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 Assessments Tasks
7. Attendance
8. Class Clashes
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 Convenor
Name | Sandra Hale | Room | MB207
---|---|---|---
Phone |  | Email | s.hale@unsw.edu.au
Consultation Time | | |

Lecturer
Name | Sandra Hale | Room | MB207
---|---|---|---
Phone |  | Email | s.hale@unsw.edu.au
Consultation Time | Tuesdays 1-2pm by appointment by email

Tutors
Name | Email |
---|---|
Alisa Tian (Chinese) | alisa.tian@unsw.edu.au |
Yveline Piller (French) | y.piller@unsw.edu.au |
Suzan Piper (Indonesian) | s.piper@unsw.edu.au |
Masako Ogawa (Japanese) | m.ogawa@unsw.edu.au |
Dae Young Kim (Korean) | daeyoung.kim@unsw.edu.au |

2. Course Details

Units of Credit (UoC) | 6
---|---
Course Description | Interpreting in legal settings requires the acquisition of highly specialised knowledge relating to the law, legal language and discourse, legal interpreting theory and practical interpreting skills. This course will introduce students to the contextual knowledge needed to operate in diverse legal settings such as the courtroom, tribunals and the police, and will develop the interpreting and linguistic skills necessary to work as professional legal interpreters. The course will combine theory and practice and will be informed by the results of research into legal interpreting. The course will consist of a one-hour lecture and a two-hour practical tutorial.

Course Aims
1. To equip students with the knowledge and skills necessary to perform successfully as a professional interpreter in legal settings.
2. To teach students about the legal system, legal discourses and ethical requirements for legal interpreters.
3. To provide students with a thorough knowledge of the theories underpinning accurate interpreting in legal settings and develop their ability to explore the applications of relevant research to their own practice.
4. To develop students’ practical bilingual interpreting skills and bilingual legal language.
5. To equip them with the necessary tools to critically evaluate their own performance and to justify their interpreting choices.

Student Learning Outcomes
1. Knowledge of the fundamental principles of the legal system
<table>
<thead>
<tr>
<th></th>
<th>Knowledge of legal discourse and the strategic use of language in legal settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Awareness of the potential impact of their interpreting choices on the outcome of legal cases</td>
</tr>
<tr>
<td>4.</td>
<td>Understanding of the ethical requirements of legal interpreters and application of the code of ethics to solve potential dilemmas in the workplace</td>
</tr>
<tr>
<td>5.</td>
<td>Knowledge of the theories that underpin accurate interpreting in legal settings and ability to apply those theories to critically evaluate their own performance and justify their interpreting choices</td>
</tr>
<tr>
<td>6.</td>
<td>Familiarity with the research into legal interpreting and ability to apply research results to their own practice</td>
</tr>
<tr>
<td>7.</td>
<td>Interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation</td>
</tr>
<tr>
<td>8.</td>
<td>Development of bilingual skills, especially legal discourses and legal terminology</td>
</tr>
</tbody>
</table>

### Graduate Attributes

<table>
<thead>
<tr>
<th></th>
<th>A respect for ethical practice and social responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context</td>
</tr>
<tr>
<td>3.</td>
<td>The capacity for analytical and critical thinking and for creative problem-solving</td>
</tr>
<tr>
<td>4.</td>
<td>The skills of effective communication</td>
</tr>
</tbody>
</table>
3. **Learning and Teaching Rationale**

This course is a post graduate course for advanced bilinguals.

4. **Teaching Strategies**

This course has a one hour weekly lecture in English and language specific tutorials.

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>Continuous skills assessment (Throughout the semester)</td>
<td>Students will be assessed in class four times per semester on their skills development in Sight Translation, Dialogue and Consecutive Interpreting</td>
<td>40%</td>
<td>1, 2, 6, 7, 8</td>
<td>4</td>
<td>Starting in Week 3</td>
</tr>
<tr>
<td>Theory assessment [Online quiz 3 June 2016]</td>
<td>Test covering content learned in the lectures</td>
<td>10</td>
<td>1, 3, 5</td>
<td>1, 2, 3</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final viva examination [10-27 June 2016]</td>
<td>Final skills based oral interpreting examination</td>
<td>50</td>
<td>1, 2, 6, 7, 8</td>
<td>4</td>
<td>During examination period</td>
</tr>
</tbody>
</table>

Court Observation: Students will also be expected to attend a court of their choice for one day and write an observation report to share with the class through Moodle. Although the report will not receive a mark, students need to submit it in order to pass the course. Due date: Weeks 6-12.

**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 a formal examination which will be scheduled in the formal examination period from 10 – 27 June 2016. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments...
made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

For information about examination dates, location and procedures at UNSW, visit: https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html

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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Please electronically submit your court observation report on the Discussion bulletin on Moodle

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Court Observation report</td>
<td>Weeks 6-12</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy within three weeks of the due date.
You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

