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# MODL5103 Course Outline

## 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th><strong>Course Convenor</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Stephen Doherty</td>
</tr>
<tr>
<td>Room</td>
<td>MB 266</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 1323</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:s.doherty@unsw.edu.au">s.doherty@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 3-5pm or by appointment by e-mail</td>
</tr>
</tbody>
</table>

**Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sean Cheng (zh)</td>
<td>MB 278</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2314</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:sean.cx@unsw.edu.au">sean.cx@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>2pm – 4pm Friday (by appointment)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisa Tian (zh)</td>
<td><a href="mailto:alisa.tian@unsw.edu.au">alisa.tian@unsw.edu.au</a></td>
</tr>
<tr>
<td>Celine Guerin (fr)</td>
<td><a href="mailto:celine.guerin@unsw.edu.au">celine.guerin@unsw.edu.au</a></td>
</tr>
<tr>
<td>Suzan Piper (id)</td>
<td><a href="mailto:s.piper@unsw.edu.au">s.piper@unsw.edu.au</a></td>
</tr>
<tr>
<td>Masako Ogawa (jp)</td>
<td><a href="mailto:m.ogawa@unsw.edu.au">m.ogawa@unsw.edu.au</a></td>
</tr>
<tr>
<td>Savana Delany (jp)</td>
<td><a href="mailto:s.delany@unsw.edu.au">s.delany@unsw.edu.au</a></td>
</tr>
<tr>
<td>Gyunghee Choi (ko)</td>
<td><a href="mailto:g.choi@unsw.edu.au">g.choi@unsw.edu.au</a></td>
</tr>
<tr>
<td>Erika Gonzalez (sp)</td>
<td><a href="mailto:e.gonzalez@unsw.edu.au">e.gonzalez@unsw.edu.au</a></td>
</tr>
<tr>
<td>Simon Tapply (sp)</td>
<td><a href="mailto:s.tapply@unsw.edu.au">s.tapply@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

## 2. Course Details

### Units of Credit (UoC)

| 6 |

**Course Description**

This course provides students with practical experience in bidirectional translation at a professional level in the fields that are dealt with in the media, including business, politics, culture, and social affairs. The international and technological frame for media translation are key elements to this course, which will provide relevant knowledge to students for contemporary translation work and expertise in multimodal translation and the associated requirements, sensitivities, and opportunities. This course consists of a 1-hour lecture and 2-hour tutorial in each week. Tutorials are taught by professional translators in language-specific groups, and all content used in the course is taken from real-life translation work and current translation and research projects.

**Course Aims**

1. To understand the essence of translation process through pre-translation analysis, translation practice, as well as review and discussion.

2. To develop language-specific translation techniques by connecting translation theories and practice in lectures and tutorials.

3. To understand the role of translation in the context of specialised topics by attending lectures that offers insights to specific contexts.

**Student Learning Outcomes**

1. Be able to produce a professional translation following the process of text analysis, research, drafting and revision with the help of various translation resources.

2. Be able to write reflections that identify language-specific translation challenges, explain the application of relevant theories to overcome the challenges, and justify translation choices.

3. Be able to identify and describe topic specific translation
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>4.</td>
<td>Be able to identify and describe key technologies in the area of media translation.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Attributes</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Understanding of the discipline in its interdisciplinary context</td>
</tr>
<tr>
<td>2.</td>
<td>Capable of independent and collaborative enquiry and self-directed practice</td>
</tr>
<tr>
<td>3.</td>
<td>Rigorous in analysis, critique, and reflection</td>
</tr>
<tr>
<td>4.</td>
<td>Able to apply knowledge and skills to solving problems</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

All content is highly relevant to the work of professional translators both directly in a media context and the domains under study in the course, and indirectly by developing the skills of translation that are applicable to the students’ professional development and of additional value given their transferable nature. The teaching approach used in this course combines presentation of lectures covering theory, textual analyses, and contextual information followed by practical interactive tutorials where the theory is applied to the practice.

4. Teaching Strategies

While lecture content covers the basic translation skills and industry context, tutorials usually involves peer review and discussion of homework, the explanation and pre-translation analysis of the text of the week.

