



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS3454, Chinese-English Interpreting Session 2, 2014**

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## 1. Course Staff and Contact Details

Course Convenor			
Name	Yong Zhong	Room	MB245
Phone	9385 3812	Email	<a href="mailto:Y.Zhong@unsw.edu.au">Y.Zhong@unsw.edu.au</a>
Consultation Time	12-1pm Monday 1-2pm Thursday		
Lecturer/Tutor			
Name	Yong Zhong	Room	MB245
Phone	9385 3812	Email	<a href="mailto:Y.Zhong@unsw.edu.au">Y.Zhong@unsw.edu.au</a>
Consultation Time	12-1pm Monday 1-2pm Thursday		

## 2. Course Details

Units of Credit (UoC)	6
Course Description	Enhances an appreciation of recent interpreting theories and issues related to the role of interpreters in modern multi-cultural societies; facilitates acquisition of linguistic and cultural abilities required for consecutive interpreting, effective cross-language/culture communication in a range of dynamic contexts; development of individualised strategies for cross-language communication. More at <a href="http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3454.html">http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3454.html</a>
Course Aims	<ol style="list-style-type: none"> <li>1. For students to acquire a modern insight in and knowledge about interpreting and cross-language/cultural communication</li> <li>2. For students to expand capacities for Chinese-English interpreting and cross-language/cultural communication</li> <li>3. For students to be better prepared for a career incorporating skills for interpreting and cross-language/cultural communication</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>a. A basic understanding of theoretical issues: cross-cultural and cross-linguistic communications, ethics of professional interpreters and 'norms' and models of interpreting</li> <li>b. A basic knowledge of at least one functionally based interpreting approach and style</li> <li>c. An ability to formulate and implement a protocol of interpreting for a cross-disciplinary context</li> <li>d. Basic skills and techniques of consecutive interpreting and public speaking</li> <li>e. A familiarity with interpreting in a range of paraprofessional situations: social dialogues, community service dialogues, trade dialogues, court hearings and conference speeches</li> <li>f. An enhanced competence in second language public speaking and interpreting</li> <li>g. Acquisition of basic language and knowledge, which students can use to discuss and justify their work in a scholarly manner and in relation to other humanities disciplines</li> <li>h. Expanded capacity to rearticulate a perspective into interpreting or a procedure of cross-language and cross-cultural communication by using non-print media</li> </ol> <p>Students are expected to demonstrate their accomplishment of the objectives through presentation, class exercises, consultation and tests.</p>

Graduate Attributes	<p>UNSW expects its graduates to possess a range of attributes as stated on:  <a href="http://learningandteaching.unsw.edu.au/content/LT/course_prog_support/unsw_grad_atts.cfm?ss=2">http://learningandteaching.unsw.edu.au/content/LT/course_prog_support/unsw_grad_atts.cfm?ss=2</a></p> <p>The teacher of this course has reprinted the list of graduate attributes as he expects the students to self-assess both at the beginning of the course/program so as to know what attributes they need to build up:</p> <ol style="list-style-type: none"> <li>1. The skills involved in scholarly enquiry</li> <li>2. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context</li> <li>3. The capacity for analytical and critical thinking and for creative problem-solving</li> <li>4. The ability to engage in independent and reflective learning</li> <li>5. Information literacy, i.e., the skills to appropriately locate, evaluate and use relevant information</li> <li>6. The capacity for enterprise, initiative and creativity</li> <li>7. An appreciation of, and respect for, diversity</li> <li>8. A capacity to contribute to, and work within, the international community</li> <li>9. The skills required for collaborative and multidisciplinary work</li> <li>10. An appreciation of, and a responsiveness to, change</li> <li>11. A respect for ethical practice and social responsibility</li> <li>12. The skills of effective communication.</li> </ol>
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### 3. Learning and Teaching Rationale

The rationale behind my approach to learning and teaching

The lecturer, who has been inspired by the best practice discussed in literature and implemented in some of the best-known universities, believes that university teaching is about

- Inspiring students to explore the unknown and generating new knowledge and articulating real experiences rather than regurgitating old knowledge and facts
- Undoing some of the set boundary and knowledge accumulated in past educational experiences
- Students learning rather than teachers injecting uniform knowledge into students
- Students learning through reviewing and examining existing knowledge, through doing things and through presenting what he/she has done
- Students becoming aware of own strengths and weakness and utilizing potentials
- Students, through consultation with the teacher, setting own goals and achieving the goals
- Students assessing own individual needs, making efforts by own styles and at own pace to meet the needs with the help of the teacher, and
- Making progress rather than just getting marks

Students are welcome to access [http://blog.sina.com.cn/s/articlelist\\_2667038674\\_8\\_1.html](http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html) to read his publications on the teaching of translation including:

