School of Humanities and Languages

MODL5102
Interpreting in Business and Community Settings
Semester 2, 2014

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1. Course Staff and Contact Details

Course Convenor

Name	Dr Uldis Ozolins	Room	MB207
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Consultation Time	Thursdays 11-12 or 1-2		

Lecturer

Name	Dr Uldis Ozolins	Room	MB207
Phone	93851279	Email	u.ozolins@unsw.edu.au
Consultation Time			

Tutors

Name	Email	Tutorial
Sean Cheng	sean.cx@unsw.edu.au	Chinese
Yveline Piller	y.piller@unsw.edu.au	French
Suzan Piper	s.piper@unsw.edu.au	Indonesian
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Dr Gyunghee Choi	g.choi@unsw.edu.au	Korean
Dr Erika Gonzalez	e.gonzalez@unsw.edu.au	Spanish

2. Course Details

Units of Credit (UoC)	6
Course Description	This course will focus on Interpreting in community settings (especially medical and welfare) as well as on multi-party business negotiations. The course will introduce students to the contextual knowledge needed to operate in these settings and will develop the interpreting and linguistic skills necessary to work as professional community and business interpreters. The course will combine theory and practice and will be informed by the results of research into these subfields of interpreting. The course will consist of a one-hour lecture in English and a two-hour language specific practical tutorial.
Course Aims	1. To equip students with the knowledge and skills necessary to perform successfully as ethical professional interpreters in business and community settings
	2. To provide students with the necessary contextual knowledge of the relevant settings
	3. To teach students about the discourse of business negotiations, medical consultations and welfare interviews
	4. To provide students with a thorough knowledge of the theories that underpin accurate interpreting in these settings
	5. To provide students with the tools to explore the applications of relevant research to their own practice
	6. To develop students' practical bilingual interpreting skills and bilingual terminology and equip them with the necessary tools to critically evaluate their own performance and to justify their interpreting choices
Student Learning Outcomes	1. Students will acquire the necessary contextual knowledge to successfully interpret in business, medical and welfare settings
	2. Students will learn about the ethical requirements of professional interpreters in these settings and learn to

		make informed decisions when confronted with ethical dilemmas in the workplace
	3.	Students will learn about, study and analyse the discourse of business negotiations, medical consultations and welfare interviews
	4.	Students will become familiar with the theories that underpin accurate interpreting in these settings
	5.	Students will learn about relevant research and acquire the tools to explore applications to their own practice
	6.	Students will acquire bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation. They will also develop specialised bilingual terminology
	7.	Students will acquire the skills necessary to critically evaluate their own performance and justify their interpreting choices
Graduate Attributes	1.	A respect for ethical practice and social responsibility
	2.	An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
	3.	The capacity for analytical and critical thinking and for creative problem-solving
	4.	The skills of effective communication

3. Learning and Teaching Rationale

Students will apply the theories learnt in the lectures in their language specific practical tutorials

4. Teaching Strategies

Lectures covering the theories, practical language specific tutorials with role plays, discussions, bilingual interpreting practice, self and peer evaluations

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Continuous skills assessment		30	Acquire bilingual interpreting skills in the following modes: short and long consecutive, chuchotage	1, 2, 7, 8, 9,11	Throughout the semester
Self evaluation Project	Critical self evaluation of interpreting performance using discourse analytical tools	30	Self evaluation Project	3,4	Week 11 (16/10/14)
Final viva examination	Simulated interpreted interaction	40	Learn about the ethical requirements of professional interpreters in these settings and learn to make informed decisions when confronted with ethical dilemmas in the workplace. Acquire bilingual interpreting skills in the following	7,9,12	Exam period (Dates to be advised closer to the time)

			modes: short and long consecutive, chuchotage/ simultaneous and sight translation. Develop specialised bilingual terminology acquire the skills necessary to critically evaluate their own performance and justify their interpreting choices.		

