



Arts & Social
Sciences

School of Humanities and Languages

MODL5104, Translation in Specialised Areas, Semester 2, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Dr. Stephen Doherty	Room	MB266
Phone	9385 1323	Email	s.doherty@unsw.edu.au
Consultation Time	Tuesdays 9-11 or by appointment		
Tutors			
Language	Name		Email
Chinese	Sean Cheng		sean.cx@unsw.edu.au
Chinese	Alisa Tian		alisa.tian@unsw.edu.au
French	Yveline Piller		y.piller@unsw.edu.au
French	Stephen Doherty		s.doherty@unsw.edu.au
Indonesian	Suzan Piper		s.piper@unsw.edu.au
Japanese	Masako Ogawa		m.ogawa@unsw.edu.au
Japanese	Savana Delaney		s.delaney@unsw.edu.au
Korean	Gyun Hee Choi		g.choi@unsw.edu.au
Korean	Brad Wilke		b.wilke@unsw.edu.au
Spanish	Erika Gonzalez		e.gonzalez@unsw.edu.au
Spanish	Elisabeth Friedman-Rhodes		e.friedman-rhodes@unsw.edu.au

2. Course Details	
Units of Credit (UoC)	6
Course Description	This course provides students with practical experience in two-directional translation at professional Translator level in specialised fields such as information technology, science, law and medicine. It aims to help students to develop and apply language-specific problem-solving techniques to overcome translation challenges. The course consists of a 1-hour lecture and 2-hour tutorial in each week. Tutorials are taught by professional translators in language-specific groups.
Course Aims	<ol style="list-style-type: none"> To understand the essence of translation process through pre-translation analysis, translation practice, as well as review and discussion. To develop language-specific translation techniques by connecting translation theories and practice in lectures and tutorials. To understand the role of translation in the context of some specialised topics by attending lectures that offers insights to specific contexts.
Student Learning Outcomes	<ol style="list-style-type: none"> Be able to produce a professional translation following the process of text analysis, research, drafting and revision with the help of various translation resources. 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. Be able to identify and describe topic specific translation issues and adjust translation choices accordingly.
Graduate Attributes	<ol style="list-style-type: none"> Understanding of the discipline in its interdisciplinary context.

	2.	Capable of independent and collaborative enquiry.
	3.	Rigorous in analysis, critique, and reflection.
	4.	Able to apply knowledge and skills to solving problems.
	5.	Capable of independent, self-directed professional practice.
	6.	Information and context literate in the area of specialised translation.

3. Learning and Teaching Rationale

The teaching approach used in this course combines presentation of lectures covering theory, text analysis and contextual information followed by practical interactive tutorials where the theory is applied to the practice. While lecture content covers the basic translation skills and industry context, tutorials usually involves peer review and discussion of homework, teacher's explanation and pre-translation analysis of the text of the week.

4. Teaching Strategies

This course has a one-hour weekly lecture followed by two-hour language-specific tutorials.

5. Course Assessment

Assessment Task	Description	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly Assignments	Weekly translation and reflection tasks for both directions, EN->LOTE and LOTE->EN. 1 mark for submission of translation and reflection ¹ .	10%	1 - 3	3 - 6	Weekly submissions via tutors
EN->LOTE Assessment	Translation of final EN->LOTE text. Translation = 20 marks, reflection = 5 marks.	25%	1 - 3	3 - 6	Week 6 via tutors
LOTE->EN Assessment	Translation of marked LOTE->EN text. Translation = 20 marks, reflection = 5 marks.	25%	1 - 3	3 - 6	Week 12 via tutors
Final Exam Assessment	Translation of two texts. Commencing students are free to choose direction for both texts, continuing students must translate one text from EN->LOTE and the other from LOTE->EN. 20 marks per translation, no reflection.	40%	1 & 3	4 - 6	Formal 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.

¹ See Appendix 1

Weighting: The weighting for all assessments is 70% into the student's Language A and 30% into the student's Language B. This weighting is applied to all assignments above and to the final exam. This ensures that marks for the assignments that are into a student's Language A, the native language, are weighted more strongly than those into the student's Language B. The weighting will apply to all students but in the event it has a negative impact on a student who is very proficient in both directions, then the higher of the two weighted scores (70/30 and 50/50) will be used for that student so as to not be a disadvantage.

