1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
## 1. Course Staff and Contact Details

### Course Convener and Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Ludmila Stern</th>
<th>Room</th>
<th>257</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 2382</td>
<td>Email</td>
<td><a href="mailto:l.stern@unsw.edu.au">l.stern@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Monday 12-1 and Thursday 1-2 or by appointments

Guest lecturer in Weeks 12 and 13:

<table>
<thead>
<tr>
<th>Name</th>
<th>Uldis Ozolins</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Phone</td>
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</table>

### Tutors

<table>
<thead>
<tr>
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<th>Room</th>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Céline Guerin</th>
<th>Room</th>
<th><a href="mailto:celine.guerin@unsw.edu.au">celine.guerin@unsw.edu.au</a></th>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Erika Gonzalez</th>
<th>Room</th>
<th><a href="mailto:e.gonzalez@unsw.edu.au">e.gonzalez@unsw.edu.au</a></th>
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</table>

## 2. Course Details

### Units of Credit (UoC)

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 UoC</th>
</tr>
</thead>
</table>

### Course Description

This advanced interpreting course aims to prepare students for interpreting assignments in international settings such as education, tourism/hospitality/cultural fields, and international relations and politics. Building on their skills acquired during the introductory interpreting courses (MODL5101 and MODL5102), students will enhance their analytical, cross-linguistic, memory and note taking skills, and will be able to interpret lengthier segments in complex oral genres required in the media (e.g., interviews, Q & A) and during government and other international negotiations (e.g., round-table talks).

### Course Aims

1. to build on and further enhance interpreting skills acquired in MODL5101 and MODL5102
2. to master interpreting modes and skills required in international settings ('short' and 'long' consecutive with and without note taking, whispered interpreting, sight translation)
3. enhance students bilingual, research and preparation skills relevant to competent performance in the international settings

### Student Learning Outcomes

1. Fully comprehend different types and genres of complex discourse relevant to in international settings (speech, interview, negotiations, Q & A, presentation)
2. Master the language and the standard expression of international settings in English and LOTE
3. Accurately interpret different forms of oral exchange as encountered in international settings: consecutive interpreting with and without notes (including lengthy segments), whispered interpreting, sight translation
4. Critically review research and professional literature and apply it to one's examination of the interpreted events, and one's own interpreting practice and professional conduct

### Graduate Attributes

1. The skills of effective communication
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>A respect for ethical practice and social responsibility: Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation</td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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</tbody>
</table>
3. Learning and Teaching Rationale

The course will comprise a mixture of theoretical and practical lectures and tutorials, online activities to develop practical skills and subskills, individual and group participation, student presentations and interpretation, and peer- and self-monitoring and assessment.

4. Teaching Strategies

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>Advanced interpreting skills</td>
<td>N/A</td>
<td>40%</td>
<td>1-4</td>
<td>1-4</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Bilingual enrichment and discourse analysis</td>
<td></td>
<td>30%</td>
<td>1-2 and 4</td>
<td>1-2 and 4</td>
<td>End of semester, date TBA</td>
</tr>
<tr>
<td>Interpreting scenario and delivery (Mock conference)</td>
<td></td>
<td>30%</td>
<td>1-4</td>
<td>1-4</td>
<td>End of semester, date TBA which will be scheduled in the formal examination period from 6 – 24 November 2015</td>
</tr>
</tbody>
</table>

1. Advanced interpreting skills

Assessment Description:

Performance 40%

Students will be assessed by their tutor on their consecutive interpreting skills (including memory and note taking) on a continuous basis (20%) and, more formally, twice: in the middle and at the end of the semester (10% x 2).

Description of Feedback Process:

Students will receive informal feedback from their peers and tutor. They will receive written feedback twice, based on their ongoing performance in class.

