



Arts & Social  
Sciences

School of Humanities and Languages

**MODL5113 INTERPRETING ACCREDITATION PREPARATION**  
Semester 2, 2013

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
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2. Course Details	
Units of Credit (UoC)	6 UoC
Course Description	This course is suitable only for students enrolled in the Master of Arts in Interpreting and Translation Studies (Extension). It is an advanced interpreting course that aims to further develop the students' interpreting and related skills acquired in previous courses and to provide them with adequate preparation to sit for the NAATI Interpreting accreditation examination (Interpreter Level). The course will comprise a lecture for all students and language specific practical tutorials for the relevant language streams. Its content will cover the skills and knowledge required of professional interpreters, including: listening comprehension in two languages, public speaking skills in two languages, note taking skills, dialogue, consecutive and simultaneous interpreting and sight translation. Simulated interpreting examinations using scripts of situations commonly used by NAATI will be conducted throughout the course. Students will also further develop their ability to manage bilingual and cross-cultural interactions, increase their understanding of professional ethics and be better equipped to apply the theory to the practice. The course aims to further develop the skills necessary to successfully undertake the NAATI Interpreting examination (Interpreter Level).
Course Aims	<ol style="list-style-type: none"> <li>1. Improve students' oral comprehension skills in different genres, registers and across a variety of subjects in English and the other relevant language;</li> <li>2. Increase their ability to critically analyse oral speech in English and the other relevant language;</li> <li>3. Improve their speaking skills in English and the other relevant language in a variety of genres, registers and topics;</li> <li>4. Perfect their dialogue interpreting, consecutive interpreting and sight translation skills;</li> <li>5. Gain adequate interpreting management and coordination skills</li> <li>6. Further their understanding of professional ethics</li> <li>7. Apply the theory to the practice</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Orally comprehend complex source messages and texts in English and their other chosen language</li> <li>2. Critically analyse oral speech in English and the other relevant language</li> </ol>

	3.	Accurately convert the source message to the target language orally using different interpreting modes
	4.	Deliver the interpreted utterance in the appropriate register and style
	5.	Manage and coordinate triadic bilingual interactions
	6.	Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation
Graduate Attributes	1.	<b>The skills involved in scholarly enquiry:</b> Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation
	2.	<b>The capacity for analytical and critical thinking and for creative problem-solving:</b> Critically analyse oral speech in English and the other relevant language
	3.	<b>A capacity to contribute to, and work within, the international community:</b> Manage and coordinate triadic bilingual interactions
	4.	<b>The skills required for collaborative and multidisciplinary work:</b> (a) Orally comprehend complex source messages and texts in English and their other chosen language (b). Deliver the interpreted utterance in the appropriate register and style
	5.	<b>A respect for ethical practice and social responsibility:</b> Apply knowledge of the Code of Ethics and theories of Interpreting in an examination situation
	6.	<b>The skills of effective communication:</b> (a) Orally comprehend complex source messages and texts in English and their other chosen language (b). Accurately convert the source message to the target language orally using different interpreting modes

### 3. Learning and Teaching Rationale

The course will cover the different skills required of interpreters to function at the NAATI professional level (Interpreter), including, listening comprehension in two languages, public speaking skills in two languages, dialogue, consecutive and simultaneous interpreting and sight translation. This course will comprise an interactive lecture for all students and language specific practical tutorials for the relevant language streams.

### 4. Teaching Strategies

Students will acquire common skills in the lecture, which they will apply in a bilingual context in their respective language tutorials.

5. Course Assessment (A)					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Oral comprehension in-class assessment	n/a	10%	1-6	1-6	Ongoing In-class assessment
Dialogue interpreting in-class assessment	n/a	10%	1-6	1-6	Ongoing In-class assessment
Consecutive interpreting in-class assessment	n/a	10%	1-6	1-6	Ongoing In-class assessment
Sight Translation in-class assessment	n/a	10%	1-6	1-6	Ongoing In-class assessment

Final Accreditation Examination	90 min	60%	1-6	1-6	Examination period
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## 6. Course Assessment (B)

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Continuous in class assessment		40%	1-6	1-6	Ongoing In-class assessment
Final Accreditation Examination		60%	1-6	1-6	Examination period

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

### Formal Examination

This course has a formal examination which will be scheduled in the formal examination period from 8 – 26 November. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

### 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, a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

### Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' 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.

## 7. 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 indeed 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.

## 8. 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 a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 9. Course Schedule

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

Week Commenting:	Topic	Lecture Content	Tutorial/Lab Content	Homework, Readings, Practice
Week 1: 29 July	Introduction to Interpreting Accreditation Preparation	<ol style="list-style-type: none"> <li>1. Aims and outline of course</li> <li>2. Back-to-basics: revision of interpreting skills and competencies for three modes required in the NAATI accreditation examination: dialogue interpreting (short consecutive), (long) consecutive with note taking, and sight translation</li> <li>3. Typology of interpreting events and settings relevant to the examination</li> <li>4. NAATI exam format and content, and evaluation criteria.</li> <li>5. Early (self- and peer-) diagnostic test and Interpreting accreditation preparation planning. Set individual goals.</li> </ol>	No tutorial in week 1	<p>H/W for Week 2</p> <p>Revision of healthcare interpreting and translation materials. Find your old glossary/data bank or start a new one. Practice interpreting (audio recordings, face-to-face interpreting in pairs or groups of three, practice sight translation of translation passages).</p> <p>Readings:</p> <p>Sandra Hale <i>Community Interpreting</i>, Palgrave/Macmillan (2007), Chapter 1 Overview of the field of interpreting and Main Theoretical Concepts, pp. 3-31. Available at Level 6, Main Library 418.02/234 and 418.02/234 A, and as <b>e-book</b>.</p>

