



UNSW  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **MODL5107 Technology for Translation Semester 1, 2014**

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1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Sean Cheng	Room	MB 278
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Consultation Time	Friday 2 pm – 4pm (by appointment)		
<b>Other Teaching Staff</b>			
Name	Claudia Koch-McQuillan	Room	MB 268
Phone	N/A	Email	<a href="mailto:Claudia.Koch-McQuillan@unsw.edu.au">Claudia.Koch-McQuillan@unsw.edu.au</a>
Consultation Time	N/A		

2. Course Details	
Units of Credit (UoC)	6
Course Description	This course is designed to prepare students for professional T & I practice in the community and corporate professional settings. It also helps students to acquire essential introductory knowledge about the localisation industry. The course has three main focuses: <b>Technology</b> – focusing on understanding the technological framework of the industry and hands-on experience of Computer Assisted Translation (CAT) tools; <b>Professional Practice</b> – focusing on project management and professional conducts; <b>Industry Knowledge</b> – focusing on the big picture of the T&I market. Tutorials will be conducted in a computer lab where students will have access to Internet resources and a leading CAT tool - memoQ.
Course Aims	<ol style="list-style-type: none"> <li>To understand the workflow of CAT technology in general through learning how to use memoQ to do translations and projects, which help develop transferable knowledge in terms of CAT troubleshooting and how translation projects are done with technologies.</li> <li>To learn about the basic workflow of translation project management, common professional conducts in the industry and important business aspects of freelance practice.</li> <li>To learn about the T&amp;I market in Australia, the localisation industry in general, self-presentation in the market, and possible career paths in the industry.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>Be able to perform translation tasks, manage Translation Memory and Term Base, utilize translation resources, and manage group translation project with memoQ, while being able to identify, analyse, explain and resolve problems arise from the process.</li> <li>Be able to evaluate, plan, execute, monitor and conclude a mock project; apply advance search techniques using search engines and corpora; identify and describe particular issues that might arise from working as a freelancer.</li> <li>Be able to identify and distinguish relevant agencies, organisations, institutions and associations in the market; describe and explain what is Globalisation,</li> </ol>

		Internationalisation, Localisation and Translation (GILT) and their key features; become aware of the potential career development through the understanding of the industry context.
Graduate Attributes	1.	Independent and collaborative enquiry
	2.	Application of T & I knowledge and skills to solve problems
	3.	Analytical thinking skills
	4.	Information literacy
	5.	Digital literacy

### 3. Learning and Teaching Rationale

The course content is selected base on the latest trends of the T&I industry. The three main focuses of the content reflect the current needs and demands of the industry, connecting students' academic learning with the real world practice.

The teaching approach is performance-based and experience-based. The course focuses on performance because it requires students to be able to use memoQ to perform comprehensive translation tasks, and to demonstrate their understanding of the course content through presentation, quiz, reports and reflection. On the other hand, the course is designed base on teachers' insights of the market and experience in the industry, as well as the consideration of students' experience and expectation.

At the core of this course is the use of a leading CAT tool – memoQ. memoQ is a tool developed by Kilgray – a Hungarian company with a team of passionate industry professionals and dedicated language technologists. memoQ lets you add velocity, consistency, raise quality and lower costs in the translation processes. For more information about memoQ and Kilgray, please visit Kilgray's website: <http://kilgray.com/>



This course is supported by Kilgray's academic program that allows universities to use the latest version of memoQ for educational purpose **free of charge**. With consent, the company can also give licenses to teachers and students for (educational) home use for up to one year.

For students who successfully finish the course and graduate from the program, they will have a special Graduation Present where translation students from this program, with an agreement with Kilgray, can purchase memoQ Translator Pro version for €99 (market price €620).

### 4. Teaching Strategies

The course is taught by way of one-hour lecture and two-hour tutorial weekly.

In lectures, students learn about the contextual knowledge of translation technology, professional practice and industry, starting from basic concepts to holistic overview of industry practice.

In tutorials, students mainly learn to use memoQ through hands-on practices in computer labs, starting with basic functions to comprehensive tasks. The complexity generally follows the lecture content, which increases when students' understanding of the context improves.

Assessment tasks are spread out in the teaching weeks to effectively help students reflect and evaluate how well they have being learning the content.

## 5. Course Assessment

Task	Detail	Start	Due	Individual Marks	Total Marks	LOs	GAs
Group Presentation	* 4-5 students per group * Research a particular topic * Make a group presentation in class	Starts in week 6, one group per week. All presentation materials need to be submitted		10 for individual and 10 for group performance	20	3	1,3,4,5
Online Quiz	Quiz 1	Week 4	Week 4	10	30	1,2,3	2, 3, 4, 5
	Quiz 2	Week 7	Week 7	10			
	Quiz 3	Week 11	Week 11	10			
Mock Translation Project	Phase 1 - <b>individual</b> work on mock project evaluation	Week 4	Week 4	20	50	1,2	1,2,3
	Phase 2 - <b>group</b> report on project planning	Week 6	Week 6	10			
	Phase 3 - <b>group</b> report on project closure	Week 7	Week 9	10			
	<b>Individual</b> reflection on project process and specific issues	Week 10	Week 12	10			

**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.

### Grades

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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

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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

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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

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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

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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	Lecture Topic	Lecture Content	Readings	Tutorial content	Assessments
1	Introduction to MODL5107	Aims and outcomes, structure, assessments, , memoQ	Bowker & Fisher 2010 Computer-aided translation In: Gambier 2012, Handbook of translation studies, available from the library	Community building, grouping students, select presentation topics Preview of memoQ	
3-Mar-14	Sean	Moodle Access		memoQ lesson 1: Setting up a project	

