School of Humanities and Languages

ARTS3454, Chinese-English Interpreting
Session 2, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
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<tbody>
<tr>
<td>Name</td>
<td>Yong Zhong</td>
<td>Room</td>
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<tr>
<td></td>
<td></td>
<td>MB245</td>
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<tr>
<td>Phone</td>
<td>9385 3812</td>
<td>Email</td>
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<td></td>
<td></td>
<td><a href="mailto:Y.Zhong@unsw.edu.au">Y.Zhong@unsw.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Lecturer/Tutor</th>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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<tr>
<td>Course Description</td>
<td>Enhances an appreciation of recent interpreting theories and issues related to the role of interpreters in modern multi-cultural societies; facilitates acquisition of linguistic and cultural abilities required for consecutive interpreting, effective cross-language/culture communication in a range of dynamic contexts; development of individualised strategies for cross-language communication. More at <a href="http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3454.html">http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3454.html</a></td>
</tr>
</tbody>
</table>
| Course Aims           | 1. For students to acquire a modern insight in and knowledge about interpreting and cross-language/cultural communication  
                         2. For students to expand capacities for Chinese-English interpreting and cross-language/cultural communication  
                         3. For students to be better prepared for a career incorporating skills for interpreting and cross-language/cultural communication |
| Student Learning Outcomes | a. A basic understanding of theoretical issues: cross-cultural and cross-linguistic communications, ethics of professional interpreters and 'norms' and models of interpreting  
                             b. A basic knowledge of at least one functionally based interpreting approach and style  
                             c. An ability to formulate and implement a protocol of interpreting for a cross-disciplinary context  
                             d. Basic skills and techniques of consecutive interpreting and public speaking  
                             e. A familiarity with interpreting in a range of paraprofessional situations: social dialogues, community service dialogues, trade dialogues, court hearings and conference speeches  
                             f. An enhanced competence in second language public speaking and interpreting  
                             g. Acquisition of basic language and knowledge, which students can use to discuss and justify their work in a scholarly manner and in relation to other humanities disciplines  
                             h. Expanded capacity to rearticulate a perspective into interpreting or a procedure of cross-language and cross-cultural communication by using non-print media |
| Student Learning Outcomes | Students are expected to demonstrate their accomplishment of the objectives through presentation, class exercises, consultation and tests. |

Graduate Attributes

UNSW expects its graduates to possess a range of attributes as stated on: http://learningandteaching.unsw.edu.au/content/LT/course_prog_support/unsw_grad_atts.cfm?ss=2

The teacher of this course has reprinted the list of graduate attributes as he...
expects the students to self-assess both at the beginning of the course/program so as to know what attributes they need to build up:

1. The skills involved in scholarly enquiry  
2. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context  
3. The capacity for analytical and critical thinking and for creative problem-solving  
4. The ability to engage in independent and reflective learning  
5. Information literacy, i.e., the skills to appropriately locate, evaluate and use relevant information  
6. The capacity for enterprise, initiative and creativity  
7. An appreciation of, and respect for, diversity  
8. A capacity to contribute to, and work within, the international community  
9. The skills required for collaborative and multidisciplinary work  
10. An appreciation of, and a responsiveness to, change  
11. A respect for ethical practice and social responsibility  
12. The skills of effective communication.

3. Learning and Teaching Rationale

The teaching at this course is inspired and informed by a newest and most advanced language teaching approach known as Curriculum 2.0 developed by Yong Zhong (2015. “众成 (2.0) 语言课程理论及实践：建立在一个真实个案基础上的评估和总结”, 程爱民主编《对外汉语学教与研究》南京：南京大学出版社. 1-16 页). The approach has also been discussed in a range of lectures given at prestigious international universities including the following:

