



School of Humanities and Languages

MODL5106
Text Analysis for Translation
Semester 1, 2017

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1. Course Staff and Contact Details

Course Convenor and Lecturer

Name	Dr Mira Kim	Room	MB 274
Phone	9385 2389	Email	mira.kim@unsw.edu.au
Consultation Time	Monday 11-12 pm or by appointment		
Tutor			
Name	Mr Jason Heffernan	Email	jason.heffernan@unsw.edu.au

2. Course Details

Units of Credit (UoC)	6								
Course Description	MODL5106 is a specialized course where students learn how to analyse texts for the purpose of translation and interpreting. Based on Systemic Functional Linguistics that regards language as a meaning-making resource, this course introduces a set of tools that enable students to understand linguistic choices made in a text within its context so that they can make informed decisions when they make translation shifts. This course is highly recommended for those who want to develop skills and knowledge for deeper understanding of text.								
Learning Outcomes	Students should be able to: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">1.</td> <td>analyse grammatical and lexical choices made in texts and interpret the analysis in connection to meaning and context</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>apply text analysis to make informed decisions in translation</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>justify their translation choices in professional contexts</td> </tr> <tr> <td style="text-align: center;">4.</td> <td>read texts critically for the purpose of translation and interpreting</td> </tr> </table>	1.	analyse grammatical and lexical choices made in texts and interpret the analysis in connection to meaning and context	2.	apply text analysis to make informed decisions in translation	3.	justify their translation choices in professional contexts	4.	read texts critically for the purpose of translation and interpreting
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3.	justify their translation choices in professional contexts								
4.	read texts critically for the purpose of translation and interpreting								

3. Course Schedule

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

Week Commencing	Topic	Lecture Content	Tutorial/Lab Content	Readings
Week 1 – 27/02	How is meaning created?	Text types and register	Register analysis	Egins (2004: Ch 4)
Week 2 – 06/03	How is meaning created in different contexts?	Grammar, Meaning and Context	Multi-dimensional meaning analysis	Kim (2009)
Week 3 – 13/03	How do we share our experiences?	Experiential meaning	Class and function labels	DFG Ch 1
Week 4 – 20/03		TRANSITIVITY in English	Constituency analysis	DFG Ch 4
Week 5 – 27/03		TRANSITIVITY in LOTE	TRANSITIVITY analysis	DFG Ch 4

Week 6 – 03/04	How do we make a connection between experiences?	Logical meaning	Clause-complexing analysis	DFG Ch 6
Week 7 – 10/04		LOGICO-SEMANTIC RELATIONS in English	Clause-complexing analysis	DFG Ch 6
PG coursework students' mid-semester break: 14 – 28 Apr (including Week 8)				
Week 9 – 01/05	How do we organise information in discourse?	THEME in English	Theme analysis	DFG Ch 2
Week 10 – 08/05		THEME in LOTE	Theme analysis	DFG Ch 2
Week 11 – 15/05	How do we share our personal evaluations?	MOOD in English	Mood analysis	DFG Ch 3
Week 12 – 22/05		In-class test	Review in-class test	
Week 13 – 29/05		Appraisal framework	Appraisal analysis	

4. Course Resources

Textbook Details

Martin, J. R., C. M. I. M. Matthiessen and C. Painter (2010). *Deploying Functional Grammar*. Beijing: The Commercial Press.

Egins, S. (2004). *An Introduction to Systemic Functional Linguistics*. London: Continuum. (You can have online access to Chapter 4 of this book in the library.)

Journals

Additional Readings

Kim, M., Heffernan, J. & Jing, B. (2016) Translation Choices of Embedded Clauses: A Systemic Functional Linguistics Perspective. *The Journal of Translation Studies* 17(4): 11-49.

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. (You can have online access to this paper in the library.)

Martin, J.R. & White, P.R.R., (2005) *The Language of Evaluation, Appraisal in English*. London & New York: Palgrave Macmillan.

Caffarel, A., J. R. Martin & C. M. I. M. Matthiessen (2004) *Language Typology: A functional perspective*. Amsterdam/Philadelphia: John Benjamins.

