



## School of Humanities and Languages

### **MODL5113 INTERPRETING ACCREDITATION PREPARATION** Semester 1, 2014

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Ludmila Stern	Room	MB 257
Phone	9385 2382	Email	l.stern@unsw.edu.au
Lecture time and venue	Monday 10-12, MB 105		
Consultation Time	Monday and Thursday 14:00-15:00 or by appointments		
Name	Masako Ogawa	Room	
Phone		Email	m.ogawa@unsw.edu.au
Tutorial times and venue	Fri, 12-1pm, MB 103 (Wk3, 5, 7, 9, 11, 13)		
Consultation Time			
Name	Yveline Piller	Room	
Phone		Email	<a href="mailto:actyve@iprimus.com.au">actyve@iprimus.com.au</a> yvelinep@hotmail.com
Tutorial times and venue	Tue, 3-4pm, MB 106 (Wk2, 4, 6, 9, 11, 13)		
Consultation Time			
Name	Sean Cheng	Room	
Phone		Email	sean.cx@unsw.edu.au
Tutorial times and venue	Fri, 4-5pm, MB 105 (Wk2, 4, 6-7, 9, 11-13)		
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6 UoC
Course Description	This advanced interpreting course is suitable only for students enrolled in the Master of Arts in Interpreting and Translation Studies (Extension). The course aims to further develop the students' interpreting and related skills acquired in previous courses and necessary to successfully undertake the NAATI Interpreting examination (Interpreter Level), and will provide them with preparation for the NAATI Interpreting accreditation examination (Interpreter Level). The course will comprise an interactive lecture for all the students and language specific practical tutorials in the relevant language streams. The course will enhance the skills required of professional interpreters, including: listening comprehension in two languages, public speaking in two languages, note taking skills, dialogue and consecutive interpreting (with note taking) and sight translation. Simulated interpreting tests using scripts of situations commonly used by NAATI will be conducted throughout the course. Students will also further develop their ability to manage bilingual and cross-cultural interactions, increase their understanding of professional ethics and be better equipped to apply the theory to the practice.
Course Aims	<ol style="list-style-type: none"> <li>1. Improve students' oral comprehension skills in different genres, registers and across a variety of subjects in English and the other relevant language;</li> <li>2. Increase their ability to critically analyse oral speech in English and the other relevant language;</li> </ol>

	3.	Improve their speaking skills in English and the other relevant language in a variety of genres, registers and topics;
	4.	Perfect their dialogue interpreting, consecutive interpreting and sight translation skills;
	5.	Gain adequate interpreting management and coordination skills
	6.	Further their understanding of professional ethics
	7.	Apply the theory to the practice
Student Learning Outcomes	1.	Orally comprehend complex source messages and texts in English and their other chosen language
	2.	Critically analyse oral speech in English and the other relevant language
	3.	Accurately convert the source message to the target language orally using different interpreting modes
	4.	Deliver the interpreted utterance in the appropriate register and style
	5.	Manage and coordinate triadic bilingual interactions
	6.	Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation
Graduate Attributes	1.	<b>The skills involved in scholarly enquiry:</b> Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation
	2.	<b>The capacity for analytical and critical thinking and for creative problem-solving:</b> Critically analyse oral speech in English and the other relevant language
	3.	<b>A capacity to contribute to, and work within, the international community:</b> Manage and coordinate triadic bilingual interactions
	4.	<b>The skills required for collaborative and multidisciplinary work:</b> (a) Orally comprehend complex source messages and texts in English and their other chosen language (b). Deliver the interpreted utterance in the appropriate register and style
	5.	<b>A respect for ethical practice and social responsibility:</b> Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation
	6.	<b>The skills of effective communication:</b> (a) Orally comprehend complex source messages and texts in English and their other chosen language (b). Accurately convert the source message to the target language orally using different interpreting modes

### 3. Learning and Teaching Rationale

The course will cover the different skills required of interpreters to function at the NAATI professional level (Interpreter), including, listening comprehension in two languages, public speaking skills in two languages, dialogue, consecutive and simultaneous interpreting and sight translation. This course will comprise an interactive lecture for all students and language specific practical tutorials for the relevant language streams.

### 4. Teaching Strategies

Students will acquire common skills in the lecture, which they will apply in a bilingual context in their respective language tutorials.

