School of Humanities and Languages

MODL5111 Interpreting Practicum
Semester 1, Year 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Sean Cheng</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Movern Brown 278</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2314</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:sean.cx@unsw.edu.au">sean.cx@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>1pm – 3pm Monday (or by appointment)</td>
</tr>
</tbody>
</table>

2. Course Details

**Units of Credit (UoC)** | **6**
---|---
**Course Description** | This course is designed to provide the students with further practical interpreting opportunities by working on authentic interpreting projects that are generated by the MA program, the school, the university, and/or genuine clients. Students will work in teams or individually to complete different practicum activities set out in the course with the guidance of the course coordinator.

The course is only available to students who are studying the 8229 Master of Interpreting and Translation Studies Extension program and should be taken in their third semester.

In the practicum activities, students will take part in observations, research a variety of topics, develop relevant interpreting materials, and practice interpreting in class, all of which will require a good understanding of the interpreting process, workflows, and the practicality of interpreting theories.

Successful completion of the course also entails 75 hours of practicum required by NAATI for those students who aim for the NAATI interpreting accreditations at the end of their study. Please note that this is in addition to (and not instead of) the 75 hours of practicum required for the accreditation in translation.

**Course Aims**

1. To practice teamwork, management, and communication by planning, communicating, executing and completing the assigned projects as a team.

2. To gain a better understanding of the ad-hoc knowledge in different interpreting topics by researching these topics, developing relevant practice materials and giving presentations in class, as well as taking part in observations in the courts.

3. To enhance interpreting skills by practicing different modes of interpreting in class.

**Student Learning Outcomes**

1. Be able to design and implement an effective plan for an assigned project, to monitor the progress of the project by maintaining effective communication and implementation, and finally to successfully complete the project.

2. Be able to identify and demonstrate the key information in different topics and develop proper interpreting practice materials for educational purposes.

3. Be able to show understandings of different court settings.
and cases by completing observation reports
4. Be able to actively engage in classroom interpreting practice and critically reflect on the interpreting performance.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. Independent and collaborative enquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Application of T&amp;I knowledge and skills to solve problems</td>
</tr>
<tr>
<td></td>
<td>3. Analytical thinking skills</td>
</tr>
<tr>
<td></td>
<td>4. Information literacy</td>
</tr>
<tr>
<td></td>
<td>5. Digital literacy</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

This course is developed on the basis of the NAATI requirement of 150 hours of practicum being one of the prerequisites of the recommendation for NAATI interpreting accreditations by our T&I program for those who are studying the extension program. This course accounts for 75 hours of interpreting practicum which is in addition to the 75 hours of translation practicum done in MODL5112. Students need to finish both MODL5111 and MODL5112 so as to be recommended for interpreting accreditations.

The course has two major purposes:

1. To provide students genuine interpreting related work opportunities when possible; (This may vary in each semester depending on the availability of work opportunities)
2. To offer more targeted interpreting practice for students so that they can prepare better for the NAATI interpreting exam.

Students learn from practicing their interpreting skills via relevant projects, researching the background information on a variety of topics, developing interpreting practice materials, classroom presentation and discussion, and classroom practice. The course coordinator will support the understanding of the project requirements, offer guidance in project management and materials development, arrange classroom activities, engage in the students’ discussions, evaluate and monitor the progress of the projects, and give constructive feedback on students’ interpreting performance in the classroom.

4. Teaching Strategies

This course has a two-hour face-to-face seminar weekly.

In the weekly seminars, students will have time to meet up to discuss and manage their projects together. The coordinator will assign and explain the projects to students, help students to form teams, guide them in planning, execution and communication, discuss specific issues with them, and evaluate their progress and give constructive feedback.

Students will also be asked to make use of two textbooks (please see NO.9 Course Resources) to do research on relevant interpreting topics and improve their ad-hoc knowledge. Each week, students will focus on one topic area and develop authentic dialogue, sight translation and consecutive interpreting materials according to the guidance of the course coordinator. The materials then will be used and practiced in the classroom through role-plays in the following week. All materials developed will also be collected as teaching resources for different educational purposes in the future.

A series of court observation assignments will need to be completed outside of the class by students individually. Students will be asked to go to specific courts and observe specific activities, and then fill out a questionnaire as a form of report. This activity is aim to enhance students’ understanding of different legal settings and the language used in those contexts.

