School of Humanities and Languages

ARTS3665, Korean Interpreting
S2, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Dr Seong-Chul Shin</td>
<td>MB262</td>
<td>+612) 9385-3724</td>
<td><a href="mailto:s.shin@unsw.edu.au">s.shin@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays 10-1; 4-5 or by appointment</td>
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<thead>
<tr>
<th>Lecturer</th>
<th>Name</th>
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<tr>
<td></td>
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<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Ms Rosa JY Yang</td>
<td>MB268</td>
<td>+612) 9385 1696</td>
<td><a href="mailto:joo.yang@unsw.edu.au">joo.yang@unsw.edu.au</a></td>
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</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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| Course Description | This Course is one of Professional Language Courses in Korean Studies (UG). It serves as a Level 3, 2 or 1 language course, depending on the student’s entry level (i.e. Intermediate, Advanced or Professional).

This Course provides a para-professional level interpreting program in Korean from a task-based approach. The primary medium of instruction is both Korean and English. Introduces interpreting theories and practices in Korean. Focuses on skills of two-directional interpreting (English and Korean) and provides native-speaker level students with foundations for para-professional interpreting. Examines techniques for analysing and rendering dialogues or passages of different styles and complexity. Addresses cross-linguistic and cross-cultural problems relevant to para-professional interpreting, including lexical/grammatical problems and ethical implications. Covers a range of authentic spoken texts and a variety of topics including socio-cultural, educational, commercial and political. |

<table>
<thead>
<tr>
<th>Course Aims</th>
<th>1. To develop in students professional communication skills through interpreting study, with a particular focus on interpreting techniques and skills from English to/from Korean at para-professional level;</th>
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<tbody>
<tr>
<td></td>
<td>2. To develop students’ knowledge and understanding of interpreting theories and practices, as well as both ethical and socio-cultural issues relating to professional interpreting.</td>
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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>At the successful completion of the Course, students should be able to:</th>
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<tr>
<td></td>
<td>1. Interpret complex English/Korean dialogues into Korean/English, conveying detailed information accurately, extracting and processing information from dialogues and</td>
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CRICOS Provider Code 00098G
2. Discuss a range of ethical and socio-cultural issues relating to interpreting and present critical and imaginative thinking;

3. Investigate linguistic (e.g. vocabulary, terms, expressions), ethical and socio-cultural aspects of professional interpreting and present findings;

4. Demonstrate a better understanding of interpreting methods, techniques and related issues, and use technology (Korean WP, PP, Internet search, etc.) for learning, research and presentations.

**Graduate Attributes**

The students will be encouraged to develop various Graduate Attributes including the following attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

1. the skills of effective communication;

2. the skills involved in collecting, documenting, organizing and analysing information;

3. an in-depth engagement with the relevant disciplinary knowledge;

4. the capacity for analytical and critical thinking and for problem solving;

5. the ability to engage in independent and reflective learning.

### 3. Learning and Teaching Rationale

This course is included to enable students to develop para-professional interpreting skills that will enhance their practice as a competent community interpreter in Korean/English-speaking situations. It reflects my position that their practice within the field will require native or near-native levels of proficiency and skills to enable ongoing development in various professional areas involving interpreting.

The teaching will be aligned with the aims, learning outcomes and assessment tasks of this Course described above so as to achieve desired results. Interpreting theories and practical exercises will be integrated throughout this Course and both thematic and task-based approaches will be adopted.

### 4. Teaching Strategies

The Course is structured like this: 2-hour lecture and 1-hour tutorial in the face-to-face mode. The first two-hour is used for lecture where basic interpreting theories, socio-cultural and ethical issues will be covered. The remaining one-hour will be used for interpreting practice and/or ethics questions where students should carry out tasks by utilizing the knowledge and skills learned in the lecture, discussing in pairs or groups the linguistic and ethical elements in question, and/or by critically examining their own strategies and solutions. The tasks will include listening and analysing a variety of dialogues, discussions about the codes of ethics being covered in the week and interpreting various types of dialogues into Korean and English. Interpreting tasks and ethics-related questions will be set to help students doing their weekly interpreting and research on their personal professional development project. The In-House materials provide students with interpreting exercises for which students are provided immediate feedback.