				Andrew Gillies, <i>Note-taking for consecutive interpreting: a short course</i> Manchester, England: St. Jerome Pub. 2005 Available at Level 6, Main Library (S 418.02/212)
Week 2: 5 August	Health/medical interpreting	<p>1. Revision of national and international settings, participants, roles and discourse in medical consultation.</p> <p>2. Medical practitioner/patient interaction. Text types and genres of sight translation passages – examination of sample texts.</p> <p>3. Workshop: comprehension exercises (with Q &amp; A, summary, retelling in detail), dialogue interpreting (1) consecutive interpreting (Text 1, pp. 143-144), sight translation (Passage 1, find passages in LOTE to present in class in Week 3).</p>		<p>H/W: Practice Dialogues (2-3, pp. 122-124 – translation/adapt the patient's lines into LOTE; extract words and expressions; read it out or role play to your fellow students with your partner), Sight translation passage 2, pp. 141-142 (locate a similar one in LOTE, extract words and expressions), Consecutive Text 2 (pp. 144-145, Locate one in LOTE, extract words and expressions, summarise in both languages, retell in both languages)</p> <p>Workbook: Lee, Buzo <i>Community language interpreting. A Workbook</i>, The Federation press, 2009, Unit 7 Healthcare, pp. 115-146</p> <p><i>Reading:</i> Hale (2007), Chapter 2 Interdisciplinarity: Community Interpreting in the Medical Context, pp. 34-62.</p>
Week 3: 12 August	Health/medical interpreting	<p>Workshop.</p> <p>Comprehension exercise (listening, note taking, retention)</p>	Chinese tutorial (Monday 1-2, Room MB 106)	H/W: Practice Dialogues (6-7), Sight translation English-LOTE passage and a LOTE passage located at home),

		Dialogues 4-5, Sight translation Passage 3, Consecutive passage (additional)	Spanish tutorial (Tuesday 18-19, Room MB 106)  Japanese tutorial (Friday 11-2, MB105)  Interpreting practice: dialogue demo (4-5) and check sight translation Passage 1 or 2	Consecutive Text 1 (Locate one in LOTE)
Week 4: 19 August	Health/medical interpreting	Workshop: identify areas that require improvement and practice in class. Focus on consecutive interpreting.  Dialogues 8-9, sight translation. Which areas require additional attention?		H/W 10-11, more consecutive and sight translation.  <i>Revise</i> Economics/Business from previous studies, locate glossary/data bank or start a new one.
Week 5: 26 August- Week 6: 2 Sept	Business/Economics	Revision of previous studies of business interpreting. Interpreting settings and events.	Week 5  Chinese tutorial  Spanish tutorial  Japanese tutorial	Reading: Nolan, James (2010) <i>Interpretation Techniques and Exercises</i> , Multilingual Matters, Bristol (Level 6, Main Library (418.02/265), Chapter 14, pp. 236-257.  Workbook: Lee, Buzo (2009), Unit 4 Business, pp. 51-71.
Week 7: 9 September	Business/Economics	Homework: revise previous studies of para-legal (police) and legal interpreting. Locate glossaries/data banks or create new ones.	Chinese tutorial  Spanish tutorial  Japanese tutorial	
Week 8: 16 September -	Para-legal and legal	Introduction to Police setting, text types and genres: statement, police caution, police interview of suspect. Charges. Police/lay person	Week 9: Chinese tutorial  Spanish	Reading: Hale (2009), Chapter 3 Interdisciplinarity: Community Interpreting in the



Week 9: 23 Septem ber		interaction.	tutorial  Japanese tutorial	Legal Context, pp. 64-91, Workbook: Lee & Buzo (2009) Unit 8 Police work and law enforcement, pp. 146-172
Mid-semester break (2 weeks 30 Sept - 13 Oct including Wk10)				
Week 11: 14 October	Para-legal and legal	Legal settings: consultation with solicitor. Lawyer/client interaction.	Chinese tutorial  Spanish tutorial  Japanese tutorial	Lee and Buzo (2009) Unit 9 Legal interpreting, pp. 172-193
Week 12: 21 October	Wrap up and conclusion		Practice exam	
Week 13: 28 October		No lecture in week 13	Chinese tutorial  Spanish tutorial  Japanese tutorial	

## 10. Course Resources

### Textbook Details

Nolan, James (2010) *Interpretation Techniques and Exercises*, Multilingual Matters, Bristol (Level 6, Main Library (418.02/265))

Gillies, Andrew (2005), *Note taking for Consecutive Interpreting: A short course*, St. Jerome, Manchester (Main Library, High Use Collection (S 418.02/212))

O'Loughlin, James (2006), *Umm- : a complete guide to pubic speaking*. Allen & Unwin, Crows Nest (Level 10, Main Library (S 808.51/66)).

Jieun Lee , Adrian Buzo (2009) *Community language interpreting : a workbook*, Annandale, N.S.W. : The Federation Press (Level 6, Main Library (418.02/247))

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

### Journals

### Additional Readings

### Websites

## 11. 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.

## 12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the below website:

<http://www.lc.unsw.edu.au>

## 13. 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 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. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

## 14. Other Information

### myUNSW

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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 to 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.

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