



School of Humanities and Languages

## **MODL5111 Interpreting Practicum Semester 2, Year 2014**

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## 1. Course Staff and Contact Details

Course Convenor			
Name	Sean Cheng	Room	Movern Brown 278
Phone	9385 2314	Email	sean.cx@unsw.edu.au
Consultation Time	1pm – 3pm Monday ( or by appointment)		

## 2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>This course is designed to provide the students with further practical interpreting opportunities by working on authentic interpreting projects that are generated by the MA program, the school, the university, and/or genuine clients. Students will work in teams or individually to complete different practicum activities set out in the course with the guidance of the course coordinator.</p> <p><b>The course is only available to students who are studying the 8229 Master of Interpreting and Translation Studies Extension program and should be taken in their third semester.</b></p> <p>In the practicum activities, students will take part in observations, research a variety of topics, develop relevant interpreting materials, and practice interpreting in class, all of which will require a good understanding of the interpreting process, workflows, and the practicality of interpreting theories.</p> <p><b>Successful completion of the course also entails 75 hours of practicum required by NAATI for those students who aim for the NAATI interpreting accreditations at the end of their study. <i>Please note that this is in addition to (and not instead of) the 75 hours of practicum required for the accreditation in translation.</i></b></p>		
Course Aims	1.	To practice teamwork, management, and communication by planning, communicating, executing and completing the assigned projects as a team.	
	2.	To gain a better understanding of the ad-hoc knowledge in different interpreting topics by researching these topics, developing relevant practice materials and giving presentations in class, as well as taking part in observations in the courts.	
	3.	To enhance interpreting skills by practicing different modes of interpreting in class.	
Student Learning Outcomes	1.	Be able to design and implement an effective plan for an assigned project, to monitor the progress of the project by maintaining effective communication and implementation, and finally to successfully complete the project.	
	2.	Be able to identify and demonstrate the key information in different topics and develop proper interpreting practice materials for educational purposes.	
	3.	Be able to show understandings of different court settings	

		and cases by completing observation reports
	4.	Be able to actively engage in classroom interpreting practice and critically reflect on the interpreting performance.
Graduate Attributes	1.	Independent and collaborative enquiry
	2.	Application of T&I knowledge and skills to solve problems
	3.	Analytical thinking skills
	4.	Information literacy
	5.	Digital literacy

### 3. Learning and Teaching Rationale

This course is developed on the basis of the NAATI requirement of 150 hours of practicum being one of the prerequisites of the recommendation for **NAATI interpreting accreditations** by our T&I program for those who are studying the extension program. **This course accounts for 75 hours of interpreting practicum which is in addition to the 75 hours of translation practicum done in MODL5112. Students need to finish both MODL5111 and MODL5112 so as to be recommended for interpreting accreditations.**

The course has two major purposes:

1. To provide students genuine interpreting related work opportunities when possible; (This may vary in each semester depending on the availability of work opportunities)
2. To offer more targeted interpreting practice for students so that they can prepare better for the NAATI interpreting exam.

Students learn from practicing their interpreting skills via relevant projects, researching the background information on a variety of topics, developing interpreting practice materials, classroom presentation and discussion, and classroom practice. The course coordinator will support the understanding of the project requirements, offer guidance in project management and materials development, arrange classroom activities, engage in the students' discussions, evaluate and monitor the progress of the projects, and give constructive feedback on students' interpreting performance in the classroom.

### 4. Teaching Strategies

This course has a two-hour face-to-face tutorial weekly.

In the weekly tutorials, students will have time to meet up to discuss and manage their projects together. The coordinator will assign and explain the projects to students, help students to form teams, guide them in planning, execution and communication, discuss specific issues with them, and evaluate their progress and give constructive feedback.

Students will also be asked to make use of two textbooks (please see NO.9 Course Resources) to do research on relevant interpreting topics and improve their ad-hoc knowledge. Each week, students will focus on one topic area and develop authentic dialogue, sight translation and consecutive interpreting materials according to the guidance of the course coordinator. The materials then will be used and practiced in the classroom through role-plays in the following week. All materials developed will also be collected as teaching resources for different educational purposes in the future.

