legal, Health and Social Service Settings, Montreal, Quebec, Canada 22-26 May 2001. Amsterdam/Philadelphia: John Benjamins.

Gile, D (1995) *Basic concepts and models for interpreter and translator training* Philadelphia : John Benjamins North America

Roy, Cynthia B. (2000) *Interpreting as a Discourse Process.* New York: Oxford University Press.

Hatim, Basil and Mason, Ian. 1990. *Discourse and the Translator*, London: Longman Group UK Limited.

Hatim, Basil and Mason, Ian. 1997. *The Translator as Communicator*

Pochhacker, Franz & Miriam Shlesinger (eds.) (2002) *The Interpreting Studies Reader.* London & New York: Routledge.

Wandensjo, C (1998) *Interpreting as interaction* New York: Longman

Hale, S & Gibbons, J (1999) *Varying Realities: Patterned Changes in the Interpreter's Representation of Courtroom and External Realities* *Applied Linguistics* 20/2: 203-220 Oxford University Press

Jones, Roderick (1998) *Conference Interpreting Explained.* Manchester: St. Jerome Publishing

Articles

Schweda-Nicholson, Nancy. (1993) "An Introduction to Basic Note-taking Skills for Consecutive Interpretation." In *Keystones of Communication. Proceedings of the 34th Annual Conference of the American Translation Association, Philadelphia, PA, 6-10 OCTOBER 1993.* Ed. Edith F. Losa. Medford, NJ: Learned Information.

Gile Daniel. (1995) "Fidelity Assessment in Consecutive Interpretation: An Experiment." *Target* 7:1

Torres, Diaz, Maria Gracia. (1997) "Why Consecutive Note-taking is Not Tantamount to Shorthand Writing." In *Proceedings of the 2nd International Conference on Current Trends in Studies of Interpretation and Interpreting.* Eds. Kinga Klaudy, Janos Kohn. Budapest: Scholarstica.

Alexieva, Bistra. (1998) "Consecutive Interpreting as a Decision Process." In *Translator Strategies and Creativity: Selected Papers from the 9th International Conference on Translation and Interpreting.* Prague, 1995. Eds. Beylard-Ozeroff, Ann, Jana Kralova & Barbara Moser-Mercer. Philadelphia/Amsterdam: John Benjamins.

Sutton, Philippa. (1998) "Note-taking and the interpreting Process." *Interpreting Research* 14(7/2).

Ficchi, Velia. (1999) "Learning Consecutive Interpretation: An Empirical Study and an Autonomous Approach." *Interpreting* 4:2

Mead, Peter. (2002) "Exploring Hesitation in Consecutive Interpreting: An Empirical Study." In *Interpreting in the 21st Century Challenges and Opportunities.* Eds. Giuliana Garzone & Maurizio

Viezzi. Amsterdam/Philadelphia: John Benjamins, 2002, pp 73-82

Note: This list of references is not exhaustive. There are many other reference books and journals available in main library and NCELTR library.

There is a range of other resources available to Macquarie students, including:

- electronic access to a variety of book chapters and journal articles at <http://www.lib.mq.edu.au/reserve/>
- electronic access to journals at <http://www.lib.mq.edu.au/journalfinder/>
- electronic document delivery for journal articles and book chapters not available locally at <http://www.lib.mq.edu.au/docsup/>

See the following URL for more information:

<http://www.ling.mq.edu.au/support/postresources.htm>

Unit Schedule

The generic unit weekly outline is presented below, but specific contents may vary in each language stream.

Week	Tutorials for Consecutive Interpreting (TUT1)	Tutorials for Dialogue Interpreting (TUT2)
1	Consecutive interpreting <ul style="list-style-type: none">• Introduction to unit• Paraphrasing and long-term memory exercise• Skills for LOTE into English interpreting	
2	Dialogue interpreting <ul style="list-style-type: none">• Interpreting practice on the topic of “education/social issues”• Glossary check	
3	Consecutive interpreting <ul style="list-style-type: none">• Interpreting practice on the topic of “environment”• Sight-translation	

4	Dialogue interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “welfare” Glossary check
5	Consecutive interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “government” Sight-translation
6	Dialogue interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “medicine” Quiz
Mid-Semester Break <ol style="list-style-type: none"> Students are encouraged to check their study plans and revise them if necessary. Choose one or multiple areas of improvement (eg. note-taking, sight-translation, interpreting techniques, or specific topics) and study them intensively. Review of terminologies covered in class is strongly recommended. 	
7	Consecutive interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “technology” Sight-translation
8	Dialogue interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “business” Glossary check
9	Consecutive interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “economy” Sight-translation
10	Dialogue interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “law” Glossary check
11	Consecutive interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “population” Sight-translation
12	Dialogue interpreting <ul style="list-style-type: none"> Interpreting practice on the topic of “immigration” Quiz

13	Mock-exam / Exam preparation & Review of the unit and evaluation of the unit and teaching
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Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- By the end of the unit, students should have acquired the following knowledge, skills, and techniques. In terms of specific techniques, you should: • Have mastered essential techniques ranging from discourse analysis, note-taking/decoding, paraphrasing, voice production, anticipation, and approximation.
- In terms of skills, you should: • have acquired necessary skills such as discourse/text analysis, delivery, presentation, memory retention/expansion, chunking, and self-reflective skills (error analysis, diagnostic skills).

Assessment tasks

- Final exam
- Non-exam components
- Practicum

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- In terms of skills, you should: • have acquired necessary skills such as discourse/text analysis, delivery, presentation, memory retention/expansion, chunking, and self-reflective skills (error analysis, diagnostic skills).
- In addition to the aforementioned skills and techniques, you should define the following knowledge: • Extra-linguistic and cultural knowledge • Domain-specific • Interpreting modes • Ethics • Domain-specific research skills • Peer & self reviews

Assessment task

- Practicum

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- In addition to the aforementioned skills and techniques, you should define the following knowledge: • Extra-linguistic and cultural knowledge • Domain-specific • Interpreting modes • Ethics • Domain-specific research skills • Peer & self reviews

Assessment tasks

- Non-exam components
- Practicum

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- In terms of skills, you should: • have acquired necessary skills such as discourse/text

analysis, delivery, presentation, memory retention/expansion, chunking, and self-reflective skills (error analysis, diagnostic skills).

- In addition to the aforementioned skills and techniques, you should define the following knowledge: • Extra-linguistic and cultural knowledge • Domain-specific • Interpreting modes • Ethics • Domain-specific research skills • Peer & self reviews

Assessment tasks

- Final exam
- Practicum

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- In addition to the aforementioned skills and techniques, you should define the following knowledge: • Extra-linguistic and cultural knowledge • Domain-specific • Interpreting modes • Ethics • Domain-specific research skills • Peer & self reviews
- By the end of the semester, students are expected to reach a professional level and have the ability to carry out professional interpreting jobs.

Assessment tasks

- Final exam
- Practicum

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- In addition to the aforementioned skills and techniques, you should define the following knowledge: • Extra-linguistic and cultural knowledge • Domain-specific • Interpreting modes • Ethics • Domain-specific research skills • Peer & self reviews

- By the end of the semester, students are expected to reach a professional level and have the ability to carry out professional interpreting jobs.

Assessment task

- Practicum

Changes since First Published

Date	Description
28/02/2014	The Description was updated.