



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Humanities and Languages

MODL5101, Conference Interpreting Semester 2, Year 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Ludmila Stern	Room	257
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Consultation Time	Monday 12 -1; Thursday 1-2		
Lecturer			
Name	Ludmila Stern	Room	257
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Consultation Time	Monday 12 -1; Thursday 1-2		
Tutors			
Language stream	Chinese		
Name	Shiyi (Sydney) Ye	Room	
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Consultation Time			
Language stream	French		
Name	Yveline Piller	Room	
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Consultation Time			
Language stream	Spanish		
Name	Erika Gonzalez	Room	
Phone		Email	e.gonzalez@unsw.edu.au
Consultation Time			
Lecture	Day and time:	Thursday 2-5 pm	
	Venue	Morven Brown Bld Room 104	

2. Course Details	
Units of Credit (UoC)	6 UoC
Course Description	Introduction to the theory and practice of conference interpreting. Students will acquire the competencies of simultaneous interpreting (SI) mode practiced in conference setting, including interpreting booths with electronic equipment.
Course Aims	<ol style="list-style-type: none"> 1. To introduce students to practical skills of simultaneous interpreting from English (language B) into LOTE (language A) in the conference setting with electronic equipment. 2. To build up the skills and sub-skills necessary for SI practice (shadowing, dual tasking, rephrasing, anticipation, public speaking). 3. To acquire a familiarity with the conference interpreting setting, protocol and professional ethics.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Students will develop introductory SI skills from language B (English) into language A (LOTE) and be able to apply them in real-life conference interpreting situations. 2. Students will become familiar with aspects of international meetings necessary for conference interpreting, including the understanding of how to prepare for a conference. 3. Students will be able to apply conference interpreters' ethics and professional conduct accordingly to various

		settings relevant to conference interpreting.
	4.	Students will be able to critically review research articles and find applications for the practice of conference interpreting.
Graduate Attributes	1.	The capacity to engage in independent and reflective learning and practice of SI, and critically assess one's own interpreting and that of one's peers;
	2.	The skills to appropriately locate, evaluate and use relevant bilingual information pertaining to conference interpreting, and create bilingual glossaries;
	3.	The skills of effective oral bilingual communication;
	4.	Develop a further respect for ethical practice inherent to the profession and understanding of the relevant social and cultural aspects.

3. Learning and Teaching Rationale

The content of this course is based on theoretical and research literature and professional experience of conference interpreting. The course is conducted through the combination of lectures introducing the theoretical and empirical foundations of Conference interpreting in Simultaneous mode in booths (SI) and practical tutorials aimed to build up the students' skills in SI. Students will develop their SI competencies by practicing SI skills and sub-skills in the language lab (Weeks 1-6). This will be followed by weekly mock conferences (Weeks 6-12) with SI conducted under realistic conference conditions with the use of interpreting booths and electronic equipment.

4. Teaching Strategies

Teaching strategies include a variety of face-to-face and independent teaching and learning:

Lecture to introduce the students to the theory and practice of conference interpreting including introduction to SI mode and conference interpreting setting.

Tutorial to develop SI competencies through the step-by-step practice of skills and sub-skills. To be conducted in a language lab.

Mock conference conducted in a Conference interpreting classroom equipped with interpreting booths and electronic equipment. Mock conference will simulate the conditions of conferences to provide a realistic setting for trainee interpreters.

Independent learning consisting of SI skills practice, bilingual enhancement (including research and preparation of bilingual glossaries, public speaking, etc.), and preparation for mock conferences. Students will compile a portfolio of relevant conference materials, speeches and bilingual glossaries. They will conduct a reflective journal that will include the record of their progress and the application of their readings to practice.