### 5. Course Assessment (A)

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Oral comprehension in-class assessment (in English)	n/a	10%	1-6	1-6	Ongoing In-class assessment
Dialogue interpreting class assessment	n/a	10%	1-6	1-6	Ongoing In-class assessment
Consecutive interpreting class assessment	n/a	10%	1-6	1-6	Ongoing In-class assessment
Sight Translation in-class assessment	n/a	10%	1-6	1-6	Ongoing In-class assessment
Final Accreditation Examination in interpreting	90 min	60%	1-6	1-6	Examination period

### 6. Course Assessment (B)

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Continuous in class assessment		40%	1-6	1-6	Ongoing In-class assessment
Final Accredit. Examination		60%	1-6	1-6	Examination period
<ul style="list-style-type: none"> <li>The students' performance will be assessed on a continuous basis during their work in class during the lecturer and language-specific tutorials.</li> <li>During week 12 students will undertake a mock test of the same format, content</li> </ul>					

and level of difficulty as the NAATI accreditation examination. The test will be conducted to simulate the NAATI examination conditions. Students will be provided with feedback on their individual performance by their tutors on the basis of NAATI examination criteria. *Note:* The mark for the mock test will be used for guidance only and will not be added to the results of the course.

- Students will undertake the NAATI examination in interpreting during the examination period. The examination will consist of the following modules:
  - Two dialogues (of approximately 400 words or English equivalent each) to be interpreted in short consecutive mode,
  - Two sight translation passages, one in LOTE and another in English (each containing approximately 200 words or English equivalent); their content will be related to that of each dialogue,
  - two consecutive passages of 300 words or English equivalent each, one in English to be interpreted into LOTE, and another in LOTE to be interpreted into English, with note taking. There will be a pause in the middle of each passage to allow the interpretation of two parts of the passage.
- Each dialogue is marked out of 25, each sight translation passage out of 10, and each consecutive passage out of 15 marks.
- For a Pass requirements students must obtain the following results:
  - A total of at least 35 marks out of 50 for both dialogues
  - A total of at least 14 marks out of 20 for both sight translation passages
  - A total of at least 21 marks out of 30 for both consecutive passages
- In accordance with the NAATI guidelines, the examinations in interpreting will be marked by one examiner. The papers that are given a Pass mark (70% or above) by the first examiner will be sent to be marked by a second examiner. Those students who achieve a minimum of 70% for each of the sections and a combined total of no less than 70% for all sections in both markings will be recommended for NAATI accreditation.

**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.

### Formal Examination

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Formal examination will be conducted during the examination period. Dates to be confirmed.

### 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, 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.

## 7. 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 indeed 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.

## 8. 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 a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 9. Course Schedule

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

Week Commenting:	Topic	Lecture Content (Monday 10-12 MB 105)	Tutorial Content:	Homework, Readings, Practice
			<p>Chinese Friday 4-5 pm, Weeks 2, 4, 6, 7, 9, 10, 12,13,</p> <p>French Tuesdays 3-4 pm, Weeks 2,4,6,9,11 and 13,</p> <p>Japanese Fridays 12-1 Weeks 3,</p>	

			5, 7, 9, 11, 13	
Week 1: 3 March 2014	Introduction to Interpreting Accreditation Preparation	<p>1. Course aims and outline.</p> <p>2. Back-to-Basics: revision of interpreting skills and competencies for three modes required for the NAATI accreditation examination: dialogue interpreting (bi-directional, short consecutive), (mono-directional, long) consecutive with note taking, and sight translation</p> <p>4. NAATI examination format and content, and assessment criteria.</p> <p>5. Early (self- and peer-) diagnostic assessment and Interpreting accreditation preparation planning. Set individual goals.</p>	No tutorial in week 1	<p><b>Revision and preparation for Week 2</b></p> <p>Revision of healthcare interpreting and translation materials in your earlier courses. Revise your old glossary/data bank or start a new one. Practice interpreting (audio recordings, face-to-face interpreting in pairs or groups of three, practice sight translation of translation passages).</p> <p><b>Readings:</b></p> <p>Sandra Hale <i>Community Interpreting</i>, Palgrave/Macmillan (2007), Chapter 1 Overview of the field of interpreting and Main Theoretical Concepts, pp. 3-31. Available at Level 6, Main Library 418.02/234 and 418.02/234 A, and as <b>e-book</b>.</p> <p><b>Workbooks:</b></p> <p>J. Lee, A. Buzo <i>Community language interpreting. A Workbook</i>, The Federation press, 2009,</p> <p>Andrew Gillies, <i>Note-taking for consecutive interpreting: a short course</i> Manchester, England: St. Jerome Pub. 2005 Available at Level 6, Main Library (S 418.02/212)</p>
Week 2:	Health/medical interpreting	1. Revision of national and	Chinese tutorial	H/W: Practice Dialogues (2-3, pp.