2	MT and CAT	<ul style="list-style-type: none"> <li>• General intro of CAT tools</li> <li>• Workflow comparison with and without CAT tools</li> <li>• Segmentation Fundamental concepts and terminology (fuzzy match, concordance etc.)</li> </ul>	<p>Parra 2009 Workflow of CAT tools in specialised translation  <a href="http://bcm.au.dk/fileadmin/www.asb.dk/isek/fernandez-parra.pdf">http://bcm.au.dk/fileadmin/www.asb.dk/isek/fernandez-parra.pdf</a></p>	<p>memoQ lesson 2: Basic translation in DOC or DOCX</p> <p>basic translation functions concordance search dealing with tags and untranslatables exporting final product</p>	
10-Mar-14	Claudia		Esselink 2000, A Practical Guide to Localization, chapter 11		
3	Project management 1	Project, operation & work	<p>Rico Pérez 2002, Translation and Project Management  <a href="http://www.bokorlang.com/journal/22project.htm">http://www.bokorlang.com/journal/22project.htm</a></p>	<p>memoQ lesson 3: Translating files in XLSX and DOCX with tables and PPTX Exporting for Edit Reimport edited files</p>	
17-Mar-14	Sean	Basic PM workflow	Esselink 2000, A Practical Guide to Localization, chapter 13 & 14		



4	Project management 2	Application of the PM workflow in school translation projects	Esselink 2000, A Practical Guide to Localization, chapter 13 & 14	memoQ lesson 4: Statistics for analysis Translating PPTX file Creating views in projects sharing project files	<b>Quiz 1: 10% Content learnt in Lectures and tutorials so far</b>
24-Mar-14	Sean	Sharing and team work: sharing project using memoQ			<b>Mock Translation Project Phase 1(individual submission): 20% Project evaluation</b>
5	Terminology and quality assurance	• Research for terminology Quality assurance in general	Esselink 2000, A Practical Guide to Localization, chapter 13	memoQ lesson 5: Termbase management (import and export) Term extraction Quality Assurance	
31-Mar-14	Claudia		Shih 2006 Revision from translator's point of view (available online via UNSW library)	<b>Presentation 1</b>	
			Robert 2008 Translation revision procedures ( <a href="http://www2.arts.kuleuven.be/info/bestanden-div/Robert.pdf">http://www2.arts.kuleuven.be/info/bestanden-div/Robert.pdf</a> )		

6	T&I Industry in Australia overview	<ul style="list-style-type: none"> <li>• Associations and interpreting agencies</li> <li>• Translation and interpreting market (Australia)</li> </ul>	Esselink 2000, A Practical Guide to Localization, chapter 6	memoQ lesson 6: LiveDoc: Corpus Alignment	<b>Mock Project Phase 2 (group report): 10% group plan work allocation</b> <b>Preparing documents</b>
07-Apr-14	Claudia			<b>Presentation 2</b>	
<b>End of 1st 6 weeks</b>					
7	Localisation	GILT	Esselink 2000, A Practical Guide to Localization, chapter 1 & 2	memoQ lesson 7 - Translating HTML files Handling PDF files	<b>Mock Project Phase 3 (group work): group execution of the project - translation</b>
14-Apr-14	Sean	Issues: ICT, language coding	Sandrini 2007 Localization and Translation (LSP translation scenarios, pages 167-191) ( <a href="http://homepage.univie.ac.at/~c61302/publik/localiz.pdf">http://homepage.univie.ac.at/~c61302/publik/localiz.pdf</a> )	<b>Presentation 3</b>	<b>Quiz 2: 10% Content learnt in Lectures and tutorials so far</b>
		Localisation industry breakdown			
<b>Break for 2 weeks: Session break + postgraduate break for week 8</b>					<b>Mock Project Phase 3 continues (group work): monitoring changes using memoQ</b>

9	Translation standards	Benchmark in different markets	Biel 2011 Training translators or TSPs ( <a href="http://www.jostrans.org/issue16/art_biel.pdf">http://www.jostrans.org/issue16/art_biel.pdf</a> )	memoQ lesson 8 - LiveDoc: Corpus Alignment	<b>Conclusion of Mock Project Phase 3: 10% Group report on project closure: finalising the documents submitting the final documents</b>
5-May-14				<b>Presentation 4</b>	
10	Research techniques	Advance google search; corpus, etc.	Wilkinson 2007 Corpora, serendipity and advanced search techniques ( <a href="http://www.jostrans.org/issue07/art_wilkinson.php">http://www.jostrans.org/issue07/art_wilkinson.php</a> )	memoQ lesson 9: Summary of the learning of memoQ	<b>Start writing the individual report for the simulation project: 10% 500 words</b>
12-May-14	Claudia			<b>Presentation 5</b>	
11	Business aspects of Translation and Interpreting	Freelance business, Practical ethical issues, etc.		Comprehensive practice	<b>Quiz 3: 10% Content learnt in Lectures and tutorials so far</b>
19-May-14	Claudia			Q&A	
12	Presentation in the market	CV writing, networking, career path		Discussion about the industry and employment	<b>Individual reflection due by the end of the week</b>
26-May-14	Sean				
13	Wrap-up	A Summary of what have been taught		Feedback and discussion on the mock project	
2-Jun-14	Sean				
<b>End of teaching weeks</b>					

## 9. Course Resources

### Textbook Details

***A Practical Guide to Localization*** by Bert Esselink (can be found in library and purchased at UNSW bookshop)

## 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

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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.