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

<table>
<thead>
<tr>
<th>Course Convenor and Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Consultation Time</td>
</tr>
</tbody>
</table>

Guest lecturer in Weeks 12 and 13:

<table>
<thead>
<tr>
<th>Name</th>
<th>TBC</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>

Tutorial

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>Email</td>
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</table>

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Weeks 2,4,6,8,9, 11,12,13</th>
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<table>
<thead>
<tr>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Phone</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Weeks 3,5,7,9,11,13</th>
</tr>
</thead>
</table>

2. Course Details

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

Course Description

This advanced interpreting course is intended for students enrolled in the Master of Interpreting (8202) and Master of Interpreting and Translation Studies (8204) and should be taken in the students' final semester of studies. Building on competencies and skills developed in previous courses, MODL5113 aims to bring the students' interpreting competence to the level required by the Australian industry standards in community and legal interpreting and necessary to successfully undertake the NAATI Interpreting accreditation examination (Interpreter Level). The course will provide students with preparation for the NAATI Interpreting Accreditation examination (Interpreter Level).

The course will comprise an interactive weekly lecture and workshop in a multilingual classroom; this will be followed by language specific practical tutorials in students' relevant language streams. Students will continue to practice outside the classroom by using online resources available through Moodle and working in small groups with their peers. The course will help students enhance the following skills necessary for professional interpreters in the community settings: listening comprehension in two languages, public speaking in two languages, memory development and note taking skills, two-directional short-consecutive (dialogue) interpreting, consecutive interpreting (with note taking) and sight translation. Students will perform interpreting exercises based on scripts of simulated interpreting events and adapted authentic documents commonly used in the NAATI accreditation examination. 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 theory to practice.

By the end of the course students should be able to competently interpret in three modes in both language directions (from and into English and LOTE): short-consecutive (dialogue) interpreting of approximately 400 words, consecutive interpreting (with note taking) of a passage of approximately 300 words (divided into two sections), and sight translation of a passage of approximately 200 words.

<table>
<thead>
<tr>
<th>Course Aims</th>
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<tbody>
<tr>
<td>1. Improve students' oral comprehension skills in different genres, registers and across a variety of subjects in English and the other relevant language;</td>
<td></td>
</tr>
<tr>
<td>2. Increase their ability to critically analyse oral speech in English and the other relevant language;</td>
<td></td>
</tr>
<tr>
<td>3. Improve their speaking skills in English and the other relevant language in a variety of genres, registers and topics;</td>
<td></td>
</tr>
<tr>
<td>4. Perfect their dialogue interpreting, consecutive interpreting and sight translation skills into both languages;</td>
<td></td>
</tr>
<tr>
<td>5. Gain adequate interpreting management and coordination skills</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th></th>
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<tbody>
<tr>
<td>1. Orally comprehend complex source messages and texts in English and their other chosen language</td>
<td></td>
</tr>
<tr>
<td>2. Critically analyse oral speech in English and the other relevant language</td>
<td></td>
</tr>
<tr>
<td>3. Accurately convert the source message to the target language orally using different interpreting modes</td>
<td></td>
</tr>
<tr>
<td>4. Deliver the interpreted utterance in the appropriate register and style</td>
<td></td>
</tr>
<tr>
<td>5. Manage and coordinate triadic bilingual interactions</td>
<td></td>
</tr>
<tr>
<td>6. Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. The skills involved in scholarly enquiry: Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation</td>
<td></td>
</tr>
<tr>
<td>2. The capacity for analytical and critical thinking and for creative problem-solving: Critically analyse oral speech in English and the other relevant language</td>
<td></td>
</tr>
<tr>
<td>3. A capacity to contribute to, and work within, the international community: Manage and coordinate triadic bilingual interactions</td>
<td></td>
</tr>
<tr>
<td>4. The skills required for collaborative and multidisciplinary work: (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</td>
<td></td>
</tr>
<tr>
<td>5. A respect for ethical practice and social responsibility: Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation</td>
<td></td>
</tr>
<tr>
<td>6. The skills of effective communication: (a) Orally comprehend complex source messages and texts in English and their other chosen language (b). Accurately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>convert the source message to the target language orally using different interpreting modes</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

[The course will cover the skills required of interpreters to function competently at the NAATI professional level (Interpreter), including, listening comprehension in two languages, public speaking skills in two languages, bi-directional short-consecutive (dialogue) and consecutive interpreting, and sight translation. This course will comprise an interactive lecture for a multilingual class and language specific practical tutorials for the relevant language streams (Chinese and French).

4. Teaching Strategies

Students will develop and practice common interpreting skills in a multilingual lecture and workshop, which they will apply and perfect in their respective language tutorials and outside the classroom using online recorded learning materials uploaded in Moodle.