<p>10 March</p>		<p>international settings, participants, roles and discourse in medical consultation.</p> <p>2. Medical practitioner/patient interaction. Text types and genres of sight translation passages – examination of sample texts.</p> <p>3. Workshop: comprehension exercises (with Q &amp; A, summary, retelling in detail), dialogue interpreting (1) consecutive interpreting (Text 1, pp. 143-144), sight translation (Passage 1, find passages in LOTE to present in class in Week 3).</p>	<p>Friday 4-5</p> <p>French tutorial Tuesday 3-4</p>	<p>122-124 – translation/adapt the patient’s lines into LOTE; extract words and expressions; read it out loud to your fellow students or role play with your partner), Sight translation passage 2, pp. 141-142 (locate a similar one in LOTE, extract words and expressions), Consecutive Text 2 (pp. 144-145, Locate one in LOTE, extract words and expressions, summarise in both languages, retell in both languages)</p> <p>Workbook: Lee, Buzo <i>Community language interpreting. A Workbook</i>, The Federation press, 2009, Unit 7 Healthcare, pp. 115-146</p> <p><i>Reading:</i> Hale (2007), Chapter 2 Interdisciplinarity: Community Interpreting in the Medical Context, pp. 34-62.</p>
<p>Week 3: 17 March</p>	<p>Health/medical interpreting</p>	<p>Workshop.</p> <p>Comprehension exercise (listening, note taking, retention)</p> <p>Dialogues 4-5, Sight translation Passage 3, Consecutive passage (additional)</p>	<p>Japanese tutorial Friday 12-1</p>	<p>H/W: Practice Dialogues (6-7), Sight translation English-LOTE passage and a LOTE passage located at home), Consecutive Text 1 (Locate one in LOTE)</p>
<p>Week 4: 24 March</p>	<p>Health/medical interpreting</p>	<p>Workshop: identify areas that require improvement and practice in class. Focus on consecutive interpreting.</p>	<p>Chinese tutorial Friday 4-5</p> <p>French tutorial</p>	<p>H/W 10-11, more consecutive and sight translation.</p>

		Dialogues 8-9, sight translation. Which areas require additional attention?	Tuesday 3-4	
Week 5: 31 March	Health/medical interpreting		Week 5  Japanese tutorial Friday 12-1	Interpreting practice: dialogue demo (4-5) and check sight translation Passage 1 or 2
Week 6: 7 April	Health/medical interpreting	Homework: revise previous studies of para-legal (police) and legal interpreting. Locate glossaries/data banks or create new ones.	Chinese tutorial Friday 4-5  French tutorial Tuesday 3-4	
Week 7: 14 April	Para-legal and legal	Introduction to Police setting, text types and genres: statement, police caution, police interview of suspect. Charges. Police/lay person interaction.	Chinese tutorial Friday 4-5  Japanese tutorial Friday 12-1	Reading: Hale (2009), Chapter 3 Interdisciplinarity: Community Interpreting in the Legal Context, pp. 64-91,  Workbook: Lee & Buzo (2009) Unit 8 Police work and law enforcement, pp. 146-172
Mid-semester break (2 weeks 18 April – 4 May including Wk 8)				
Week 9: 5 May - Week 10: 12 May	Para-legal and legal	Legal settings: consultation with solicitor. Lawyer/client interaction.	Week 9:  Chinese tutorial Friday 4-5  French tutorial Tuesday 3-4  Japanese tutorial Friday 12-1	Lee and Buzo (2009) Unit 9 Legal interpreting, pp. 172-193
Week 11: 19 May	Legal and court	Courtroom settings, examination, cross-examination	Chinese tutorial Friday 4-5	

			French tutorial Tuesday 3-4	
			Japanese tutorial Friday 12-1	
Week 12: 26 May	Mock test	Mock test	Practice exam  Chinese tutorial Friday 4-5	
Week 13: 2 June	Wrap up and conclusion		Chinese tutorial Friday 4-5  French tutorial Tuesday 3-4  Japanese tutorial Friday 12-1	

## 10. Course Resources

### Textbook Details

Jieun Lee , Adrian Buzo (2009) *Community language interpreting : a workbook*, Annandale, N.S.W. : The Federation Press (Level 6, Main Library (418.02/247)  
Nolan, James (2010) *Interpretation Techniques and Exercises*, Multilingual Matters, Bristol ( Level 6, Main Library (418.02/265)

Gillies, Andrew (2005), *Note taking for Consecutive Interpreting: A short course*, St. Jerome, Manchester (Main Library, High Use Collection (S 418.02/212))

O'Loughlin, James (2006), *Umm- : a complete guide to public speaking*. Allen & Unwin, Crows Nest (Level 10, Main Library (S 808.51/66).

**For teaching staff:** Sandra Hale *Community Interpreting*, Palgrave/Macmillan (2007),  
( Level 6, Main Library 418.02/234 and 418.02/234 A).

**Journals:** *Interpreting, International Journal of Research and Practice in Interpreting* (available online through UNSW Library).

<b>Additional Readings:</b> Sandra Hale <i>Community Interpreting</i> , Palgrave/Macmillan (2007), Chapter 1 Overview of the field of interpreting and Main Theoretical Concepts, pp. 3-31. Available at Level 6, Main Library 418.02/234 and 418.02/234 A, and as <b>e-book</b> .
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<b>Websites</b>
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## 11. 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.

## 12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the below website:

<http://www.lc.unsw.edu.au>

## 13. 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 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. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

## 14. 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

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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 to 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.