The teacher has made a television documentary on pedagogy named A French Way of Learning on the basis a real life class activity in a Parisian University, which demonstrates SDL, problem-based learning, interaction learning and student-centred learning. Interested students can view the documentary at:

[http://au.youtube.com/view\\_play\\_list?p=9B10B02DA8CFBEF7](http://au.youtube.com/view_play_list?p=9B10B02DA8CFBEF7)

### 4. Teaching Strategies

The University of NSW has prepared a guideline for pedagogy, which can be found on: [www.guidelinesonlearning.unsw.edu.au/overview.cfm](http://www.guidelinesonlearning.unsw.edu.au/overview.cfm)

Of the 16 guidelines, some are more relevant than others to this course. The teacher of this course, who values student-centred learning and self-directed learning, gives an indication of relevance of the guidelines by the highlighted terms. However, students must remember that teaching is only one side of the coin and learning is the other side. Students must take the responsibility of learning and actively participate.

- 1 Effective learning is supported when students are **actively engaged** in the learning process.
- 2 Effective learning is supported by **a climate of inquiry** where students feel appropriately challenged and activities are linked to research and scholarship.
- 3 Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.
- 4 Structured occasions for **reflection** allow students to **explore their experiences, challenge current beliefs, and develop new practices and understandings**.
- 5 Learning is more effective when students' prior experience and knowledge are recognized and built on.
- 6 Students become more engaged in the learning process if they can see the **relevance** of their studies to professional, disciplinary and/or personal contexts.
- 7 If **dialogue** is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.
- 8 The educational experiences of all students are enhanced when the **diversity of their experiences** are acknowledged, valued, and drawn on in learning and teaching approaches and activities.
- 9 Students **learn in different ways** and their learning can be better supported by the use of **multiple teaching methods and modes of instruction** (visual, auditory, kinaesthetic, and read/write).
- 10 **Clearly articulated expectations, goals, learning outcomes, and course requirements** increase student motivation and improve learning.
- 11 When students are encouraged to **take responsibility for their own learning**, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.
- 12 Graduate attributes - the qualities and skills the university hopes its students will develop as a result of their university studies — are most effectively acquired in a disciplinary context.
- 13 Learning can be enhanced and independent learning skills developed through appropriate **use of information and communication technologies**.
- 14 **Learning cooperatively** with peers — rather than in an individualistic or competitive way — may help students to develop interpersonal, professional, and cognitive skills to a higher level.
- 15 Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.

## 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Critical Review or Research/Capacity Project	1,000 words	30%	a. b. g.	1, 2, 3, 4, 5, 7, 9, 10	Week 7
	8 min/head presentation		a. b. c. e. g. h	1, 2, 3, 4, 5, 6, 9, 10, 11, 12	TBA
Role Play	15 min presentation	20%	a. b. c. d. e. f. g	3, 4, 6, 11, 12	TBA
Quizzes	5-10 questions	20%	a. e. g.	1, 4, 7, 10	Weekly
Skills Test	75 min	30%	b. c. d. e. f	8, 9, 12	Week 12

### **Submission of Assessment Tasks and Late Assignments (see also under “13 Other Information”).**

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

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>

**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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Not Applicable.

### **Grades**

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<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

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

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>

<b>8. Course Schedule</b>				
<b>To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></b>				
<b>Topic</b>	<b>Weeks</b>	<b>Lecture Content</b>	<b>Tutorial/Lab Content</b>	<b>Readings Required</b>
Introduction and Theoretical Foundation	1-3	<ol style="list-style-type: none"> <li>1. What do we learn?</li> <li>2. What to do, why, when and whom with?</li> <li>3. How is learning assessed?</li> <li>4. What evidence to produce for assessment?</li> <li>5. What is interpreting?</li> <li>6. Expected outcome</li> <li>7. Basic concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussions</li> <li>2. Warming up</li> <li>3. Tour of Moodle</li> <li>4. Dialogue interpreting</li> <li>5. Samples and models presented</li> <li>6. Examples given</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Study Kit</i> <ul style="list-style-type: none"> <li>• Roy's 'The problem with definitions...'</li> <li>• Alexieva's 'A typology of Interpreter-mediated events'</li> <li>• 口译困难与解决方法</li> </ul> </li> <li>2. Samples and examples TBA</li> </ol>
Capacity Expression and Drilling	4-6	<ol style="list-style-type: none"> <li>1. Interpreting as a process of game planning and options</li> <li>2. Functionally based interpreting</li> <li>3. Plan-based interpreting</li> <li>4. Style-based interpreting</li> <li>5. Developing a style in CI</li> <li>6. Other and alternative possibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Seminar</li> <li>2. Demonstration</li> <li>3. Drilling</li> <li>4. Role-playing</li> <li>5. Experiments</li> <li>6. Student demonstrations, presentations and feedback by teacher</li> <li>7. Critical reviews</li> <li>8. Dialogue and Speech interpreting and SI</li> </ol>	<p><i>Study Kit</i></p>
Consolidation, Performance, Re-articulation, Convergence	7-12	<ol style="list-style-type: none"> <li>1. Functionally based interpreting</li> <li>2. Plan-based interpreting</li> <li>3. Style-based interpreting</li> <li>4. Developing a style for Speech Interpreting &amp; SI</li> <li>5. What have we learned</li> <li>6. How else can we do better</li> <li>7. Different possibilities and options given chances to justify</li> </ol>	<ol style="list-style-type: none"> <li>1. Speech interpreting and SI</li> <li>2. Presentation</li> <li>3. Participation and contribution</li> <li>4. Critical reviews</li> <li>5. Test</li> </ol>	<p><i>Study Kit</i></p>



