This course outline is to be read in conjunction with A Companion to Course Outlines, available on the School of Humanities and Languages website at:
http://hal.arts.unsw.edu.au/undergraduate/

1. Location of the Course

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Arts and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>International Studies</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>MODL5100</td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>Foundations and Principles</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>2</td>
</tr>
<tr>
<td>YEAR</td>
<td>2013</td>
</tr>
</tbody>
</table>

2. Table of Contents

<table>
<thead>
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<th></th>
<th>Page</th>
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</thead>
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<tr>
<td>2. Table of Contents</td>
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<td>3. Staff Contact Details</td>
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<td>12. Course Evaluation and Development</td>
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<td>13. Other Information</td>
<td>8</td>
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</table>

3. Staff Contact Details

<table>
<thead>
<tr>
<th>COURSE CONVENOR</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor Sandra Hale</td>
<td>MB207</td>
<td>9385 1279</td>
<td><a href="mailto:s.hale@unsw.edu.au">s.hale@unsw.edu.au</a></td>
</tr>
<tr>
<td>Contact Time and Availability</td>
<td>By appointment by email</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>OTHER TEACHING STAFF</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td></td>
<td>Dr Mira Kim</td>
<td>MB274</td>
<td>9385 2389</td>
<td><a href="mailto:mira.kim@unsw.edu.au">mira.kim@unsw.edu.au</a></td>
</tr>
<tr>
<td>Contact Time and Availability</td>
<td>Wednesday 2-4 pm or by appointment by email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Claudia Koch-McQuillan</td>
<td>MB268</td>
<td></td>
<td><a href="mailto:Claudia.Koch-McQuillan@unsw.edu.au">Claudia.Koch-McQuillan@unsw.edu.au</a></td>
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<td>Contact Time and Availability</td>
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</table>
4. Course Details

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>6</th>
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</table>

**Summary of the Course**

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.

**Aims of the Course**

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**

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**

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.
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.

5. Course Timetable

<table>
<thead>
<tr>
<th>Class Type/Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Wednesday</td>
<td>11 am to 1 pm</td>
<td>CLB4</td>
</tr>
<tr>
<td>Tutorial 1</td>
<td>Wednesday</td>
<td>1 pm to 2 pm</td>
<td>Mat103</td>
</tr>
<tr>
<td>Tutorial 2</td>
<td>Wednesday</td>
<td>2 pm to 3 pm</td>
<td>Quad1048</td>
</tr>
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</table>

* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.

6. Rationale for the Inclusion of Content and Teaching Approach

This course covers Translation and Interpreting (T&I) theories and principles that can serve as theoretical foundations for students to develop professional T&I skills in other practical courses.

7. Teaching Strategies

This course consists of a two-hour lecture and a one-hour tutorial every week. In the interactive tutorial, students are engaged in various activities to apply theories and principles learnt during the lecture.

8. Assessment
### Assessment Task Details

<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>Literature Review</td>
<td>2000 words</td>
<td>40%</td>
<td>1, 2 &amp; 3</td>
<td>1, 2 &amp; 3</td>
<td>Week 9 (25/9/13 Through Turnitin)</td>
</tr>
<tr>
<td>Essay</td>
<td>2000 words</td>
<td>40%</td>
<td>1, 2 &amp; 3</td>
<td>1, 2 &amp; 3</td>
<td>Week 13 (30/10/13 Through Turnitin)</td>
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<tr>
<td>Ethics test</td>
<td>N/A</td>
<td>20%</td>
<td>4</td>
<td>5</td>
<td>Week 14 (6/11/13 – On-line)</td>
</tr>
</tbody>
</table>

**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

### 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: 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 a honours thesis) 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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings Required</th>
</tr>
</thead>
</table>
| Introduction to translation studies        | Week 1 – 31 July | - Historical overview of translation studies  
- Equivalence and translation shift  
- Translation product and process | -Discuss equivalence at word and sentence level using bilingual examples | Munday, J. (2012) Chapters 1, 2, 3 & 4                 |
| Introduction to Interpreting              | W2 – 7 August  | - 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 |
| Functional theories of translation        | W3 – 14 August | - Skopos theory  
- Text type and translation  
- Translation-oriented text analysis | - Analyse text types with sample texts  
- Reading skills | Munday, J. (2012) Chapter 5 |
| Interpreting and discourse                | W4 – 21 August | - Hierarchy of language  
- Pragmatics and Speech Act theory  
- Cross cultural pragmatics. | - Discuss contents of lecture  
- Discuss equivalence at discourse level | Shaozhong Liu  
What is Pragmatics? http://www.gxnu.edu.cn/Personal/szliu/definition.html  
Coulthard, M. “Chapter 2. Speech Acts” in |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Activities</th>
<th>References</th>
</tr>
</thead>
</table>
| Critical analysis of research literature and of interpreting performance | W 5 – 28 August | - Critically reading, summarising and reviewing interpreting literature  
- Analysing interpreting discourse  
- Citing the literature  
- Self evaluation of own performance | An Introduction to Discourse Analysis, Longman, 1977, pp. 11-30, S 415/155  
Hale, S. (2007) Chapter 1  
Chapters 1 & 2.  
Pöchhacker, F. (2004). Chapters 6, 7 & 8  
ELISE Plus – UNSW online information skills tutorial http://eliseplus.library.unsw.edu.au/ |
| Discourse and register analysis approaches                            | W6 – 4 September | - 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)                                                                  |
| Interpreting politeness and impoliteness                             | W7 – 11 September | - Interpreting politeness  
- Interpreting profanity  
- Dealing with register shifts  
- Content vs Manner  
- Show video “facing aggression”  
- Discuss registers, idiomatic expressions, humour, politeness  
- Interpreting vulgar language  
- Practice interpreting ‘manner’ | Hale, S. (2007) Chapter 1  
(Chapter 6 of Pöchhacker, 2004; Gillies, 2005) |
| Systems                                                               | W8 –           | - Descriptive  
- Group | Munday, J. |
<table>
<thead>
<tr>
<th>theories and cultural and ideological turns</th>
<th>18 September</th>
<th>approaches - Cultural approaches</th>
<th>discussion on different approaches</th>
<th>(2012) Chapters 7 &amp; 8</th>
</tr>
</thead>
</table>
| Interpreter ethics and professional conduct | Week 9 – 25 September | 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 (AIIC) Code of Ethics
http://www.aiic.net/ViewPage.cfm/article24.htm |
| Student vacation – 2/10 | | | | |
| W10 – PG week off 9/10 | | | | |
| Applying the interpreter’s code of ethics to the practice | W11 – 16 October | 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
| The role of translator and philosophical approaches | W12 – 23 October | - Visibility and ethics - Hermeneutics | - Group discussion on visibility in context | Munday, J. (2012) Chapters 9 & 10 |
## 11. Expected Resources for Students