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>Homework assignments (evidence of small group practice, translation and recording of monolingual and bilingual dialogues, materials development, glossary building, audio recordings)</td>
<td>As instructed per assignment</td>
<td>10%</td>
<td>1-6</td>
<td>1-6</td>
<td>Ongoing assessment as instructed.</td>
</tr>
<tr>
<td>Oral comprehension and monolingual interpreting in-class assessment with note taking (in English)</td>
<td>n/a</td>
<td>10%</td>
<td>1-6</td>
<td>1-6</td>
<td>Ongoing In-class assessment during lecture and workshop</td>
</tr>
<tr>
<td>Dialogue interpreting class assessment</td>
<td>n/a</td>
<td>10%</td>
<td>1-6</td>
<td>1-6</td>
<td>Ongoing In-class assessment during tutorial</td>
</tr>
<tr>
<td>Consecutive interpreting class assessment</td>
<td>n/a</td>
<td>10%</td>
<td>1-6</td>
<td>1-6</td>
<td>Ongoing In-class assessment during tutorial</td>
</tr>
</tbody>
</table>
• The students’ performance will be assessed on a continuous basis during their work in class, and will include ongoing assessment of their interpreting practice in class, as well as that of English language comprehension/monolingual rendition with note taking.

• During week 11 students will undertake a trial test of the format, content and level of difficulty of a typical NAATI accreditation examination. The test will simulate the end-of-semester NAATI examination conditions. Students will be provided with written feedback on their individual performance by their tutors on the basis of NAATI examination criteria. Note: The mark for the trial test will be used for guidance only and will not be included in the results of the course.

• Students will undertake the NAATI accreditation examination in interpreting during the examination period. The examination will consist of the following modules:
  o Two two-directional dialogues (of approximately 400 words or English equivalent each) to be interpreted in the short consecutive mode;
  o Two sight translation passages, one into LOTE and another into English (each containing approximately 200 words or English equivalent); their content will be related to that of each preceding dialogue, and
  o 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 (approximately 150 words each).

• 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 for the purpose of NAATI accreditation students must obtain the following results:
  o A total of at least 35 marks out of 50 for both dialogues
  o A total of at least 14 marks out of 20 for both sight translation passages
  o 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 Pass - 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 in interpreting.

• Only the first examiner’s examination result will be counted towards the final MODL5113 course result.

• Scoring less than 70% for the interpreting accreditation examination does not necessarily lead to a Fail in the course MODL5113. Students whose overall result for the course is 50% and above pass the course MODL5113 but are not recommended for NAATI accreditation.

• Students who do not achieve a Pass result of 70% in the overall examination but achieve a Pass (70%) for both dialogues will be recommended for accreditation at NAATI Paraprofessional level.
**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 6 – 24 November 2015. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel and work 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://student.unsw.edu.au/exams](https://student.unsw.edu.au/exams)

**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](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/](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/](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](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/).

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 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/

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 1          | Introduction | Course details, aims, course outcomes, assessment and schedule. Back to Basics. NAATI exam format, content, and evaluation. Introduction to medical interpreting: Revision of national and international settings, participants, roles and discourse in medical consultation. | N/A | **Workbooks:** J. Lee, A. Buzo *Community language interpreting. A Workbook*, The Federation press, 2009. **Note taking and speeches:** ORCIT (Online Resources for Conference Interpreter Training) - materials for listening, public speaking, consecutive, simultaneous, research skills: eu/resources-shelf-en/story.html Andrew Gillies, *Note-
## MODL5113 Course Outline

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

### Additional reading:
Sandra Hale

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Health/medical interpreting</td>
<td>Interpreting practice: workshop</td>
</tr>
<tr>
<td>Week 4</td>
<td>Health/medical interpreting</td>
<td>Interpreting practice: workshop</td>
</tr>
<tr>
<td>Week 5</td>
<td>Health/medical interpreting</td>
<td>Interpreting practice: workshop</td>
</tr>
<tr>
<td>Week 7</td>
<td>Para-legal and legal</td>
<td>At the police station</td>
</tr>
<tr>
<td>Week 8</td>
<td>Para-legal and legal</td>
<td>Legal settings:</td>
</tr>
</tbody>
</table>
Week 9
Para-legal and legal
Legal settings: consultation with barrister. Lawyer/client interaction.

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

Week 11
Mock test
In the tutorial

Week 12
Legal and court
Courtroom settings, examination, cross-examination

Week 13
Legal and court
Courtroom settings, examination, cross-examination

Interpreting accreditation examination. Examination period – day/time to be confirmed

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 and websites on note taking

ORCIT (Online Resources for Conference Interpreter Training) - materials for listening, public speaking, consecutive, simultaneous, research skills: [http://www.orcit.eu/resources](http://www.orcit.eu/resources)

EU Speech repository: [https://webgate.ec.europa.eu](https://webgate.ec.europa.eu) (or type in EU speech repository 2.0)

Websites

*Health Report*, ABC Radio National:


12. Course Evaluation and Development

Courses are regularly 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.