5. Course Assessment

Assessment Task	Length and content	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Oral Presentation	Students will choose one research article on Conference Interpreting and present an oral summary of the article to the class, highlighting the applications of the research results to the practice. The student presenting will initiate discussion with the rest of the class. They will provide the chosen article to the other students a week before their presentation for them to read and come to class ready to discuss their content.	10%	3	4	Weeks 3-5

	All students will be required to write a summary of each article in their professional portfolio (See below)				
Professional Portfolio	<p>20%- Evidence of ongoing preparation for SI weekly practice and mock-conference interpreting. This includes locating relevant bilingual terminology for general and specialized topics, creating bilingual glossaries of conference terminology, translation of standard speeches, locating relevant bilingual materials, summaries of the research articles presented in class.</p> <p>20% - Self-assessment report – students will choose one recording of their own interpreting, transcribe their rendition and analyse their performance. Their analysis should cover the following points: accuracy of content, delivery (voice quality, intonation, pauses, hesitations) and management of problems. Reference to at least 3 research articles should be made in the analysis.</p>	40%	1-3	1-3	Thur. week 12 (Compile throughout semester. To be submitted in Week 12
Continuous assessment	Students will be monitored and assessed on the following skills during class practice: Shadowing, sight translation, simultaneous interpreting	30%			Weeks 3-12

<p>Design a conference</p>	<p>Students (or student pairs) will be required to research and prepare a mock conference on a topic of their choice, which they will reenact in class. They will prepare and distribute the necessary materials, including written texts, glossaries and some other material as briefing, one week in advance. The mock conference itself will include (a) a summary of the organisation hosting the conference, (b) a welcome speech, (c) a written agenda and (d) a paper on the topic of the conference. All other students will interpret the mock conferences and record their performance for self-assessment.</p> <p>Students will be marked in the following way:</p> <ol style="list-style-type: none"> 1. 10% - on presentation of speeches (clarity, speed and appropriateness). 2. 10% - on preparation of conference (quality and appropriateness of briefing materials provided to fellow students) 	<p>20%</p>	<p>2-4</p>	<p>2-4</p>	<p>Weeks 6-12</p> <p>Students may chose one of the following topics: Education (Weeks 8-9), Environment (6-7), Health (11-12), Politics (12-13).</p>

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 no formal examination

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 and Lecture Content	Tutorial stream (more than 5 students)	Tutorial Stream (1-4 students)	Homework and Readings
Week 1 - 28/07	Introduction and background. <ul style="list-style-type: none"> What is 	<i>No language-specific tutorial in week 1</i>		Poechhacker, F. (2011). Conference interpreting, in

	<p>conference interpreting?</p> <ul style="list-style-type: none"> • Differences between community and conference interpreting • Historical background of Conference Interpreting • Introduction to international organisations (UN, ATS, CCAMLR, WHO) • Code of ethics • Simultaneous interpreting with and without equipment 	<p>Introductory sub-skills practice:</p> <ul style="list-style-type: none"> • shadowing, • paraphrasing, • summarizing, • dual tasking, • pre-empting. <p>Learn to use the equipment</p>	<p>Malmkjaer, K. & K. Windle (eds), <i>The Oxford Handbook of Translation Studies</i>. Oxford: Oxford University Press. Chapter 21.</p> <p>Advice to students wishing to become conference interpreters, AIICT Training Committee, http://www.aiiic.net/ViewPage.cfm/page56.htm</p> <p>Gile, D. (1995). 'The Effort Models in interpretation', <i>Basic Concepts and Models for Interpreter and Translator Training</i> John Benjamins, Amsterdam/Philadelphia, pp. 159-190.</p> <p>Crystal, D. (1995) "Speech and Writing" in <i>The Cambridge encyclopedia of language</i> (Cambridge: CUP), pp. 291-293.</p>
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<p>Week 2 - 04/08</p>	<ul style="list-style-type: none"> • Interpreting modes • International meetings/conferences' structure, procedure and participants • Speech genres: monological, dialogical • Text types: agendas, welcome speeches, budgets, Q&A, papers. 	<p>Tute on:</p> <ul style="list-style-type: none"> -Shadowing, -Interpreting lists (eg, countries, figures) -Taking notes in the booth -Text analysis -Terminology extraction -Sight translation 		<p>Poehhacker , F. (2011). Simultaneous interpreting, in Malmkjaer, K. & K. Windle (eds), <i>The Oxford Handbook of Translation Studies</i>. Oxford: Oxford University Press. Chapter 19.</p> <p>Setton, R. "Training Conference interpreters", <i>Conference Interpreters Asia Pacific, News and Articles</i> 06, 24/7/2006.</p> <p>Her, E. "Chinese language in simultaneous interpretation", <i>Conference Interpreters Asia Pacific, News and Articles</i> 03, 3/8/2006.</p>
<p>Week 3 - 11/08</p>	<p>Conference Interpreting Research</p> <ul style="list-style-type: none"> • what does it tell us? • how can it 	<p>Student presentations and discussions on research articles</p>	<p>Tute on:</p> <ul style="list-style-type: none"> -Shadowing, -Interpreting lists (eg, countries, figures) 	<p>Poehhacker , F. (2004). <i>Introducing Interpreting Studies</i>. London:</p>