### Textbook Details

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hale, S.</td>
<td>Community Interpreting</td>
<td>Basingstoke: Palgrave Macmillan</td>
</tr>
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### Additional Readings

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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</thead>
<tbody>
<tr>
<td>Coulthard, M.</td>
<td>An Introduction to Discourse Analysis</td>
<td>London: Longman</td>
</tr>
<tr>
<td>Gillies, A.</td>
<td>Note taking for consecutive interpreting</td>
<td>Manchester: St Jerome</td>
</tr>
<tr>
<td>Lipson, C.</td>
<td>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)</td>
<td></td>
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<tr>
<td>Szuchman, L.T.</td>
<td>Writing with style: APA style made easy.</td>
<td>Belmont, CA: Thomson/Wadsworth (Available Level 10, Main Library (808.066301/2 A)</td>
</tr>
<tr>
<td>Valero, C. &amp; Martin, A.</td>
<td>Crossing borders in community interpreting. Amsterdam: John Benjamins P/C.</td>
<td></td>
</tr>
</tbody>
</table>

### AUSIT Code of Ethics

S 418.020994/4

### Websites

- [www.trans-int.org](http://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/)
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. Other Information

Description of Assessment Tasks

Assignment 1: Literature Review

1. Choose a topic on interpreting that interests you. For example: “The debate about the role of the interpreter in medical settings”, “Should conference interpreters interpret only into their A language?”.  
2. Search for articles, book chapters or books that relate to your topic (refer to resources to help you complete the assignment above).
3. Read at least 20 references and include at least 10 in your literature review. Articles should be from refereed journals.
4. Organise your literature review by themes, NOT by article or by author.
5. Describe, compare and contrast each study that you are reviewing.
6. Use subheadings to identify each subtheme.
7. Provide a list of references at the end of the Literature review, using the APA system. You can only list the references that you cited in your Literature Review.
8. Extra resources to help you with this assignment:
   http://www.lc.unsw.edu.au/onlib/litrev.html
9. To access literature on translation and interpreting quickly:
   Go to http://library.unsw.edu.au/  
   Click on “Databases” under the heading “How do I find”  
   Click on “Subject Guides”  
   Click on “Interpreting & Translation” under “Languages & Linguistics”

10. To find Endnote:
   Go to http://library.unsw.edu.au/  
   Click on “More...” under the heading “How do I find”  
   You’ll see Endnote at the bottom of the page.

Assignment 2: Essay

1. You have been introduced to various translation theories in this course. Choose a theory or approach that you find most relevant to you as a translator and demonstrate your understanding of the theory or approach and your ability to apply it to your professional practice. In your essay, you must:
   a. Introduce what theory or approach you are going to discuss and justify your choice;
b. Explain what it is, who proposed it, advocated and/or used it, in what context and what criticisms have been made by others (always cite your sources);

c. Present your view on it arguing for or against it (what is your position?);

d. Demonstrate how it has influenced you in developing an understanding of translation and translation strategies and/or in making informed translation choices in a specific translation task.

e. Note: You may discuss a couple of theories related or contrast them, in which case you must make a clear statement about your intention to do so in the introduction.

2. Use the APA referencing style.

3. Word limit is 2,000 excluding the bibliography.

4. If you haven’t written an academic essay before or want to improve your academic writing skills before you attempt to write it, please visit the Learning Centre website: http://www.lc.unsw.edu.au/. You will find great resources for academic writing and information on individual writing consultations and academic skills workshops. You are strongly recommended to seek help in the first few weeks so that you can learn the skills well in advance before you submit your essay.

Assessment Task 3: Online quiz

This quiz will cover the contents of the lectures on interpreting and on ethics of both interpreting and translation.

Submission of Assessment Tasks

Assignments must be submitted electronically through Turnitin.

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. It can be downloaded from http://intlstudies.arts.unsw.edu.au/undergraduate/ under “Administration”. It is individual students’ 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.

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/

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.**

**Special Consideration**
In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.
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 to 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.