



Arts & Social
Sciences

School of Humanities and Languages

MODL5100, Interpreting & Translation Theories Semester 1, 2014

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| 1. Course Staff and Contact Details | | | |
|-------------------------------------|---|-------|------------------------------------|
| Course Convenor | | | |
| Name | Professor Sandra Hale | Room | MB207 |
| Phone | 9385 1279 | Email | s.hale@unsw.edu.au |
| Consultation Time | By appointment by email | | |
| Lecturer (Interpreting) | | | |
| Name | Professor Sandra Hale | Room | MB207 |
| Phone | 9385 1279 | Email | s.hale@unsw.edu.au |
| Consultation Time | By appointment by email | | |
| Lecturer (Translation) | | | |
| Name | Dr Stephen Doherty | Room | MB266 |
| Phone | 9385 1323 | Email | s.doherty@unsw.edu.au |
| Consultation Time | Wednesday 3-5 pm or by appointment by email | | |
| Tutors | | | |
| Name | Claudia Koch-McQuillan | Room | MB268 |
| Phone | | Email | Claudia.Koch-McQuillan@unsw.edu.au |
| Consultation Time | By appointment by email | | |
| | | | |
| Name | | Room | |
| Phone | | Email | |
| Consultation Time | | | |

| 2. Course Details | |
|---------------------------|---|
| Units of Credit (UoC) | 6 |
| Course Description | This course provides theoretical foundations and principles that underpin other, practical, translation and interpreting (T & I) courses within the graduate programs in Interpreting and Translation. |
| Course Aims | <ol style="list-style-type: none"> 1. To provide an overview of the main theories of translation and interpreting 2. To develop students' ability to make informed choices based on theoretical underpinnings and the results of research 3. To develop students' analytical reading and writing skills |
| Student Learning Outcomes | <ol style="list-style-type: none"> 1. A sound understanding of the main theories of translation and interpreting 2. Ability to apply these principles to their practice, conduct independent enquiry, and make informed decisions 3. Ability to critically review literature related to interpreting and translation 4. A thorough understanding of the professional ethical requirements as interpreters and translators |
| Graduate Attributes | <ol style="list-style-type: none"> 1. The students will develop the capacity to engage in independent and reflective learning. 2. The students will develop the skills to appropriately locate, evaluate and use relevant information. 3. The students will develop the skills of effective written and oral bilingual communication. |

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| | 4. | The students will develop an appreciation of, and respect for, diversity and a capacity to work within the international community. |
| | 5. | The students will develop respect for ethical practice inherent to the profession. |

3. Learning and Teaching Rationale

This course is a post graduate course.

4. Teaching Strategies

This course has a two hour weekly lecture followed by a one hour tutorial.

5. Course Assessment

| Assessment Task | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|-------------------|------------|--------|----------------------------|------------------------------|---|
| Literature Review | 2000 words | 40% | 1, 2 & 3 | 1, 2 & 3 | Week 8 (30/4/14 Through Turnitin) |
| Essay | 2000 words | 40% | 1, 2 & 3 | 1, 2 & 3 | Week 12 (28/5/13 Through Turnitin) |
| Ethics test | N/A | 20% | 4 | 5 | Week 13 (4/6/14 – On-line) |

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

This course has a formal examination which will be scheduled in the formal examination period from 13 – 30 June 2014. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

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 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

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>

8. Course Schedule

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

| Week Commencing: | Topic | Lecture Content | Tutorial/Lab Content | Readings |
|---|------------------|---|---|--|
| Introduction to Interpreting (Prof. Sandra Hale) | W1 – 5 March | -Differences between interpreting and translation -The interpreting process -The concept of accuracy and equivalence -Types of interpreting -Interpreting protocols -The role of the interpreter | - Comprehension skills -Interpreting modes -Note taking skills | Hale, S. (2007) Chapter 1 Pöchhacker, F. (2004). Chapters 1 & 7 |
| Interpreting and discourse | W2 – 12 March | -Hierarchy of language -Pragmatics | -Discuss contents of lecture | Shaozhong Liu <i>What is Pragmatics?</i> |

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| <p>(Prof. Sandra Hale)</p> | | <p>and Speech Act theory -Cross cultural pragmatics. -Analysing interpreting discourse -Citing the literature -Self evaluation of own performance</p> | <p>-Discuss equivalence at discourse level</p> | <p>http://www.gxn.u.edu.cn/Personal/szliu/definition.html Coulthard, M. "Chapter 2. Speech Acts" in <i>An Introduction to Discourse Analysis</i>, Longman, 1977, pp. 11-30, S 415/155 Hale, S. (2007) Chapter 1</p> |
| <p>Critical analysis of research literature and of interpreting performance (Prof. Sandra Hale)</p> | <p>W3 – 19 March</p> | <p>-Critically reading, summarising and reviewing Interpreting literature</p> | <p>-Discuss Pöchhacker, F. (2004). <i>Introducing interpreting studies</i>. Chapters 6, 7 & 8</p> | <p>Hale, S. (2007) Chapter 8 Ridley, D. (2008). <i>The literature review. A step-by-step guide for students</i>. Chapters 1 & 2. Pöchhacker, F. (2004). Chapters 6, 7 & 8 ELISE Plus – UNSW online information skills tutorial http://eliseplus.library.unsw.edu.au/</p> |
| <p>Interpreting politeness and impoliteness (Prof. Sandra Hale)</p> | <p>W4 – 26 March</p> | <p>-Interpreting politeness -Interpreting profanity -Dealing with register shifts -Content vs Manner -show video "facing aggression"</p> | <p>-Discuss registers, idiomatic expressions, humour, politeness -Interpreting vulgar language -Practice interpreting 'manner'</p> | <p>Hale, S. (2007) Chapter 1 Pöchhacker, F. (2011). (Chapter 6 of Pöchhacker, 2004; Gillies, 2005)</p> |
| | <p>Week 5 –</p> | <p>- Historical</p> | <p>-Discuss</p> | <p>Munday, J.</p> |