Description of Assessment Tasks

- **Continuous assessment:** Students will be assessed in class four times in the semester. Written feedback will be provided to them a week after they have been assessed.
- **Self Evaluation Project:** Students will be required to interpret a simulated medical dialogue, transcribe it, analyse their own performance and write a paper of the results, highlighting the difficulties encountered and commenting on the strategies used to overcome them. **(See full instructions on Moodle)**
- **Final Viva Examination:** Simulated bilingual interaction covering different interpreting skills. (Full details of this examination will be provided closer to the time)

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 viva examination which may be scheduled in the formal examination period from 7 – 22 November 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 (Date)	Topic	Lecture Content	Tutorial/Lab Content	Readings
W1 (31/7/14)	Overview of Community Interpreting	-What is community interpreting? Controversy over labels -Community interpreting in Australia -Community interpreting in the rest of the world -Characteristics of Community	-Memory exercises -Practise dialogue interpreting in general topics -Practice sight translation in general topics	Hale, S. (2007). *Community Interpreting.* Basingstoke: Palgrave Macmillan (Chapter 1) Ozolins, U. (1998). *Interpreting*

		Interpreting		*and Translation in Australia. Current issues and international comparisons.* Melbourne: Language Australia Pöchhacker, F. (1999). The evolution of community interpreting. *Interpreting* 4(1):125-40
W2 (7/8/14)	Overview of Medical Interpreting	-Nature of medical interpreting -Medical interpreting settings -Debate on the role of the medical interpreting -Ethical considerations in medical interpreting -Dealing with cross-cultural differences	-Sight translation of medical consent forms -Dialogue interpreting of general practitioner medical consultations -Discuss cross-cultural issues in medical settings and how to deal with them in light of the code of ethics	Hale, S. (2007). *Community Interpreting.* Basingstoke: Palgrave Macmillan (Chapter 2)
W3 (14/8/14)	Interpreting protocols (Show medical interpreting video from "Moving Towards meaning" series).	-The contract -Introducing yourself and your role -Seating arrangements -Management of the interaction -Asking for clarification -Forms of address -Transparency -Preparation -Interpreters' needs and resources -Protocols for remote interpreting -Telephone and	-Practice interpreting protocols -Role play a medical interaction, from the introductions to the conclusion -Simulate a telephone interpreting interaction and discuss protocols and challenges -Practise sight	Tebble, H. (1998). *Medical interpreting. Improving communication with your patients.* Canberra and Geelong: Language Australia/Deakin University

		video interpreting	translation in both languages	
W4 (21/8/14)	The discourse of medical interactions Medical terminology	-Doctor-patient monolingual communication -Different questioning styles -Patient participation -Linguistic strategies -Psychiatric assessments -Patterns of medical terms -Etymology of medical terms -Children's diseases -Main medical conditions -Main medical treatments -Dealing with lack of equivalence across language	-Discuss interpretation of different questioning styles -Practise interpreting different question types -Discuss medical terminology in the LOTE -Analyse medical documents for terminology and structure -Practise sight translation -Analyse medical information texts for terminology and structure	http://www.evelynlee-mentalhealth.org/interpreters_article.asp Angelelli, C. (2004). *Medical Interpreting.* Cambridge: Cambridge University Press (Chapter 1) Free Medical Terminology course http://www.dmu.edu/medterms/ Medical terminology word structure http://www.docstoc.com/docs/20028975/Medical-Terminology-Basic-Word-Structure# Crezee, I. (2013). *Introduction to Healthcare for Interpreters and Translators* Amsterdam: John Benjamins (Chapter 4)
W5 (28/8/14)	The discourse of interpreted interaction	-Research into medical interpreting -What interpreters do -Trained vs	-Practise medical interpreting dialogues -Practise	Cambridge, J. (1999). Information loss in bilingual

