



School of Humanities and Languages

MODL5103, Media Translation Semester 1, 2014

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1. Course Staff and Contact Details

Course Convenor			
Name	Dr Stephen Doherty	Room	MB 266
Phone	9385 1323	Email	s.doherty@unsw.edu.au
Consultation Time	Wednesday 3-5pm or by appointment by e-mail		
Tutors			
Name	Sean Cheng (zh)	Room	MB 278
Phone	9385 2314	Email	sean.cx@unsw.edu.au
Consultation Time	2pm – 4pm Friday (by appointment)		
Name	Alisa Tian (zh)	Email	alisa.tian@unsw.edu.au
Name	Celine Guerin (fr)	Email	celine.guerin@unsw.edu.au
Name	Suzan Piper (id)	Email	s.piper@unsw.edu.au
Name	Masako Ogawa (jp)	Email	m.ogawa@unsw.edu.au
Name	Savana Delany (jp)	Email	s.delany@unsw.edu.au
Name	Gyunghee Choi (ko)	Email	g.choi@unsw.edu.au
Name	Erika Gonzalez (sp)	Email	e.gonzalez@unsw.edu.au
Name	Simon Tapply (sp)	Email	s.tapply@unsw.edu.au

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

		issues and adjust translation choices accordingly.
	4.	Be able to identify and describe key technologies in the area of media translation.
Graduate Attributes	1.	Understanding of the discipline in its interdisciplinary context
	2.	Capable of independent and collaborative enquiry and self-directed practice
	3.	Rigorous in analysis, critique, and reflection
	4.	Able to apply knowledge and skills to solving problems

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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly Homework	12 Texts: 6 EN-LOTE & 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	10	1-3	1-4	Submission date and method specified by language-specific tutors
EN-LOTE Assessment	Marking of EN-LOTE text 5 homework: Translation – 15 marks Reflection – 10 marks Marked by EN-LOTE tutors	25	1-3	1-4	Week 6
LOTE-EN Assessment	Marking of LOTE-EN text 12 homework: Translation - 15 marks Reflection – 10 marks Marked by LOTE-EN tutors	25	1-3	1-4	Week 12
Final Exam	Translation of 2	40	1-3	4-6	Formal

	<p>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</p>				Exam Period
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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
W1 – 3 March	Introduction to Media Translation	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Translation strategies and phases 2. Reading for Translation 3. Pre-translation 4. Introduction to translation process studies 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. General and domain knowledge 2. Terminology 3. Subject matter expertise 	As per week 2 – text 3 (e-book narrative)	Wittman (2013)*,

		4. Finding and using domain specific resources		
W4 - 24 March	Quality Assessment and Translation Workflows	1. Understanding the need for quality assessment 2. Familiarity with contemporary QA methods and workflows 3. Use of QA in own work to help reflection and development	As per week 2 – text 4 (QA of texts 1 through 3, feedback, editing)	House (2013)*, Kim (2009), Doherty & Gaspari (2013)
W5 – 31 March	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	As per week 2 – text 5 (TED talks)	Laviosa (2013)*
W6 - 7 April	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	As per week 2 – text 6 (online user-generated content of travel reviews)	O'Brien (2012), Mangiron (2012)
W7 – 14 April	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	As per week 2 – text 7 (Twitter)	Kaindl (2013)*
W9 – 5 May	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	As per week 2 = text 9 (subtitles)	Gambier (2013)*, Jorge Díaz-Cintas (2013)*
W10 – 12 May	Crowdsourcing and Community	1. Understanding of community translation 2. Awareness of the	As per week 2 – text 10 with technological	O'Hagan (2009)

	Translation	strengths, limitations, and open questions around crowdsourcing	element for online shared crowdsourcing task	
W11 – 19 May	Localisation	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	O'Hagan (2013)*, Cronin (2013)*, Van Wyke (2013)*
Tutorials				
Chinese	Tuesday	4:00 - 6:00 PM	MAT 112	Sean Cheng / Alisa Tian
Chinese	Tuesday	6:00 - 8:00 PM	MAT 112	Sean Cheng / Alisa Tian
Chinese	Wednesday	4:00 - 6:00 PM	MAT 112	Sean Cheng / Alisa Tian
Chinese	Wednesday	6:00 - 8:00 PM	MAT 112	Sean Cheng / Alisa Tian
French	Wednesday	3:00 - 5:00 PM	Square House 205	Stephen Doherty / Celine Guerin
Indonesian	Wednesday	3:00 - 5:00 PM	Goldstein G07	Suzan Piper
Japanese	Friday	2:00 - 4:00 PM	ElecEng 219	Masako

				Ogawa / Savana Delany
Korean	Thursday	4:00 - 6:00 PM	Law 301	Gyunghee Choi
Spanish	Tuesday	4:00 - 6:00 PM	Square House 205	Simon Tapply (Wk1-6)
Spanish	Wednesday	5:00 - 7:00 PM	ElecEng 220	Erika Gonzalez Garcia (Wk7, Wk9-13)

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.

1. The Routledge Handbook of Translation Studies (2013) edited by Carmen Millán and Francesca Bartrina
2. Introducing Translation Studies (2012, 3rd ed.) by Jeremy 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

1. Scientific and Technical Translation Explained (2012) by Jody Byrne
2. Media Literacy (2008) by Susan Feez, Rick Iedema, and Peter White
3. Key Terms in Translation Studies (2009) by Giuseppe Palumbo

Websites

Interpreting & Translation: The International Journal of Translation and Interpreting Research - www.trans-int.org
 NAATI - www.naati.com.au
 AUSIT - www.ausit.org
 American Psychological Association (APA style guide) - www.apastyle.org
 Interpreting and Translation Subject Guide at UNSW -
<http://subjectguides.library.unsw.edu.au/content.php?pid=7292&sid=138230>
 The Learning Centre - 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.