Formal Examination

This course has a formal examination. This course has a formal examination which will be scheduled in the **formal examination period from the 7th – 22nd of November**. 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. The date of the final exam will be published on Moodle and via e-mail to students as soon as they become available to the course convenor.

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			
<i>To view course timetable, please visit: http://www.timetable.unsw.edu.au/</i>			
Week Commencing	Lecture	Tutorial	Required Reading
W1 – July 28 th	Course Introduction	- Preparation of translation and reflection - Pre-translation of Text 1	Olohan (2013)
W2 – August 4 th	Introduction to Scientific and Technical Translation	- Review and discussion of previous translation and reflection - Preparation of Text 2	Byrne (2012) Chapter 1
W3 – August 11 th	Understanding Technical Communication and Documentation	As per week 2 (Text 3)	Byrne (2012) Chapters 2 & 3
W4 – August 18 th	Strategies for Scientific and Technical Translation	As per week 2 (Text 4)	Byrne (2012) Chapters 5 & 6
W5 – August 25 th	Introduction to Medical Translation	As per week 2 (Text 5)	Montalt Resurrecció & González Davis (2007) Chapter 1
W6 – Sept. 1 st	Understanding Medical Communication and Documentation	As per week 2 (Text 6)	Montalt Resurrecció & González Davis (2007) Chapters 2 - 4
W7 – Sept. 8 th	Strategies for Medical Translation	As per week 2 (Text 7)	Montalt Resurrecció & González Davis (2007) Chapters 5 -7
W8 – Sept. 15 th	Translation Quality Assessment	As per week 2 (Text 8)	Kim (2009)
W9 – Sept. 22 nd	Introduction to Legal Translation	As per week 2 (Text 9)	Cao (2013) Alcaraz & Hughes (2002) Chapters 1 – 2
Mid-Semester Break	---	---	---
W10 – Oct. 6 th (No PG Lectures or Tutorials)	---	---	---
W11 – Oct. 13 th	Understanding Legal Systems and Communications	As per week 2 (Text 10)	Alcaraz & Hughes (2002) Chapters 3 – 4

W12 – Oct. 20 th	Strategies for Legal Translation	As per week 2 (Text 11)	Alcaraz & Hughes (2002) Chapters 5 -8
W13 – Oct. 27 th	Special Topics Presentations	As per week 2 (Text 12)	UNSW Guide: http://student.unsw.edu.au/using-powerpoint

9. Course Resources

Recommended Textbook Details

Essential (Part of Required Reading)

- Alcaraz, E. and Hughes, B. (2002). *Legal Translation Explain*. Manchester, UK: St. Jerome.
- Byrne, J. (2012). *Scientific and Technical Translation Explained*. Manchester, UK: St. Jerome.
- Carmen, M. and Francesca, B. (eds.)(2013). *The Routledge Handbook of Translation Studies*. London, UK: Routledge.
- Montalt Resurrecció, V. and González Davies, M. (2007). *Medical Translation: Step-by-Step*. Manchester, UK: St. Jerome.

Recommended

- Alderson, P. (1999). *Legal Dictionary for Australians*. Sydney: McGraw-Hill.
- Butt, P. and Hamer, D. (2011). *LexisNexis Concise Australian Legal Dictionary*. Chatswood, New South Wales: LexisNexis Butterworths.
- Carvan, J. (1999). *Understanding the Australian Legal System*. North Ryde, New South Wales: LBC Information Services.
- Gifford, D. J. (1997). *Understanding the Australian Legal System*. Sydney: Cavendish.
- Palumbo, G. (2009). *Key Terms in Translation Studies*. London: Continuum.

Journals

- Perspectives: Studies in Translatology
- The Journal of Specialised Translation
- Translation & Interpreting
- The Interpreter and Translator Trainer
- Target: International Journal of Translation Studies
- Meta: The Translators' Journal
- Babel: International Journal of Translation
- The Translator

Additional Readings

- 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)

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

Websites

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.

Appendix 1: Reflecting on Translations

In MODL5104 Translation in Specialised Areas, you are asked to submit a reflective journal together with your weekly translation homework. This brief guide will help you understand what to aim for when submitting your translation reflections to make sure you benefit from this task.