		untrained interpreters -What medical practitioners expect of interpreters -What patients expect of interpreters	consecutive interpreting in both languages on topics such as children's disease, cancer, skin care, etc.	medical interviews through an untrained interpreter. *The Translator* 5(2): 201-19. Tebble, H. (1999). The tenor of consultant physicians. Implications for medical interpreting. *The Translator* 5(2):179-99.
W6 (4/9/14)	Discourse analysis	-What is discourse analysis? -How is discourse analysis used in interpreting research	-Practise dialogue interpreting -Record students -Have student listen to their interpretation, transcribe and self assess -Have students share their evaluations with the class	Hale, S. (2007). *Community Interpreting.* Basingstoke: Palgrave Macmillan (Chapter 7) Hale, S. & Napier, J. (2013). *Research Methods in Interpreting.* London: Bloomsbury (Chapter 5)
W7 (11/9/14)	Self-evaluation of interpreting performance	-Acquiring tools to evaluate own performance -Identifying strengths and weaknesses and devising strategies for improvement	-Practise all modes of interpreting -Have students role play and assess each other	Jenks, C. J. (2011). Transcribing talk and interaction: issues in the representation of communication data. Amsterdam ; Philadelphia : John Benjamins.
W8 (18/9/14)	Interpreting in mental health and welfare	-Different types of welfare settings -Counselling	-Practise dialogues in welfare settings	Advisory Services. http://www.bas ic-counseling-

Week	Topic		Activities	Readings
	settings	sessions -Interpreting for Mental Health settings -Welfare payments -Ethical considerations	-Practise sight translation -Have students prepare short speeches from texts -Practise consecutive interpreting -Discuss mental health interpreting -Practise interpreting simultaneously in the whispering mode for mental health patients -Practise interpreting in counselling sessions -Sight translation of Centrelink forms -Interpreting at the counter for Centrelink	skills.com/ Working with interpreters in mental health booklet http://www.vtmh.org.au/docs/interpreter/VTPU_GuidelinesBooklet.pdf
W9 (25/9/14)	Business interpreting	-What is business interpreting? -Role of the interpreter in business settings -Dealing with multi-party interactions -Management of interaction -Accuracy in business interpreting -Ethical considerations	-Role play multi party interactions with interpreters -Discuss difficulties and practice interpreter management skills -Practise interpreting in different positions (e.g. sitting down and standing up with a business delegation)	Takimoto, M. & Koshiba, K. (2009). Interpreter's non-rendition behaviour and its effect on interaction: A case study of a multi-party interpreting situation. Translation & Interpreting. The international journal of translation and interpreting research. http://www.trans-int.org/index.p

				hp/transint/issue/view/3
(2/10/14)	Student vacation	NO CLASS		
W10 – (9/10/14)	PG week off	NO CLASS		
W11 (16/10/14)	Multiparty situations and complexities	-Show video on business interpreting - Dealing with multi-party interactions -Discuss difficulties and strategies	-Practise multi party dialogue interpreting -Practice simultaneous interpreting for multiple parties -Practice consecutive interpreting for a group of business partners	Ko, L. Business settings. In Gentile, A. et al (1996). Liaison Interpreting. Melbourne University Press. Available at Level 6, Main Library (S 418.02/117)
W12 (23/10/14)	Briefing and preparation for assignments	-Briefing and preparation for business interpreting assignments -Different sites of business interpreting	-Practise multi party interactions -Discuss turn taking -Practice sight translation	Rudvin, M. & Tomassini, E. (2011). Interpreting in the community and workplace. Basingstoke: Palgrave Macmillan. (Chapter 3) http://site.ebrary.com/lib/unsw/docDetail.action?docID=10511119
W13 (30/10/14)	Language, terminology and ethical issues in business Interpreting	-Interpreting requirements in different settings -Ethical considerations -Turn taking and coordination -Terminology	-Discuss the interpretations of discourse structures and terminology	Takimoto, M. Interpreters' role perceptions in business dialogue interpreting situations. Monash University Linguistics Papers. 5(1), 2006.