A series of court observation assignments will need to be completed outside of the class by students individually. Students will be asked to go to specific courts and observe specific activities, and then fill out a questionnaire as a form of report. This activity is aim to enhance students' understanding of different legal settings and the language used in those contexts.

Students may be asked to share their working progress with the class by giving short presentations and discuss challenges with the rest of the class.

### 5. Course Assessment

Assessment Task	Detail	Evaluation	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Projects (Interpreting)	Effective planning,	Satisfactory / Unsatisfactory	1,2,3,4	1,2,3,4,5	TBA (depend

jobs, observations, or relevant activities)	execution and communication, completing the projects according to schedules and requirements				s on the planning of the projects)
Materials development	Develop interpreting practice materials based on research and according to requirements	Satisfactory / Unsatisfactory	1,2,3,4	1,2,3,4,5	TBA
Portfolio	Students' record of their work, reports, and reflections	Satisfactory / Unsatisfactory	2	2,3,4	TBA (Submissions will be associated with different stages of the projects)
<p><i>Projects will be presented to students through Moodle, with the information including clients' needs and expectations, scheduling requirements, teamwork details and associated portfolio requirements.</i></p> <p><i>Please check the project description forms for details.</i></p>					

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

## Grades

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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

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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

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. 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>

## 8. Course Schedule

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

Week Commencing:	Weeks	Content
28Jul	Week 01	Introduction, project initiation, work distribution
4AUG	Week 02	The in-class activities will focus on some interpreting practice and public speaking practice. For details, please refer to arrangements on Moodle.
11AUG	Week 03	
18AUG	Week 04	
25AUG	Week 05	
1SEPT	Week 06	
8SEPT	Week 07	
15SEPT	Week 08	
22SEPT	Week 09	
Semester break – 1 week holiday + week 10 postgraduate break		
6OCT	Week 10	
13OCT	Week 11	
20OCT	Week 12	
27OCT	Week 13	

## 9. Course Resources

### Textbook Details

**The Law Handbook NSW.** This book can be accessed for free online via:

[http://www.legalanswers.sl.nsw.gov.au/guides/law\\_handbook/index.html](http://www.legalanswers.sl.nsw.gov.au/guides/law_handbook/index.html)

**Introduction to Healthcare for Interpreters and Translators** by Ineke H.M. Crezee.

<http://site.ebrary.com/lib/unsw/docDetail.action?docID=10759325>

**Websites****Good Note-taking course video:**

YouTube link: <http://youtu.be/1Z-AmvDMDN8>

**Free Medical Terminology Course**

Free Medical Terminology Course:

<http://www.dmu.edu/medterms/>

**Great Interpreting resource for Chinese stream students (This is the one with many recorded dialogues and consecutive interpreting materials, transcripts can be adapted for other languages)**

This is a personal website done by Carl who studies Chinese. He puts many interpreting dialogues and speeches with audio files on the website.

Please check it out: <http://carlgene.com/blog/>

**Great interpreting resources**

Tokyo University Medical English: videos of consultations in English, some (or all?) with transcripts. You'll need to create an account, but it's free: <http://www.lr.mdx.ac.uk/mutual-trust/materials-bank.htm>

Geneva University database of audio and audiovisual recordings:

<http://live.fti.unige.ch>

ORCIT (Online Resources for Conference Interpreter Training) - materials for listening, public speaking, consecutive, simultaneous, research skills:

<http://www.orcit.eu/resources-shelf-en/story.html>

Humboldt University Berlin Anglopolis (also Francopolis, Germanopolis, Hispanopolis, Lusopolis, Italopolis): transcripts of speeches for various levels of interpreting:

<http://www2.hu->

[berlin.de/francopolis/germanopolis/db/sisdb.cgi?&uid=guest.136280817167045&db=en&lang=en&Java=&home=1&framed=1&pers=](http://www2.hu-berlin.de/francopolis/germanopolis/db/sisdb.cgi?&uid=guest.136280817167045&db=en&lang=en&Java=&home=1&framed=1&pers=)

Building Mutual Trust Materials Bank: training materials for legal interpreters in various languages. The navigation doesn't make it obvious which language an exercise is in, but there are some useful materials there:

<http://www.lr.mdx.ac.uk/mutual-trust/materials-bank.htm>

**10. 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.



## 11. 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>

## 12. 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>

## 13. 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.