The reflections are important learning tools, and that is why the point allocated for submitting your weekly homework will only be given when you submit both your translation and reflection.

Efficient learning tool

In a number of educational settings, reflections are regarded as a very useful tool for efficient learning that will allow students to develop analytical and critical thinking skills and creative problem solving skills. As you may know, these are part of the generic skills required for university graduates in Australia. Reflective writing is also believed to promote students' capacity to engage in independent and reflective learning while communicating their learning process with their teachers. At the same time, such reflections will enrich the discussions to be held in classes.

This is why a reflective journal task has been chosen for you as you are being trained as professionals who should be able to reflect on your professional work critically and analytically. While writing your reflections on a regular basis, you will be able to develop translation skills to identify translation challenges quickly and appropriately, and justify your translation choices professionally.

For those who may not be familiar with reflective writing, here are some suggestions. In your reflective journals, you can record your thoughts on translation problems and shifts and explain what they were and why you thought they were necessary. In reflecting, you will deepen your understanding, as you will need to identify why you made such translation decisions. As part of this process, you may uncover areas for further investigation or develop a plan for action in order to resolve recurring problems or challenges. At this stage of your learning, it is important to engage deeply with the process of translation, and to do so you need to make this process as visible as possible to yourself.

You may also use your journals to discuss problems you were not able to solve. However, simple statements like "this was too difficult and I couldn't find a solution" are hard to be considered as reflective. You will at least need to describe what you thought made the problem difficult, and which steps you took as you tried to solve the problem. For example, if you struggled with finding an idiomatic translation for a difficult term or expression, write down how you researched possible solutions and why the ones you found were not satisfying. List any additional options you identified for dealing with the problem.

The reflections are not the place to ask your tutor questions; you will have the opportunity to do so in the tutorials. If you identify any areas that you have not yet sufficiently understood (for example due to the lack of your background knowledge of the text topic), you can also think about how to go about it (e.g. additional research and readings or discussions with peers) and describe it in your journal.

Given that you have a word limit (150-200 words), you may not be able to discuss all the issues, in which case you can identify one or two “burning” questions or issues and discuss them.

Levels of development in critical thinking

As you may have gathered from the above, reflective writing involves several levels, and these levels will be reflected in the marking of the reflections that will accompany your assessment task (text 5 and text 10).

At the most fundamental level, translation reflections are **a record of basic observations and responses** (e.g. “I struggled with x, I was able to solve y”, etc.). However, merely recording such observations does not demonstrate true reflection and you will therefore need to go further.

At the next level, there is **expansion on fundamental observations and responses at a practical level**, (e.g. “x is a problem because this concept does not exist in the other culture”, or “there are several possible translations for y, which have slightly different connotations or are used in different registers”), that is, relevant additional information is provided.

At an even higher level, you would **explore potential solutions and add a theoretical dimension**. Which solutions did you try and why, and how did you arrive at your final decision? Are you satisfied with your solutions, and if not, why not? What would be necessary to make the solutions better, and what lessons can you learn for the future?

For **continuing students**, your reflections are a perfect place to connect your translation practice to the theory you have engaged with in your other courses: You could, for example, justify your translation choices from a functional perspective, or discuss them under aspects of equivalence, or foreignization/domestication. For **beginning students**, this is obviously not possible right at the beginning of the semester, but you will soon gain theoretical background, and for the marked translations of text 5 in both halves of the semester you will also be expected to include a theoretical dimension.

Marking Criteria for translation reflection

Problem identification				
2		1		0
Identified one or two problems with appropriate reasons		Identified one problematic passage, or one problematic passage and one superficial problem, with superficial reasons		Identified no problematic passage from the text or only a superficial problem, without reasons
Decisions and solutions				
4	3	2	1	0
Presented alternative solutions and appropriately defended choice in light of theory; or appropriately defended choice with well structured explanation		Presented alternative solutions and defended choice without reference to theory		Presented no alternative solutions
Evaluation				
4	3	2	1	0

Included an evaluation of choices (satisfactory or not) in light of theory	Included an evaluation of choices with explanation but no theory	Included an evaluation of choices only (satisfactory or not)	Failed to include an evaluation of choices
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