



Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS3665, Korean Interpreting S2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
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Consultation Time			
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Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>This Course is one of Professional Language Courses in Korean Studies (UG). It serves as a Level 3, 2 or 1 language course, depending on the student's entry level (i.e. Intermediate, Advanced or Professional).</p> <p>This Course provides a para-professional level interpreting program in Korean from a task-based approach. The primary medium of instruction is both Korean and English. Introduces interpreting theories and practices in Korean. Focuses on skills of two-directional interpreting (English and Korean) and provides native-speaker level students with foundations for para-professional interpreting. Examines techniques for analysing and rendering dialogues or passages of different styles and complexity. Addresses cross-linguistic and cross-cultural problems relevant to para-professional interpreting, including lexical/grammatical problems and ethical implications. Covers a range of authentic spoken texts and a variety of topics including socio-cultural, educational, commercial and political.</p>
Course Aims	<ol style="list-style-type: none"> <li>1. To develop in students professional communication skills through interpreting study, with a particular focus on interpreting techniques and skills from English to/from Korean at para-professional level;</li> <li>2. To develop students' knowledge and understanding of interpreting theories and practices, as well as both ethical and socio-cultural issues relating to professional interpreting.</li> </ol>

Student Learning Outcomes	At the successful completion of the Course, students should be able to:	
	1.	Interpret complex English/Korean dialogues into Korean/English, conveying detailed information accurately, extracting and processing information from dialogues and using complex sentence structures;
	2.	Discuss a range of ethical and socio-cultural issues relating to interpreting and present critical and imaginative thinking;
	3.	Investigate linguistic (e.g. vocabulary, terms, expressions), ethical and socio-cultural aspects of professional interpreting and present findings;
	4.	Demonstrate a better understanding of interpreting methods, techniques and related issues, and use technology (Korean WP, PP, Internet search, etc.) for learning, research and presentations.
Graduate Attributes	The students will be encouraged to develop various Graduate Attributes including the following attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.	
	1.	the skills of effective communication;
	2.	the skills involved in collecting, documenting, organizing and analysing information;
	3.	an in-depth engagement with the relevant disciplinary knowledge;
	4.	the capacity for analytical and critical thinking and for problem solving;
	5.	the ability to engage in independent and reflective learning.

### 3. Learning and Teaching Rationale

This course is included to enable students to develop para-professional interpreting skills that will enhance their practice as a competent interpreter in Korean/English-speaking situations. It reflects my position that their practice within the field will require native or near-native levels of proficiency and skills to enable ongoing development in various professional areas involving interpreting.

The teaching will be aligned with the aims, learning outcomes and assessment tasks of this Course described above so as to achieve desired results. Interpreting theories and practical exercises will be integrated throughout this Course and both thematic and task-based approaches will be adopted.

### 4. Teaching Strategies

The Course is structured like this: 2-hour lecture and 1-hour tutorial in the face-to-face mode. The first two-hour is used for lecture where basic interpreting theories, socio-cultural and ethical issues will be covered. The remaining one-hour will be used for interpreting practice and/or ethics questions where students should carry out tasks by utilizing the knowledge and skills learned in the lecture, discussing in pairs or groups the linguistic and ethical elements in question, and/or by critically examining their own strategies and solutions. The tasks will include listening and analysing a variety of dialogues, discussions about the codes of ethics being covered in the week and interpreting various types of dialogues into Korean and English. Interpreting tasks and ethics-related questions will be set to help students doing their weekly interpreting and research on their personal professional development project.

The In-House materials provide students with interpreting exercises for which students are provided immediate feedback.

The Course uses a range of teaching strategies, including task-oriented activities in pairs and groups, and class and small group discussions. In this process, students communicate for appropriate vocabulary, terms, expressions and ideas orally. They extract and analyse information from a wide range of complex dialogues and re-organise and interpret them into Korean or English, the target language. This process will enable students to use IT (audio devices, Korean WP, internet search, etc) effectively as a means of professional communication in the form of interpreting and as an aid to language learning as well as independent learning.

## 5. Course Assessment

The assessment tasks will reflect the progress of the students towards the realisation of the aims and learning outcomes of the course. Assessment procedures will maintain an appropriate balance between students' knowledge and skills, with an emphasis on effective interpreting, i.e. how well they apply their knowledge to interpreting practice. The assessment scheme will reflect the integrated use of the interpreting and language skills (e.g. vocabulary, terms and expressions), as well as ethical and socio-cultural knowledge. The assessment will be based on three criteria: two Interpreting Assignments (IA); two Interpreting Tests (IT) ; and one Professional Development Portfolio (PDP) Project.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
IA x 2	2 x 150 words	15% x 2	1, 2	1, 2, 4, 5	Wks 5 & 11 Wed
IT x 2	2 x 300 words	25% x 2	1, 2	1, 2, 4	Wks 7 & 12 Wed
PDP	2000 words	20%	1, 3, 4	1, 2, 3, 4, 5	Nov 5

- **Interpreting Assignments (IA):** Students will be given two assignments (2 x 15%) such as sight translation and must submit each assignment by the due date. The assignment tasks will be given in Week 1.
- **Interpreting Tests (IT):** The tests will be held at the mid-semester and at the end of the semester. Each test (25%) consists of one dialogue of 'real-life' situations and will be tape-recorded or performed in pairs or groups. The tests will integrate all the content taught and learned up to the particular point of study and will be held internally at the specified tutorial class.
- **Professional Development Portfolio (PDP) Project:** Students will have an opportunity to work on an area of linguistic competence, background knowledge or interpreting practice to achieve the appropriate level of professionalism. Students are required to customise their portfolio to best suit their own circumstances - needs, experiences, strengths and weaknesses. See a separate sheet for details.

**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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This course has no formal examination during the formal examination period. All the examinations and assessment tasks are internally held. This course has regular assessment tasks which are scheduled during the semester as stated in the table above. Students are expected to give their studies priority and this includes making themselves available for the entire assessment weeks. Travel commitments made prior to the publication of the assessment timetable are not a valid reason for alternate assessment.

## Grades

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

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

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

## Late Submission of Assignments

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

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

### Attendance

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

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

### Class Clash

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

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

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

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

## 8. Course Schedule

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

<b>Week Commencing:</b>	<b>Topic</b>	<b>Lecture Content</b>	<b>Tutorial/Lab Content</b>	<b>Readings</b>
Wk1	Introduction	Introduction	No tutorial	
Wk2	Immigration	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk3	Education	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk4	Real estate	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk5	Insurance	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk6	Revision	Terms, text analysis, ethics	Revision	Study pack
Wk7	Interpreting test 1	Interp. Test 1	Interp. test 1	Study pack
Wk8	Welfare	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk9	Medical	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk10	Police	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk11	Legal	Terms, text analysis, ethics	Practice in pairs/groups	Study pack
Wk12	Revision	Terms, text analysis, ethics	Revision	Study pack
Wk13	Interpreting test 2	No Lecture	Interp. test 2	

## 9. Course Resources

### Textbook Details

(Required) In-House study pack provided by the Lecturer and uploaded onto the UNSW Moodle.

### Additional Readings

(Suggested)

Lee, J and Buzo, A (2009) *Community Language Interpreting*, The Federation Press.

Lindegaard U (Eds) (1994) *Teaching Translation and Interpreting 2*. Amsterdam: John Benjamins Publishing. UNSW library.

### Websites

- UNSW Library: <http://library.unsw.edu.au/>
- NAATI information: [www.naati.com.au/](http://www.naati.com.au/)
- AUSIT information: <http://www.ausit.org/accreditation.php3>

## 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.