1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
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8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

**Course Convenor and Lecturer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Ludmila Stern</th>
<th>Room</th>
<th>257</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 2382</td>
<td>Email</td>
<td><a href="mailto:l.stern@unsw.edu.au">l.stern@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 12-1 and Thursday 1-2 or by appointments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guest lecturer in Weeks 3, 12 and 13:</td>
<td>Dr Uldis Ozolins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Boris Shao</th>
<th>Room</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>Email</td>
<td></td>
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</tr>
<tr>
<td>Tutorials</td>
<td>Weeks 2,4,6,8,9,11,12,13</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Céline Guerin</th>
<th>Room</th>
<th><a href="mailto:celine.guerin@unsw.edu.au">celine.guerin@unsw.edu.au</a></th>
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<tbody>
<tr>
<td>Phone</td>
<td>Email</td>
<td></td>
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</tr>
<tr>
<td>Tutorials</td>
<td>Weeks 3,5,7,9,11,13</td>
<td>Room</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>Email</td>
<td></td>
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</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 UoC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>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 in booths with electronic equipment.</td>
</tr>
</tbody>
</table>

**Course Aims**

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**

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;
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>The skills of effective oral bilingual communication;</td>
</tr>
<tr>
<td>4.</td>
<td>Develop a further respect for ethical practice inherent to the profession and understanding of the relevant social and cultural aspects.</td>
</tr>
</tbody>
</table>
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 workshops and 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.
- Workshop 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.
- Language-specific tutorials to address language-specific matters (tactics, equivalence, etc.)

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

<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>Professional Portfolio</td>
<td>25% - Evidence of ongoing preparation for SI weekly practice and mock-conference interpreting. This includes locating and presenting relevant bilingual terminology for general and specialized topics, creating bilingual glossaries of conference</td>
<td>45%</td>
<td>1-3</td>
<td>1-3</td>
<td>Compile throughout semester. To be submitted on Monday 9 November</td>
</tr>
<tr>
<td>Continuous assessment</td>
<td>Students will be monitored and assessed on the following skills during class practice: Shadowing, sight translation, simultaneous interpreting</td>
<td>30%</td>
<td>1-3</td>
<td>1-3</td>
<td>Weeks 3-12</td>
</tr>
<tr>
<td>Design a conference</td>
<td>Students (or student pairs) will be required to research and prepare a mock conference on a topic of their choice, which they will re-enact in class. They will prepare and distribute the necessary materials, including written texts,</td>
<td>25%</td>
<td>2-4</td>
<td>2-4</td>
<td>Weeks 6-12</td>
</tr>
</tbody>
</table>
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.

Students will be marked in the following way:
1. 10% - on presentation of speeches (clarity, speed and appropriateness). Peer-review is taken into consideration.
2. 10% - on preparation of conference (quality and appropriateness of briefing materials provided to fellow students)
3. 5% - Self-assessment following the presentation at the conference (what went well, what could be improved; challenges, overall impression).

Please Note: The Arts and Social Sciences Protocols and Guidelines state:
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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 course and 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://student.unsw.edu.au/grades

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

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/
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. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read [here](#).

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

*Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.*

### 8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

### 9. 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: [https://student.unsw.edu.au/plagiarism/](https://student.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

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic and Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Language-specific tutorials schedule</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 1: 30 July  | Introduction and background.  
• What is conference interpreting?  
• 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 | Introductory sub-skills practice:  
• shadowing,  
• paraphrasing  
• summarising  
• dual tasking,  
• pre-empting.  
Learn to use the equipment  
Advice to students wishing to become conference interpreters, AIIC Training Committee, http://www.aiic.net/ViewPage.cfm/page56.htm |
| Week 2: 6 August | • Interpreting modes  
• International meetings/conferences’ structure, procedure and participants  
• Speech genres: monological, dialogical  
Text types: agendas, welcome speeches, budgets, Q&A, papers. | Shadowing,  
-Interpreting lists (eg, countries, figures)  
-Taking notes in the booth  
-Text analysis  
-Terminology extraction  
<table>
<thead>
<tr>
<th>Week 3: 13 August – Ludmila away</th>
<th>Conference Interpreting Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• what does it tell us?</td>
<td>Shadowing, interpreting lists</td>
</tr>
<tr>
<td>• how can it be applied to the</td>
<td>(eg, countries, figures)</td>
</tr>
<tr>
<td>practice?</td>
<td>- Taking notes in the booth</td>
</tr>
<tr>
<td></td>
<td>- Text analysis</td>
</tr>
<tr>
<td></td>
<td>- Terminology extraction</td>
</tr>
<tr>
<td></td>
<td>- Sight translation</td>
</tr>
<tr>
<td></td>
<td><em>Interpreting Studies</em>. London:</td>
</tr>
<tr>
<td></td>
<td>Routledge.</td>
</tr>
<tr>
<td></td>
<td>Lederer, M. ‘Simultaneous</td>
</tr>
<tr>
<td></td>
<td>interpretation. Units of meaning</td>
</tr>
<tr>
<td></td>
<td>and other features’ *The</td>
</tr>
<tr>
<td></td>
<td>Interpreting Studies Reader*,</td>
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</table>

<table>
<thead>
<tr>
<th>Week 4: 20 August</th>
<th>Cont</th>
<th>Cont</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Working as a team with a booth partner</td>
<td>- Practice interpreting as a team in the booth</td>
<td></td>
</tr>
<tr>
<td>• The role of the team leader</td>
<td>Preparing for assignments</td>
<td></td>
</tr>
<tr>
<td>Preparing for assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: 27 August</th>
<th>Mock conference 1 (lecturer): Welcome speech, arrangements/agenda, reports and other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continued practice</td>
</tr>
<tr>
<td></td>
<td>Kurtz, I. “Conference interpreting: Quality in the ears of the users”, <em>Meta</em></td>
</tr>
</tbody>
</table>
Week 7: 10 September
Mock conference 2
Continued practice

Week 8: 17 September
Mock conference 3
Continued practice

Week 9: 24 September
Mock conference 4
Continued practice

Mid-semester break, including Week 10 for PG students (28 September – 9 October)

Week 11: 15 October
Mock conference 5
Continued practice

Week 12: 22 October - Ludmila away
Mock conference 6
Continued practice

Week 13: 29 October - Ludmila away
Mock conference 7
Continued practice

11. Course Resources

Textbook Details:
Selected readings available on Moodle

Journals
Interpreting, John Benjamin

Additional Readings


**Websites**


12. 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.

13. 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](http://www.lc.unsw.edu.au)

14. 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://student.unsw.edu.au/complaints](https://student.unsw.edu.au/complaints)

15. 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)
- [https://my.unsw.edu.au/student/atoz/ABC.html](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 [https://www.ohs.unsw.edu.au/](https://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://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

**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/](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.