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 and Date</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| W1: 1/3/2016  | Introduction to the course | -Description of legal settings where interpreters work: legal conferences, police, tribunals, courts
- Differences between criminal and civil jurisdictions
- The Adversarial System
- Common Law and Statute Law
- The separation of powers
- Hierarchy of courts | -Discuss legal terminology used in lecture
- Discuss legal systems in country/ies where the LOTE is spoken
- Discuss different perceptions of law and order in the relevant countries and potential ethical dilemmas
| W2: 8/3/2016  | The legal process | -The Criminal process
- Burden of Proof
- Standard of Proof
- Types of offences
- Liability and damages
- Dispute resolution | -Discuss terminology arising from the lecture
- Practice dialogue interpreting (legal conferences)
- Practice sight translation (charges, summons, subpoenas) | -The Law Handbook (Chapter 1: The legal system) (There are different editions available in the library, chose the relevant chapter) |
| W3: 15/3/2016 | Working with the local police | -The role of the police
- The record of | -Discuss terminology arising from | Heydon, G. (2005). The Language of |
| Interview | The discourse of police interviewing  
-Research into police interpreting  
-Copspeak | The lecture  
-Practice dialogue interpreting (police record of interview)  
-Discuss difficulties in interpreting specifics of police interviewing  
-Practice sight translation (police statements, fact sheets, jurats) | Police Interviewing. A critical analysis.  
Basingstoke: Palgrave Macmillan (Chapter 3)  
Coerced confessions. The discourse of bilingual police interrogations.  
Berlin/NY: Mouton de Gruyter  
London/New York: Routledge, (pp 455-469)  

| W4: 23/3/2016 | The language of the courtroom: The language of questions  
-The discourse structure of court hearings and trials  
-Strategic use of language in courtroom questions  
-Differences between examination-in-chief and cross- | Discuss question types and practice interpreting them into LOTE  
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Weekly</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/3/2016</td>
<td>STUDENT</td>
<td>VACATION</td>
<td>Examination - Question types - Discourse markers in questions - Interpreting questions accurately - Seeking clarification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice interpreting them - Practise sight translation (Bonds, bail applications, bail conditions) - Practice Consecutive interpreting of court related topics</td>
</tr>
<tr>
<td>W5: 5/4/2016</td>
<td>PG</td>
<td>WEEK</td>
<td>29/3/2016 STUDENT VACATION Court Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Different witness styles - Impact of witness style on credibility - Issues of admissibility - Interpreting answers accurately - Seeking clarification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Practise interpreting different witness answer styles - Practice court protocols for seeking clarification, repetition and other management skills - Practice simultaneous whispering interpreting (Chuchotage) - Practice Consecutive interpreting of court related topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The bilingual legal process Video: A matter of Interpretation – A look at all the steps involved in the legal process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Do a mock bilingual trial and practice all modes of interpreting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.lawlink.nsw.gov.au/">http://www.lawlink.nsw.gov.au/</a> - The Law Handbook (Chapter 19: Criminal Proceedings) (There are different editions available in the library, choose the relevant</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W8</td>
<td>26/4/2016</td>
<td>The bilingual legal process</td>
<td>Video: A matter of Interpretation - Discuss the strategic use of language in the courtroom Courtroom participants and their roles - Do a mock bilingual trial and practice all modes of interpreting</td>
</tr>
</tbody>
</table>
| W9   | 3/5/2016   | Family Law                                 | The Family Law Act 1975 Amendments 1996 Divorce, residence, contact, parental responsibility, property settlement - Practice lawyer/client interviews relating to family law - Practice court hearing in the Family Court - Practice sight translation of Family Law related documents (see website) | - The Law Handbook (Chapter 4: Family Relations) (There are different editions available in the library, chose the relevant chapter)  
  
  Become familiar with the Family Court’s website http://www.familylawcourts.gov.au/ |
|      |            | Family Law                                 | The Migration Review Tribunal The Refugee Review Tribunal The Workers Compensation Commission The Consumer, Trader and Tenancy Tribunal The Administrative Appeals Tribunal The Social Security - Discuss the Refugee convention and sight translate - Discuss terminology relating to tribunals: tribunal member, arbitrator, order, etc. - Practice interpreting in tribunal hearings - Sight translation of forms found at | - MRT/RRT Interpreters’ Handbook  
  
  Become familiar with the contents of the following websites:  
  http://www.wcc.nsw.gov.au |
  
  Become familiar with the contents of the following websites:  
  http://www.wcc.nsw.gov.au |
| W11: 17/5/2016 | Rules of evidence  
*(Guest lecturer Mehera San Roque, Senior Lecturer, Law School, UNSW)* | Tribunal  
-Sight translation of definition of refugee  
-Extract terminology from the different websites | .au/Pages/Default.aspx  
| W12: 24/5/2016 | Ethics of the profession |  
Ethical considerations in legal interpreting  
The role of the legal interpreter  
- Discuss ethical considerations and practice different scenarios where ethical dilemmas may arise  
- Practice all modes of interpreting |  
-Hale, S. (2007), chapter 4  
-Hale, S. (2008), Controversies over the role of the court interpreter, in Valero Garces & Martin, eds. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
- How it fits into the NSW law enforcement landscape  
- Types of offences with which it deals  
- Legislative tools and techniques that at the Commission’s disposal  
- The Commission’s use of interpreting services  
- What is expected from interpreters  
- How interpreters are briefed  

- Discuss terminology arising from the lecture  
- Practice dialogue interpreting (police interviews, police investigations, drug and prostitution related crimes)  
- Practice transcription of oral speech  
- Practice Consecutive interpreting of police related topics  


### 11. Course Resources

#### Textbook Details

#### Journals
Translation & Interpreting. The international journal of translation and interpreting research [www.trans-int.org](http://www.trans-int.org)

Target
Babel
The Translator
Interpreting
The international journal of Speech, Language and the Law

#### Additional Readings

**Websites**
- Family Court of Australia http://www.familycourt.gov.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.