5. Course Assessment

<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>Weekly Homework</td>
<td>12 Texts: 6 EN-LOTE &amp; 6 LOTE-EN (approx. 200 words each) Weekly translation and reflection (150-200 words) 1 mark per submission Both need to be submitted, no mark will be awarded if either one is missing</td>
<td>10</td>
<td>1-3</td>
<td>1-4</td>
<td>Submission date and method specified by language-specific tutors</td>
</tr>
<tr>
<td>EN-LOTE Assessment</td>
<td>Marking of EN-LOTE text 5 homework: Translation – 15 marks Reflection – 10 marks Marked by EN-LOTE tutors</td>
<td>25</td>
<td>1-3</td>
<td>1-4</td>
<td>Week 6</td>
</tr>
<tr>
<td>LOTE-EN Assessment</td>
<td>Marking of LOTE-EN text 12 homework: Translation - 15 marks Reflection – 10 marks Marked by LOTE-EN tutors</td>
<td>25</td>
<td>1-3</td>
<td>1-4</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Translation of 2</td>
<td>40</td>
<td>1-3</td>
<td>4-6</td>
<td>Formal</td>
</tr>
</tbody>
</table>
previously unseen texts
20 marks per translation
Commencing students can choose 2 texts into their A language
Continuing students must choose one from EN-LOTE and one from LOTE-EN

Exam Period

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](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/](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/

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| W1 – 3 March    | Introduction to Media Translation | 1. Introduction to course structure  
2. Defining key concepts of domains, audiences, and text types  
3. Explanation of translation and reflection processes  
4. Giving and receiving constructive feedback | 1. Community building and organisation  
2. Setting of assignments and submissions  
3. Translation of text 1 (online news) | Holland (2013)*,
O’Hagan (2013)* |
| W2 - 10 March   | Translation Strategies and Phases | 1. Translation strategies and phases  
2. Reading for Translation  
3. Pre-translation  
4. Introduction to translation process studies | 1. Students review and discuss the previous text by bringing a hard copy of their homework each week  
2. Collaborative discussions and feedback  
3. Reflections and lessons learned  
4. Translation of text 2 (online advertising) | Valdés (2013)* |
| W3 - 17 March   | Knowledge Specificity           | 1. General and domain knowledge  
2. Terminology  
3. Subject matter expertise | As per week 2 – text 3 (e-book narrative) | Wittman (2013)*, |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Reading Materials</th>
</tr>
</thead>
</table>
| W4    | Quality Assessment and Translation Workflows                          | 1. Understanding the need for quality assessment  
2. Familiarity with contemporary QA methods and workflows  
| W5    | Using Corpora in Translation                                          | 1. Awareness of the corpus and its use in translation practice and research  
2. Introduction to corpus-based translation studies  
3. Knowledge of the open issues of quality, consistency, and subjectivity | Laviosa (2013)* |
| W6    | Content, Context, and Constraints                                      | 1. Awareness of audience design for media translation content  
2. Understanding of the nature of digital content  
3. Appreciation of the limitations placed on content, format, tools, and on the translator | O'Brien (2012), Mangiron (2012) |
| W7    | Translation and New Media                                             | 1. Understanding of key aspects and terms in new media vis-à-vis translation  
2. Awareness of context and current trends  
3. The need for automated translation | Kaindl (2013)* |
| W9    | Multimodal Translation                                                | 1. Understanding of the various formats and content that translators work with  
2. Introduction to audio-visual translation, caption, and dubbing, fan subs., and translation hacking | Gambier (2013)*, Jorge Díaz-Cintas (2013)* |
| W10   | Crowdsourcing and Community                                           | 1. Understanding of community translation  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Details</th>
<th>References</th>
</tr>
</thead>
</table>
| W11 – 19 May | Translation strengths, limitations, and open questions around crowdsourcing | 1. Knowledge of the various formats of software localisation  
2. Familiarity with common tools used in software localisation  
3. Application of knowledge given the specificity of this domain and focus on applied settings | As per week 2 – text 11 (instructional manual)  
Chan Sin-Wai (2013)* |
| W12 – 26 May | Video Game Translation         | 1. Understanding of translation in the area of video games  
2. Awareness of the challenges in this domain | As per week 2 – text 12 (a. video game narrative with text and audio elements; b. short technical user guide)  
O’Hagan (2007) |
| W13 – 2 June | Translation Technologies in Media Translation | 1. Familiarity with existing technologies in media translation  
2. Identification and critique of advantages and drawbacks of technologies  
3. Understanding of ethical, legal, and societal ramifications | Discussion of text 12a and 12b; editing; reflection for final exam  