9. Course Resources

Textbook Details
Hale, S. (2007). *Community interpreting.* Basingstoke: Palgrave Macmillan

Additional Readings
Angelelli, C. (2004). *Medical Interpreting.* Cambridge: Cambridge University Press
Bot, H. (2005). *Dialogue interpreting in mental health.* Amsterdam: Rodopi http://books.google.com.au/books?hl=en&lr=&id=0N3pJlgca_MC&oi=fnd&pg=PA1&dq=mental+health+interpreting&ots=X0p45Fn3-9&sig=_UFzYbvrgLzQIir0HSsyGNS8vw0&redir_esc=y#v=onepage&q=mental%20health%20interpreting&f=false
Crezee, I. (2013). *Introduction to Healthcare for Interpreters and Translators.* Amsterdam/Philadelphia: John Benjamins P/C.
Ehlich, K. & Wagner, J. (eds.). (1995). *The discourse of business negotiation.* Berlin: Mouton de Gruyter. (http://books.google.com.au/books?hl=en&lr=&id=RdXejSRZJfoC&oi=fnd&pg=PA1&dq=discourse+of+business+interactions&ots=rSUgiMm9FV&sig=NU0bYG55a7v26SVZ5GJSQor6xtI&redir_esc=y#v=onepage&q=discourse%20of%20business%20interactions&f=false)
Hale, S.; U. Ozolins & l. Stern (eds.). (2009). *The Critical Link 5.* Amsterdam: John Benjamins.
Hale, S. (1996). *Bilingual Encounters. Spanish-English medical and legal dialogues. A practical resource for educators and students of interpreting.* Sydney: UWS
Harris, S. and F. Bargiel-Chiappini (eds). (1997). *The languages of business: an international perspective.* Edinburgh University Press.
Jenks, C. J. (2011). *Transcribing talk and interaction: issues in the representation of communication data.* Amsterdam ; Philadelphia : John Benjamins.
Ko, L. (1996) Business settings. In Gentile, A. et al *Liaison Interpreting.* Melbourne University Press.
Malmkjaer. K. & K. Windle (eds.).(2011). *The Oxford Handbook of Translation Studies.* Oxford: Oxford University Press.
Márquez-Reiter, R. (2000). *Linguistic politeness in Britain and Uruguay : a contrastive study of requests and apologies.* Amsterdam ; Philadelphia : John Benjamins.
Rudvin, M. & Tomassini, E. (2011). *Interpreting in the community and workplace.* Basingstoke: Palgrave Macmillan.
Takimoto, M. (2006) Interpreters' role perceptions in business dialogue interpreting situations. *Monash University Linguistics Papers.* 5(1).
Takimoto, M. & Koshiba, K. (2009). Interpreter's non-rendition behaviour and its effect on interaction: A case study of a multi-party interpreting situation. *Translation & Interpreting. The international journal of translation and interpreting research.* http://www.trans-int.org/index.php/transint/issue/view/3
Tebble, H. (1999). The tenor of consultant physicians. Implications for medical interpreting*. The Translator* 5(2):179-99.
Tebble, H. (1998). *Medical interpreting. Improving communication with your patients.* Canberra and Geelong: Language Australia/Deakin University

Valero-Garcés, C. and A. Martin. (eds.). (2008). *Crossing borders in community interpreting. Definitions and dilemmas*. Amsterdam & Philadelphia, John Benjamins Publishing Company
Wadensjö, C, (1998) *Interpreting as Interaction*. London: Longman
Websites
Free Medical Terminology course - http://www.dmu.edu/medterms/
Mental Health interpreting resources – Victorian Transcultural Mental Health. http://www.vtmh.org.au/docs/interpreter/VTPU_GuidelinesBooklet.pdf Service for the Treatment and Rehabilitation of Torture and Trauma Survivors http://www.startts.org.au Mental health in Multicultural Australia http://www.mhima.org.au
Health Care Interpreter Service - http://www.wsahs.nsw.gov.au/services/hcis/
Centrelink payments - http://www.centrelink.gov.au/internet/internet.nsf/payments/index.htm

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.