Students may be asked to share their working progress with the class by giving short presentations and discuss challenges with the rest of the class.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Detail</th>
<th>Evaluation</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects</td>
<td>Effective</td>
<td>Satisfactory</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5</td>
<td>TBA (depends)</td>
</tr>
<tr>
<td>(Interpreting jobs, observations, or relevant activities)</td>
<td>planning, execution and communication, completing the projects according to schedules and requirements</td>
<td>/ Unsatisfactory</td>
<td>on the planning of the projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials development</td>
<td>Develop interpreting practice materials based on research and according to requirements</td>
<td>Satisfactory / Unsatisfactory</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5</td>
<td>TBA</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Students’ record of their work, reports, and reflections</td>
<td>Satisfactory / Unsatisfactory</td>
<td>2</td>
<td>2,3,4</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Projects will be presented to students through Moodle, with the information including clients’ needs and expectations, scheduling requirements, teamwork details and associated portfolio requirements.

Please check the project description forms for details.

**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/](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 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.

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

The Arts and Social Sciences Extension Guidelines state the following:

• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

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_Policy.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/. 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](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/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week</th>
<th>Commencing:</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 01</td>
<td></td>
<td>2MAR</td>
<td>Introduction, project initiation, work distribution</td>
</tr>
<tr>
<td>Week 02</td>
<td></td>
<td>9MAR</td>
<td>The in-class activities will focus on some interpreting practice and public speaking practice.</td>
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<tr>
<td>Week 03</td>
<td></td>
<td>16MAR</td>
<td></td>
</tr>
<tr>
<td>Week 04</td>
<td></td>
<td>23MAR</td>
<td></td>
</tr>
<tr>
<td>Week 05</td>
<td></td>
<td>30MAR</td>
<td>Presentations of actual interpreting or observation activities may be required as a part of the reflection and interpreting practice.</td>
</tr>
<tr>
<td>BREAK 1</td>
<td></td>
<td>6APR – 10APR</td>
<td></td>
</tr>
<tr>
<td>BREAK 2 (WK6)</td>
<td></td>
<td>13APR – 17APR</td>
<td></td>
</tr>
<tr>
<td>Week 07</td>
<td></td>
<td>20APR</td>
<td>Students will be required to develop authentic interpreting practice materials based on the weekly readings. These materials may be used in class for practice.</td>
</tr>
<tr>
<td>Week 08</td>
<td></td>
<td>27APR</td>
<td>For details, please refer to arrangements on Moodle.</td>
</tr>
<tr>
<td>Week 09</td>
<td></td>
<td>4MAY</td>
<td></td>
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<tr>
<td>Week 10</td>
<td></td>
<td>11MAY</td>
<td></td>
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<tr>
<td>Week 11</td>
<td></td>
<td>18MAY</td>
<td></td>
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<tr>
<td>Week 12</td>
<td></td>
<td>25MAY</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td>1JUN</td>
<td></td>
</tr>
</tbody>
</table>

### 11. Course Resources

**Textbook Details**


**Useful resources**

**Free Medical Terminology Course**

Free Medical Terminology Course: [http://www.dmu.edu/medterms/](http://www.dmu.edu/medterms/)

**Great Interpreting resource for Chinese stream students** *(This is the one with many recorded dialogues and consecutive interpreting materials, transcripts can be adapted for other languages)*

This is a personal website done by Carl who studies Chinese. He puts many interpreting dialogues and speeches with audio files on the
website. Please check it out: http://carlgene.com/blog/

Great interpreting resources

Tokyo University Medical English: videos of consultations in English, some (or all?) with transcripts. You'll need to create an account, but it's free: http://www.lr.mdx.ac.uk/mutual-trust/materials-bank.htm

Geneva University database of audio and audiovisual recordings: http://live.fti.unige.ch

ORCIT (Online Resources for Conference Interpreter Training) - materials for listening, public speaking, consecutive, simultaneous, research skills: http://www.orcit.eu/resources-shelf-en/story.html

Humboldt University Berlin Anglopolis (also Francopolis, Germanopolis, Hispanopolis, Lusopolis, Italopolis): transcripts of speeches for various levels of interpreting: http://www2.hu-berlin.de/francopolis/germanopolis/db/sisdb.cgi?&uid=guest.136280817167045&db=en&lang=en&Java=&home=1&framed=1&pers=

Building Mutual Trust Materials Bank: training materials for legal interpreters in various languages. The navigation doesn't make it obvious which language an exercise is in, but there are some useful materials there: http://www.lr.mdx.ac.uk/mutual-trust/materials-bank.htm

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

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

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/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/

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

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.