	be applied to the practice?		-Taking notes in the booth -Text analysis -Terminology extraction -Sight translation	Routledge. Lederer, M. 'Simultaneous interpretation . Units of meaning and other features' <i>The Interpreting Studies Reader</i> , London: Routledge, 2002, 130-140.
Week 4 – 18/08	<i>Cont.</i>	Tute on		
Week 5 – 25/08	<ul style="list-style-type: none"> Coping strategies (speaker too fast, difficult accent, embedded clauses, ethical dilemmas, jokes and puns) Working as a team with a booth partner The role of the team leader Preparing for assignments	Practice interpreting different speeds, complex sentences, compromising material, jokes. -Practice interpreting as a team in the booth	Tute on: Practice interpreting different speeds, complex sentences, compromising material, jokes. -Practice interpreting as a team in the booth	Seleskovitch, D. 'The Written Texts' and 'The Language of expression' in <i>Interpreting for International Conferences</i> Washington DC: Penn and Booth, 1978, 116-121.
Week 6 – 01/09	Mock conference 1 (lecturer): Welcome speech, arrangements/ agenda, reports and other	Tute on; Continued practice		Kurtz, I. "Conference interpreting: Quality in the ears of the users", <i>Meta</i> XLVI, 2, 2001, pp. 394 – 409.

	presentations.			Pöchhacker, F. 'Quality Assessment in Conference and Community Interpreting', <i>Meta</i> , XLVI, 2, 2001, pp. 1-16.
Week 7 – 08/09	Mock conference 2	Continued practice	Tute on: Continued practice	
Week 8 - 15/09	Mock conference 3	Tute on Continued practice	Continued practice	
Week 9 – 22/09	Mock conference 4	Tute on Continued practice	Tute on Continued practice	
<i>PG coursework students' mid-semester break: 29 Sept - 12 Oct (including Wk10)</i>				
Week 11 - 13/10	Mock conference 5	Tute on Continued practice	Tute on Continued practice	
Week 12 – 20/10	Mock conference 6	Tute on Continued practice	Continued practice	
Week 13 - 27/10		Tute on Continued practice	Tute on Continued practice	

9. Course Resources

Textbook Details

Selected readings available on Moodle

Journals

Additional Readings

Gile, D. , Gambier, Y. & Taylor, C. (eds). (1997). *Conference Interpreting. Current trends in research*. Amsterdam: John Benjamins.

Gillies, A. (2001). *Conference interpreting: A students' companion*. Cracow: Tertium.

Jones, R. (1998/2002). *Conference interpreting explained*. Manchester: St Jerome.

Nolan, J. (2005). *Interpretation: Techniques and exercises*. Clevedon/

Buffalo/Toronto: Multilingual Matters.

Poehhacker, F. (2011). Conference interpreting, in Malmkjaer, K. & K. Windle (eds), *The Oxford Handbook of Translation Studies*. Oxford: Oxford University Press. Chapter 21.

Poehhacker, F. (2011). Simultaneous interpreting, in Malmkjaer, K. & K. Windle (eds), *The Oxford Handbook of Translation Studies*. Oxford: Oxford University Press. Chapter 19.

Poehhacker, F. (2011). Consecutive interpreting, in Malmkjaer, K. & K. Windle (eds), *The Oxford Handbook of Translation Studies*. Oxford: Oxford University Press. Chapter 20.

Poehhacker, F. (2004). *Introducing Interpreting Studies*. London: Routledge.

Szabó, C. (Ed.). (2003). *Interpreting: From preparation to performance. Recipes for practitioners and teachers*. Budapest: British Council Hungary.

For teaching staff: Sandra Hale *Community Interpreting*, Palgrave/Macmillan (2007), (Level 6, Main Library 418.02/234 and 418.02/234 A).

Websites

AiIC (international Association of Conference Interpreters): <http://www.aiic.net/>

International courts: ICTY: <http://www.icty.org/>

ICC: <http://www.icc-cpi.int/>

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.