The Course uses a range of teaching strategies, including task-oriented activities in pairs and groups, and class and small group discussions. In this process, students communicate for
appropriate vocabulary, terms, expressions and ideas orally. They extract and analyse information from a wide range of complex dialogues and re-organise and interpret them into Korean or English, the target language. This process will enable students to use IT (audio devices, Korean WP, internet search, etc) effectively as a means of professional communication in the form of interpreting and as an aid to language learning as well as independent learning.

5. Course Assessment

The assessment tasks will reflect the progress of the students towards the realisation of the aims and learning outcomes of the course. Assessment procedures will maintain an appropriate balance between students’ knowledge and skills, with an emphasis on effective interpreting, i.e. how well they apply their knowledge to interpreting practice. The assessment scheme will reflect the integrated use of the interpreting and language skills (e.g. vocabulary, terms and expressions), as well as ethical and socio-cultural knowledge. The assessment will be based on three criteria: two Interpreting Assignments (IA); two Interpreting Tests (IT); and one Professional Development Portfolio (PDP) Project.

<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>IA x 2</td>
<td>2 x 150 words</td>
<td>20% x 2</td>
<td>1, 2</td>
<td>1, 2, 4, 5</td>
<td>Wks 5 &amp; 11 Wed</td>
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<tr>
<td>IT x 2</td>
<td>2 x 300 words</td>
<td>20% x 2</td>
<td>1, 2</td>
<td>1, 2, 4</td>
<td>Wks 7 &amp; 13 Wed</td>
</tr>
<tr>
<td>PDP</td>
<td>2000 words</td>
<td>20%</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 4, 5</td>
<td>Wk 12 Wed</td>
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</tbody>
</table>

- **Interpreting Assignments (IA):** Students will be given two assignments (2 x 20%) such as sight translation and must submit each assignment by the due date. The assignment tasks will be given in Week 1.
- **Interpreting Tests (IT):** The tests will be held at the mid-semester and at the end of the semester. Each test (20%) consists of one dialogue of ‘real-life’ situations and will be tape-recorded or performed in pairs or groups. The tests will integrate all the content taught and learned up to the particular point of study and will be held internally at the specified tutorial class.
- **Professional Development Portfolio (PDP) Project:** Students will have an opportunity to work on an area of linguistic competence, background knowledge or interpreting practice to achieve the appropriate level of professionalism. Students are required to customise their portfolio to best suit their own circumstances - needs, experiences, strengths and weaknesses. See a separate sheet for details.

**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 during the formal examination period. All the examinations and assessment tasks are internally held. This course has regular assessment tasks which are scheduled during the semester as stated in the table above. Students are expected to give their studies priority and this includes making themselves available for the entire assessment weeks. Travel commitments made prior to the publication of the assessment timetable are not a valid reason for alternate assessment.

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

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/. 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 apply 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.

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

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: http://www.lc.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

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>Introduction</td>
<td>Introduction</td>
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<td>Wk2</td>
<td>Immigration</td>
<td>Terms, text analysis, ethics</td>
<td>Practice in pairs/groups</td>
<td>Study pack</td>
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<tr>
<td>Wk3</td>
<td>Education</td>
<td>Terms, text analysis, ethics</td>
<td>Practice in pairs/groups</td>
<td>Study pack</td>
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<tr>
<td>Wk4</td>
<td>Real estate</td>
<td>Terms, text analysis, ethics</td>
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### 11. Course Resources

#### Textbook Details

(Required) In-House study pack provided by the Lecturer and uploaded onto the UNSW Moodle.

#### Additional Readings

(Suggested)


#### Websites

- UNSW Library: [http://library.unsw.edu.au/](http://library.unsw.edu.au/)
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://my.unsw.edu.au/student/atoz/Complaints.html

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
http://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://my.unsw.edu.au/student/atoz/SpecialConsideration.html

**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.