<b>9. Course Resources</b>	
<b>Textbook Details</b>	
ARTS3454 Chinese-English Interpreting Study Kit, available at UNSW Bookshop	
<b>Journals</b>	
Youtube.com <a href="http://v.baidu.com/">http://v.baidu.com/</a>	
<b>Additional Readings</b>	
<p>For Teacher's personal perspective, system and beliefs: <a href="http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html">http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html</a></p> <p>For the library: <a href="http://info.library.unsw.edu.au/web/services/services.html">info.library.unsw.edu.au/web/services/services.html</a></p> <p>For Translation Guide: <a href="http://subjectguides.library.unsw.edu.au/content.php?pid=7292&amp;sid=138230">http://subjectguides.library.unsw.edu.au/content.php?pid=7292&amp;sid=138230</a></p> <p>For Meta: <a href="http://www.erudit.org/en/revue/meta/">http://www.erudit.org/en/revue/meta/</a> (articles 2 years old free on-line)</p> <p>For Mona Baker's webpage: <a href="http://www.monabaker.com/tsresources">www.monabaker.com/tsresources</a></p> <p>For the UNSW Learning and Teaching Unit: <a href="http://www.ltu.unsw.edu.au">http://www.ltu.unsw.edu.au</a></p> <p>For Dept. of Chinese: <a href="http://languages.arts.unsw.edu.au/areas-of-study/chinese-studies-129.html">http://languages.arts.unsw.edu.au/areas-of-study/chinese-studies-129.html</a></p> <p>For naati: <a href="http://www.naati.com.au/">http://www.naati.com.au/</a></p>	
<b>Sample study presentations (on Youtube, Youku, PPTV, and Tudou search the following keywords)</b>	
<ul style="list-style-type: none"> <li>◆ My Class: Live Translation (我班学生：翻译活生生) <a href="http://www.youtube.com/watch?v=wG3R-LdDMaE">http://www.youtube.com/watch?v=wG3R-LdDMaE</a></li> <li>◆ My Class: Illusion of Accuracy <a href="http://www.youtube.com/watch?v=IZXfXmFrm_0">http://www.youtube.com/watch?v=IZXfXmFrm_0</a></li> <li>◆ Caged Animals: <a href="http://www.youtube.com/watch?v=RvB8AdS0c4A">http://www.youtube.com/watch?v=RvB8AdS0c4A</a></li> <li>◆ Translation Adding Value: <a href="http://www.youtube.com/watch?v=hLGL4cLLf3k">http://www.youtube.com/watch?v=hLGL4cLLf3k</a></li> <li>◆ Trying A Foreign Woman in A Chinese Court (我班学生：审洋妇) <a href="http://www.youtube.com/watch?v=FSWQw9TajQ8&amp;feature=results_video&amp;playnext=1&amp;list=PL8BFD89731234ACAD">http://www.youtube.com/watch?v=FSWQw9TajQ8&amp;feature=results_video&amp;playnext=1&amp;list=PL8BFD89731234ACAD</a></li> </ul>	
<b>Teaching related productions</b>	
<ul style="list-style-type: none"> <li>◆ SA Confidential: <a href="http://www.youtube.com/watch?v=21kKPIInlj_A">http://www.youtube.com/watch?v=21kKPIInlj_A</a></li> <li>◆ French Way of Learning: <a href="http://www.youtube.com/watch?v=xp_6FQxN_N4">http://www.youtube.com/watch?v=xp_6FQxN_N4</a></li> </ul>	
<b>Websites</b>	
<p>For the <b>library</b>: <a href="http://www.library.unsw.edu.au/">http://www.library.unsw.edu.au/</a></p> <p>For the UNSW Learning and Teaching Unit: <a href="http://www.ltu.unsw.edu.au">http://www.ltu.unsw.edu.au</a></p> <p>For Chinese Studies homepage: <a href="http://languages.arts.unsw.edu.au/areas-of-study/chinese-studies-129.html">http://languages.arts.unsw.edu.au/areas-of-study/chinese-studies-129.html</a></p>	

## 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.