**Tutorials**

<table>
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<tr>
<th>Language</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>Chinese</td>
<td>Tuesday</td>
<td>4:00 - 6:00 PM</td>
<td>MAT 112</td>
<td>Sean Cheng / Alisa Tian</td>
</tr>
<tr>
<td>Chinese</td>
<td>Tuesday</td>
<td>6:00 - 8:00 PM</td>
<td>MAT 112</td>
<td>Sean Cheng / Alisa Tian</td>
</tr>
<tr>
<td>Chinese</td>
<td>Wednesday</td>
<td>4:00 - 6:00 PM</td>
<td>MAT 112</td>
<td>Sean Cheng / Alisa Tian</td>
</tr>
<tr>
<td>Chinese</td>
<td>Wednesday</td>
<td>6:00 - 8:00 PM</td>
<td>MAT 112</td>
<td>Sean Cheng / Alisa Tian</td>
</tr>
<tr>
<td>French</td>
<td>Wednesday</td>
<td>3:00 - 5:00 PM</td>
<td>Square House 205</td>
<td>Stephen Doherty / Celine Guerin</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Wednesday</td>
<td>3:00 - 5:00 PM</td>
<td>Goldstein G07</td>
<td>Suzan Piper</td>
</tr>
<tr>
<td>Japanese</td>
<td>Friday</td>
<td>2:00 - 4:00 PM</td>
<td>ElecEng 219</td>
<td>Masako</td>
</tr>
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9. Course Resources

Textbook Details
Most readings are contained in the core text [1] as marked by * in the above list and are available in the library. All other readings will be available via Moodle and/or via the library database.
2. Introducing Translation Studies (2012, 3rd ed.) by Jeremey Munday (this will act as a bridge between MODL5001 for those also taking that course)

Weekly texts will be available via Moodle:
W1 – Online news
W2 – Online advertising
W3 – E-book narrative
W4 – QA of texts 1 through 3
W5 – TED talks (assessment text)
W6 – Online user-generated content of travel reviews
W7 – Twitter
W9 – Subtitles
W10 – Crowdsourcing task
W11 – Instructional manual
W12 – a. Video game narrative with text and audio element, and b. short technical user guide (assessment text)

Journals
Perspectives: Studies in Translatology
The Journal of Specialised Translation
Poetics: Journal of Empirical Research on Culture, Media and the Arts
Machine Translation Journal
Media Psychology
Interpreter and Translator Trainer
Target: International Journal of Translation Studies
Translation and Interpreting: The International Journal of Translation and Interpreting Research
Meta: The Translators’ Journal
Babel: International Journal of Translation
The Translator

Additional Readings
2. Media Literacy (2008) by Susan Feez, Rick Iedema, and Peter White
Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAATI</td>
<td><a href="http://www.naati.com.au">www.naati.com.au</a></td>
</tr>
<tr>
<td>AUSIT</td>
<td><a href="http://www.ausit.org">www.ausit.org</a></td>
</tr>
<tr>
<td>American Psychological Association (APA style guide)</td>
<td><a href="http://www.apastyle.org">www.apastyle.org</a></td>
</tr>
<tr>
<td>Interpreting and Translation Subject Guide at UNSW</td>
<td><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></td>
</tr>
<tr>
<td>The Learning Centre</td>
<td><a href="http://www.lc.unsw.edu.au">www.lc.unsw.edu.au</a></td>
</tr>
</tbody>
</table>

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.