2. Bilingual enrichment and discourse analysis

Assessment Description:

Portfolio 30%

Students will be asked to study and analyse the discourse of international events (meetings, negotiations) on a weekly basis in the context of the relevant academic literature. This may include:

- locating and recording a number of international meetings (i.e., from Youtube, transcribing them and
### 3. Interpreting scenario and delivery

**Presentation**  
30%

This assessment task will be based on the weekly component, conducted by students working in groups (can be face-to-face, via Skype or Google chatroom).

In this component student teams will design, script and present a simulated scenario of interpreted event in the international setting (media interview, round-table discussion, Q & A in one of the domains covered in the course). The scenarios will be enacted in class during the final mock conference. Students will rotate their roles as script writers, director, actors, interpreters, demonstrating the understanding of the required genre.

The scenario and interpreting mode(s) will be informed by the Portfolio (Assessment 2). They must be appropriate to the genre of the event and demonstrate the students’ interpreting skills (consecutive interpreting with or without note taking, whispered interpreting, cross-linguistic transfer, memory skills, note-taking, cross-cultural awareness and situation management).

Scenarios, their enactment and interpretation will be assessed on the basis of the quality of the scenario and scenario enactment (15%) and that of their relevant interpreting skills and situation management (15%).

Description of Feedback Process: Peer-review by fellow-students and lecturer at the time of the presentation, and written feedback by lecturer. 15% will be awarded for the scenario design and enactment, and 15% for the interpretation.

**Total Weight**  
100%

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**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/

**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

**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: 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/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guided tour (city, museum, excursion), discussion/conversion - Informal interactions, informative and descriptive</td>
<td>Active listening and introduction to note taking (Week 2). Liaison interpreting, consecutive with ORCIT (Online Resources for Conference Interpreter Training) - materials for listening, public speaking, consecutive, interpreting and note taking.</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Note Taking Skills</td>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
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<td></td>
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<tr>
<td>Weeks 4-6</td>
<td>International relations and politics</td>
<td>Political and diplomatic meetings, dialogues and negotiations between parties (two participants), round table discussions (several participants), statements</td>
<td>Dialogue interpreting of discussions and interviews, consecutive interpreting with notes of statements, sight translation</td>
<td>President Obama and President Uribe of Columbia</td>
</tr>
<tr>
<td>Weeks 11 – 13</td>
<td>Business</td>
<td>Round table negotiations, conversations between two or more participants, statements</td>
<td>Dialogue interpreting of longish segments, questions and answers, negotiating compromise</td>
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<tr>
<td>Ludmila away in Weeks 12-13</td>
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</table>

Mid-semester break, including Week 10 for PG students (28 September – 9 October)

Charles Qin
Leong Ko
Geert Hofstede
Li et al (2001)
Takimoto (expertise)
Neumann 1997
(Discourse)
Mulholland 1997: 105
(requests and hedging)
Yamada 1997
(collectivist v individualist)
(eds) The Languages of Business: An International Perspective.
Edinburgh University Press - Chapters by Mulholland (Australian/Asian), Neumann (European), Yamada (American/Japanese).

Mock Conference
Setting: Eminent visitor comes on an
Skills demonstrated: Combination of
| official visit; 1. reception and welcome speeches by hosts – response by visitor; 2. business meeting with a counterpart; 3. city tour with a guide; 4. round table discussion with the hosting ministry; 5. official dinner with toasts and an after-dinner statements by the host; 7. pre-departure press conference by the media on the aims of the visit and the outcomes of discussions; 8. farewell statement | modes and skills in a variety of settings |  |

### 11. Course Resources

#### Textbook Details
Andrew Gillies, *Note-taking for consecutive interpreting: a short course* Manchester, England: St. Jerome Pub. 2005 Available at Level 6, Main Library (S 418.02/212)

#### Journals
*Interpreting* [https://benjamins.com/#catalog/journals/intp/main](https://benjamins.com/#catalog/journals/intp/main) (access to the online version through UNSW Library)

#### Additional Readings


#### Websites
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.