- **What Is Curriculum 2.0 and How It Changes the Way We Teach**, presentation given in 2014 at Shanghai International Studies University (上海外国语学院),
  [http://blog.sina.com.cn/s/blog_9ef7c7d20102v2yv.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102v2yv.html)
- **Modelling Curriculum 2.0 课程建模**, presentation given in 2015 at HK University,
  [http://blog.sina.com.cn/s/blog_9ef7c7d20102vkck.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vkck.html)
- **《学习建模：以2.0课程为例》**, presentation given in 2015 at Fuzhou University (福州大学),
  [http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html)
- **《2.0翻译课程设计》**, presentation given in 2015 at Fuzhou University (福州大学),
  [http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html)

In a nutshell, the teaching at this course is about

- Inspiring students to explore the unknown and generating new knowledge and articulating real experiences rather than regurgitating old knowledge and facts
- Undoing some of the set boundary and knowledge accumulated in past educational experiences
- Students learning rather than teachers injecting uniform knowledge into students
- Students learning through reviewing and examining existing knowledge, through doing things and through presenting what he/she has done
- Students becoming aware of own strengths and weakness and utilizing potentials
- Students, through consultation with the teacher, setting own goals and achieving the goals
- Students assessing own individual needs, making efforts by own styles and at own pace to meet the needs with the help of the teacher, and
- Making progress rather than just getting marks
Students are welcome to access http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html to read his publications on the teaching of translation including:
The teacher has made a television documentary on pedagogy named A French Way of Learning on the basis a real life class activity in a Parisian University, which demonstrates SDL, problem-based learning, interaction learning and student-centred learning. Interested students can view the documentary at: http://au.youtube.com/view_play_list?p=9B10B02DA8CFBEF7

4. Teaching Strategies

The University of NSW has prepared a guideline for pedagogy, which can be found on: www.guidelinesonlearning.unsw.edu.au/overview.cfm

Of the 16 guidelines, some are more relevant than others to this course. The teacher of this course, who values student-centred learning and self-directed learning, gives an indication of relevance of the guidelines by the highlighted terms. However, students must remember that teaching is only one side of the coin and learning is the other side. Students must take the responsibility of learning and actively participate.

1. Effective learning is supported when students are **actively engaged** in the learning process.
2. Effective learning is supported by a **climate of inquiry** where students feel appropriately challenged and activities are linked to research and scholarship.
3. Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.
4. Structured occasions for **reflection** allow students to **explore their experiences**, **challenge current beliefs**, and develop new practices and understandings.
5. Learning is more effective when students' prior experience and knowledge are recognized and built on.
6. Students become more engaged in the learning process if they can see the **relevance** of their studies to professional, disciplinary and/or personal contexts.
7. If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.
8. The educational experiences of all students are enhanced when the **diversity of their experiences** are acknowledged, valued, and drawn on in learning and teaching approaches and activities.
9. Students **learn in different ways** and their learning can be better supported by the use of **multiple teaching methods and modes of instruction** (visual, auditory, kinaesthetic, and read/write).
10. **Clearly articulated expectations, goals, learning outcomes, and course requirements** increase student motivation and improve learning.
11. When students are encouraged to **take responsibility for their own learning**, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.
12. Graduate attributes - the qualities and skills the university hopes its students will develop as a result of their university studies — are most effectively acquired in a disciplinary context.
13. Learning can be enhanced and independent learning skills developed through appropriate **use of information and communication technologies**.
14. **Learning cooperatively** with peers — rather than in an individualistic or competitive way — may help students to develop interpersonal, professional, and cognitive skills to a higher level.
15. Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Review or Research or Capacity Project</td>
<td>1,000 English words or 1,300 Chinese characters</td>
<td>30%</td>
<td>a. b. g.</td>
<td>1, 2, 3, 4, 5, 7, 9, 10</td>
<td>Week 7</td>
</tr>
<tr>
<td></td>
<td>8 min/student presentation</td>
<td></td>
<td>a. b. c. e. g. h</td>
<td>1, 2, 3, 4, 5, 6, 9, 10, 11, 12</td>
<td>TBA</td>
</tr>
<tr>
<td>Role Play</td>
<td>15 min presentation</td>
<td>20%</td>
<td>a. b. c. d. e. f. g</td>
<td>3, 4, 6, 11, 12</td>
<td>TBA</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5-10 questions</td>
<td>20%</td>
<td>a. e. g.</td>
<td>1, 4, 7, 10</td>
<td></td>
</tr>
<tr>
<td>Skills Test</td>
<td>75 min</td>
<td>30%</td>
<td>b. c. d. e. f</td>
<td>8, 9, 12</td>
<td>Week 12</td>
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</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Formal Examination**

