School of Humanities and Languages

ARTS3330 Language Capstone
Semester 1, 2016

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

<table>
<thead>
<tr>
<th>Course Convenors and lecturers</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Phone</td>
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<tr>
<td>Consultation Time</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Phone</td>
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<tr>
<td>Consultation Time</td>
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<table>
<thead>
<tr>
<th>Tutor</th>
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<tbody>
<tr>
<td>Name</td>
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<td>Phone</td>
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<table>
<thead>
<tr>
<th>Time and venue</th>
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<tbody>
<tr>
<td>Friday 10-11 am, MB LG2 Weeks 1 (lecture), 2,4,6,8,10 (tutorials) and 12 (lecture and mini-conference)</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td><strong>Course Aims</strong></td>
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<tr>
<td>1. To provide an overview of how translated and interpreted texts are used in academic and professional fields, and be able to analyse and compare them.</td>
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<tr>
<td>2. To provide an overview of how the main theories of translation and interpreting can be used to inform, develop, and justify translation and interpreting choices and performance, as well as intercultural communication and awareness.</td>
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<tr>
<td>3. To enable students to apply their bilingual skills to relevant and proficiency-appropriate translation, interpreting, and intercultural communication tasks.</td>
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<tr>
<td>4. To inform students about the role of the translator and interpreter in national and international contexts, and outline pathways to the professions.</td>
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<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
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<tbody>
<tr>
<td>At the conclusion of this course, students should be able to:</td>
</tr>
<tr>
<td>1. to analyse and compare how translated and interpreted texts are used in academic and professional fields.</td>
</tr>
<tr>
<td>2. use theories of translation and interpreting to inform, develop, and justify translation and interpreting choices and performance.</td>
</tr>
<tr>
<td>3. apply their bilingual skills to relevant and proficiency-appropriate translation, interpreting, and intercultural communication tasks.</td>
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<thead>
<tr>
<th>Graduate Attributes</th>
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<tbody>
<tr>
<td>1. The skills of bilingual scholarly enquiry involving translation and interpreting</td>
</tr>
<tr>
<td>2. The ability to engage in independent and reflective learning in bilingual communication fields</td>
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<tr>
<td>3. Bilingual information literacy – the skill to locate, evaluate and use relevant bilingual information</td>
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<tr>
<td>4. The skill required for collaborative, bilingual and multidisciplinary work in settings relevant to intercultural and interlinguistic communication</td>
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<tr>
<td>5. A respect for ethical multicultural practice and social responsibility in the fields of translation and interpreting</td>
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</table>
3. Learning and Teaching Rationale

This course is an upper level language course and should be ideally taken by students in the final semester of their language major.

Building on the language skills and competencies acquired during the students' undergraduate studies, this Capstone course will demonstrate how the knowledge of language, culture, and society can be applied to professional activities in the context of language, intercultural communication, interpreting, and translation. The course will introduce students to professional and ethical practice, prepare them for working with languages as graduates, and provide a pathway to further studies, for example through Masters in Interpreting and/or Translation, Applied Linguistics, etc.

4. Teaching Strategies

Lectures are common to all language streams and allow students of all languages and directions to learn from each other, understand similar and unique challenges in different languages and cultures, and learn to overcome these using translation and interpreting theories as well as professional ethics. There are four sets of online videos, as well as two face-to-face lectures for the introduction and conclusion. Within fortnightly tutorials, students will have the opportunity to focus on their own language and sociocultural proficiencies and develop through a range of self-directed, peer, and tutor feedback using online materials and face-to-face translation and interpreting practice.