Butt, D. et al (2012) *Using Functional Grammar: An Explorer's Guide*. Sydney: Macmillan Education Australia.

Choi, G. (2013) Translating Genre of News Stories and the Correlated Grammar in Analysing Student Translation Errors. *Meta* 58 (2): 373-396.

Kim, M. and C. M.I.M. Matthiessen. (2015) Ways to move forward in translation studies: A textual perspective. *Target*, 27(3): 335-350.

Kim, M. (2007) Using Systemic Functional Text Analysis for Translator Education: An illustration with a Focus on the Textual Meaning. *Interpreter and Translator Trainer* 1:223-246. (You can have online access to this paper in the library.)

Kim, M. and Z. Huang. (2012) Theme Choices in Translation and Target Readers' Reactions to Different Theme Choices. *T&I Review* 2 (1): 79-112.

Thompson, J. (2014) *Introducing Functional Grammar* (3rd ed). London and New York: Routledge.

Websites

5. Learning and Teaching Rationale and Strategies

MODL5106 introduces how to analyse texts for the purpose of translation and interpreting drawing on Systemic Functional Linguistics (SFL). This linguistic theory provides useful tools needed to analyse lexicogrammatical choices within texts in relation to context.

This course consists of a two-hour lecture and a one-hour tutorial each week. In the lecture, students will be introduced to the basic concepts of Systemic Functional Linguistics. In the tutorial, they will have hands-on experience of analysis with selected texts to understand the different kinds of meaning that are created through words and grammar.

Students are also provided with a number of translation-related activities so that they can apply the text analysis skills to various tasks that translators are expected to carry out in the real world.

6. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Due Date	Submitted in Moodle? (Yes/ No)
Text analysis quizzes	N/A	20%	1, 4	Week 6, 9	No
Text analysis test	N/A	40%	1, 4	Week 12	No
Essay	3000 words	40%	2, 3	13 June	Yes
* This is the final assessment task for attendance purposes.					

Please Note: If students attend less than 80% of their classes they may be refused final assessment. See “Attendance and Absence” for details of attendance requirements.

Formal Examination

This course does not have a formal examination which will be scheduled in the formal examination period from 9 to 26 June 2017.

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 learning outcomes 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 must be submitted electronically through Moodle (<http://moodle.telt.unsw.edu.au/>). You must use your zID login to submit your assignments in Moodle.

Refer to the section “*Course Assessment*” for details of assessment tasks that are to be submitted via Moodle.

**** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the [Student Code of Conduct](#). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](#) and the [Student Misconduct Procedures](#). I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put **your name (as it appears in University records)** and **UNSW Student ID** on **every page** of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you

telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle:

<https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless Special Consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$.

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

7. Attendance and Absence

The UNSW Policy on Class Attendance and Absence can be viewed at:

<https://student.unsw.edu.au/attendance>

The Faculty of Arts and Social Sciences guidelines on attendance and absence can be viewed at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students' responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance or for absence must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In this course, students must attend at least 80% of lectures (10 out of 12 lectures). Students must attend at least 80% of tutorials (10 out of 12 tutorials).

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under "*Course Assessment*".

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for [Special Consideration](#).

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

8. Special Consideration for Illness or Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

Applications are accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.
- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.
- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the

examination.

- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

Applications are normally not considered if:

- The condition or event is not related to performance or is considered to be not serious
- More than 3 days have elapsed since the assessment for which consideration is sought
- Any key information is missing
- Supporting documentation does not meet requirements
- The assessment task is worth less than 20% of the total course assessment, unless the student can provide a medical certificate that covers three consecutive days.

Applications for Special Consideration 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/guide>

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “*Late Submission of Assignments*” for penalties of late submission.

9. 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. The online form can be found at: <https://www.arts.unsw.edu.au/ttclash/index.php>

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

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

10. 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/>. 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>

11. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.

12. 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>

13. Grievances and Review of Assessment Results

13.1 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 course convenor.

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/guide>

13.2 Review of Assessment Results

There is no automatic right to have an assessment reviewed, the Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification, this should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: <https://student.unsw.edu.au/results>. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

14. 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>

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/>

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: <https://student.unsw.edu.au/disability>

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.