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| Introduction to translation studies (Dr Stephen Doherty) | 2 April | overview of translation studies - Equivalence and translation shift - Translation product and process | equivalence at word and sentence level using bilingual examples | (2012) Chapters 1, 2, 3 & 4 |
| Functional theories of translation (Dr Stephen Doherty) | W6 – 9 April | - Skopos theory - Text type and translation - Translation-oriented text analysis | - Analyse text types with sample texts - Reading skills | Munday, J. (2012) Chapter 5 |
| Discourse and register analysis approaches (Dr Stephen Doherty) | W7 – 16 April | - The Hallidayan model of language and discourse - Meaning-based approach to translation quality assessment | - Analyze translation issues according to different modes of meaning | Munday, J. (2012) Chapter 6 Kim, M. (2009) |
| | 23 April - Mid semester break | | | |
| | W 8 – 30/4/14 – PG week off | | | |
| Systems theories and cultural and ideological turns (Dr Stephen Doherty) | W9 – 7/5/14 | - Descriptive approaches - Cultural approaches | - Group discussion on different approaches | Munday, J. (2012) Chapters 7 & 8 |
| Interpreter ethics and professional conduct (Prof. Sandra Hale) | Week 10 – 14/5/14 | Understanding the interpreter's Code of Ethics. | -Discuss contents of lecture -Practice ethical scenarios | Hale, S. (2007) Chapter 4 AUSIT Code of Ethics S 418.020994/4 http://www.ausit.org/eng/showpage.php3?id=650 International Association of Conference Interpreting |

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|--|------------------|--|--|--|
| | | | | (AIIC) Code of Ethics http://www.aiic.net/ViewPage.cfm/article24.htm |
| Applying the interpreter's code of ethics to the practice (Prof. Sandra Hale) | W 11 – 21 May | Exercising professional judgement when confronted with ethical dilemmas Consequences of interpreter choices | - Practice dialogue interpreting and attach ethical questions that relate to the dialogues | Hale, S. (2007) Chapter 4 Hale, S. (2008) "Controversies over the role of the court interpreter" Chapter 5 in Valero & Martin (eds) |
| The role of translator and philosophical approaches (Dr Stephen Doherty) | W 12 – 28 May | - Visibility and ethics - Hermeneutics | - Group discussion on visibility in context | Munday, J. (2012) Chapters 9 & 10 |
| New directions in translation studies (Dr Stephen Doherty) | W 13 – 4/6/14 | - Corpus-based studies - Audiovisual translation - Localization | - Discuss how to use corpus for translation | Munday, J. (2012) Chapter 11 & 12 |

9. Course Resources

Textbook Details

Hale, S. (2007) *Community Interpreting*. Basingstoke: Palgrave Macmillan.

Munday, J. (2012) *Introducing Translation Studies* (3rd edition). London/NY: Routledge.

Pöchhacker, F. (2004). *Introducing interpreting studies*. London/NY: Routledge.

AUSIT Code of Ethics

S 418.020994/4

Journals

Translation & Interpreting. The international journal of translation and interpreting research. www.trans-int.org

Interpreting: International journal of research and practice

Interpreter and Translator Trainer

Target: International journal of translation studies

Meta: The translators' journal

Babel: International journal of translation

The Translator

Perspectives: Studies in Translatology

The Journal of Specialised Translation

Additional Readings

Coulthard, M (1977) *An Introduction to Discourse Analysis*. London: Longman.

Gillies, A. (2005). *Note taking for consecutive interpreting*. Manchester: St Jerome.

Kim, M. (2009) Meaning-oriented assessment of translations: SFL and its application to formative assessment. In C. Angelelli & H. Jacobson (eds) *Testing and Assessment in Translation and Interpreting*. Amsterdam & Philadelphia: John Benjamins. 123-157. (Online access available on the library website)

Lipson, C. (2004). *Doing honest work in college: how to prepare citations, avoid plagiarism, and achieve real academic success*. Chicago: Chicago University Press (Available Level 3, Main Library (S 025.48/19)

Ridley, D. (2008). *The literature review. A step-by-step guide for students*. London: SAGE.

Szuchman, L.T. (2008). *Writing with style: APA style made easy*. Belmont, CA: Thomson/Wadsworth (Available Level 10, Main Library (808.066301/2 A)

Valero, C. & Martin, A. (eds) (2008). *Crossing borders in community interpreting*. Amsterdam: John Benjamins P/C.

Websites

www.trans-int.org *Interpreting & Translation. The international journal of translation and interpreting research*

NAATI

<http://www.naati.com.au>

AUSIT

<http://www.ausit.org>

International Association of Conference Interpreting (AIIC) Code of Ethics

<http://www.aiic.net/ViewPage.cfm/article24.htm>

American Psychological Association (APA referencing style guide)

<http://www.apastyle.org/>

ELISE Plus

<http://eliseplus.library.unsw.edu.au/>

Interpreting and Translation Subject Guide

<http://subjectguides.library.unsw.edu.au/content.php?pid=7292&sid=138230>

The Learning Centre

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

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.