Delivery:

1. Blended learning: one introductory face-to-face lecture (1 hour), four sets of online videos and a concluding face-to-face lecture (1 hour);

2. Fortnightly one-hour 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>Fortnightly assignments</td>
<td>Five assignments of approximately 250 words with reflective comments of approximately</td>
<td>40%</td>
<td>1, 2, 3</td>
<td>1-7</td>
<td>4 pm Friday in weeks: 3 (18 March), 5 (8 April), 7 (22 April), 9 (6 May), 11 (20 May).</td>
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</tbody>
</table>
Description of assessment tasks:

- **Fortnightly assignments** involving the analysis and comparison of bilingual parallel texts, video and recorded speech, and/or translation and interpreting, all with reflective comments. Assignments are approximately 250 words with reflective comments of approximately 250 words. All texts and audio-visual materials will be provided as well as a template for reflective comments.

- **An online quiz** on the basic concepts of interpreting and translation.

- **Portfolio** consisting of a selection of activities relevant to bilingual proficiency and interest. Students research a topic of their interest and previous/current/future studies (e.g., political and social events, historical, literary and other issues). At least two activities from the list below should be selected and submitted as part of the portfolio, plus participation in the mini-conference. Guidelines will be provided.

  1. Analysis of parallel texts reflecting a selected topic (e.g., reports of an event; this may include the analysis of how events are presented in two languages, including structure and presentation features; how the same event appears in translation; how culture-bound concepts are conveyed in translation). Length: 500 words.
  2. Study of culture-bound concepts and terms. How are they conveyed in the target language (TL)? What translation techniques are used to convey their meaning depending on the text type, genre and the audience? Length: 500 words.
  3. Comparison and analysis of an existing translation and original, and reflections. Length: 500 words.
  4. Own translation and/or interpreting piece and self-assessment on one of the topics covered in the course (e.g., politics, culture, society). Length: 250 words, and self-assessment: 250 words.
  5. Production of subtitled video, with reflective notes. Length: 250 words, and reflective notes 250 words.
  6. Individual summative presentation of portfolio at mini-conference. 5 minutes.

*Please Note:* The Arts and Social Sciences Protocols and Guidelines state:
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Formal Examination
This course does NOT have a formal examination.

Grades
All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://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.

There are three “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Fortnightly assignments</td>
<td>Weeks 3 (18 March), 5 (8 April), 7 (22 April), 9 (6 May) and 11 (20 May).</td>
</tr>
<tr>
<td>Online quiz</td>
<td>Week 10</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Monday Week 13 (30 May).</td>
</tr>
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</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.

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>Lecture Content</th>
<th>Tutorial Content</th>
<th>Assignment due</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4 25 March – Good Friday</td>
<td>No classes</td>
<td>Subtitles from LOTE video</td>
<td>Chapter 25. Spoken word to written text: Subtitling, pp. 379-393.</td>
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<tr>
<td>Mid-semester break</td>
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<tr>
<td>Week 5 8 April</td>
<td>Video lecture: Cross-cultural interaction (Debra Aarons)</td>
<td>Transcription and subtitling</td>
<td>Fortnightly assignments to be submitted by 4 pm (identify instances of cross-cultural differences)</td>
<td></td>
</tr>
<tr>
<td>Week 6 15 April</td>
<td>Communicating culturally-bound terms and concepts (based on fortnightly assignments and reflective element from the subtitling assignment)</td>
<td>Fortnightly assignments to be submitted by 4 pm (identify instances of cross-cultural differences)</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Week 7 22 April</td>
<td>Video lecture: Interpreting (Sandra Hale)</td>
<td>Interpreting workshop: interpreting in different modes</td>
<td>Chapter 23. Public service interpreting, pp. 343-356.</td>
<td></td>
</tr>
<tr>
<td>Week 8 29 April</td>
<td>Interpreting workshop: interpreting in different modes</td>
<td>Fortnightly assignments to be submitted by 4 pm: Submit your transcript of the source and your interpretation in TL</td>
<td>Chapter 21. Conference interpreting, pp. 307-324.</td>
<td></td>
</tr>
</tbody>
</table>
11. Course Resources

Textbook Details

Journals

Additional Readings: see listed under readings (above)

Websites

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.
13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://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 convenor 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.