This course has no formal examination.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)

**Submission of Assessment Tasks**

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from [https://hal.arts.unsw.edu.au/students/courses/course-outlines/](https://hal.arts.unsw.edu.au/students/courses/course-outlines/). It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**Late Submission of Assignments**
The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a
course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives **more than 15 minutes late** may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

8. **Class Clash**

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.
9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1-3   | Introduction and Theoretical Foundation | 1. What do we learn?  
2. What to do, why, when and whom with?  
3. How is learning assessed?  
4. What evidence to produce for assessment?  
5. Expected outcome  
6. Basic concepts  
7. Assessment benchmarked | 1. Q&A  
2. Dialogue interpreting practice  
3. Assessable tasks explained and demonstrated | 1. **Study Kit**  
• Roy’s ‘The problem with definitions…’  
• Alexieva’s ‘A typology of Interpreter-mediated events’  
• 口译困难与解决方法  
2. Student Content, more info at No 11 |
| Capacity Expression and Drilling | 4-6 | 1. Interpreting as a process of game planning and options  
2. Functionally based interpreting  
3. Plan-based interpreting  
4. Style-based interpreting  
5. Developing a style in CI  
6. Other and alternative possibility | 1. Seminar  
2. Demonstration  
3. Drilling  
4. Role-playing  
5. Experiments  
6. Student demonstrations, presentations and feedback by teacher  
7. Critical reviews  
8. Dialogue and Speech interpreting and SI |
| --- | --- | --- |
| 7-11 | Consolidation, Performance, Re-articulation, Convergence | 1. Functionally based interpreting  
2. Plan-based interpreting  
3. Style-based interpreting  
4. Developing a style for Speech Interpreting & SI  
5. What have we learned  
6. How else can we do better  
7. Different possibilities and options given chances to justify | 1. Speech interpreting and SI  
2. Presentation  
3. Participation and contribution  
4. Critical reviews |
| 12 | Conclusion | Test | Last chance for all assessable tasks |

### 11. Course Resources

**Textbook Details**

**ARTS3454 Chinese-English Interpreting Study Kit**, available at UNSW Bookshop

**Additional Readings**

- For Teacher’s personal perspective, system and beliefs: [http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html](http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html)
- For the library: [info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)
- For Mona Baker’s webpage: [www.monabaker.com/tsresources](http://www.monabaker.com/tsresources)
- For the UNSW Learning and Teaching Unit: [http://www.lt.u.unsw.edu.au](http://www.lt.u.unsw.edu.au)
- For Dept. of Chinese: [http://languages.arts.unsw.edu.au/areas-of-study/chinese-](http://languages.arts.unsw.edu.au/areas-of-study/chinese-)
Sample study presentations (on Youtube, Youku, PPTV, and Tudou search the following keywords)

- My Class: Live Translation （我班学生：翻译活生生）
  http://www.youtube.com/watch?v=wG3R-LdDMaE
- My Class: Illusion of Accuracy http://www.youtube.com/watch?v=iZXIXmFrm_0
- Caged Animals: http://www.youtube.com/watch?v=RvB8AdS0c4A
- Translation Adding Value: http://www.youtube.com/watch?v=hIGL4cILf3k
- Trying A Foreign Woman in A Chinese Court （我班学生：审洋妇）
  http://www.youtube.com/watch?v=FSWQw9TajQ8&feature=results_video&playnext=1&list=PL8BF89731234ACAD

Websites

- Literature on Curriculum 2.0
  http://blog.sina.com.cn/s/articlelist_2667038674_15_1.html

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS
UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.