



## MODL5111

### Translation and Interpreting Practicum A

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Sean Cheng	sean.cx@unsw.edu.au	Thursday 10am-12pm	Morven Brown 278	9385 2314

#### Tutors

Name	Email	Availability	Location	Phone
Amy Wang	xiaoxing.wang@unsw.edu.au	TBA	N/A	N/A

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

## Course Details

### Credit Points 6

### Summary of the Course

This course introduces you to the business and industry practice of translation and interpreting studies. As opportunities arise, the course provides you with authentic practicum opportunities that may include:

- observing professional interpreters and translators at work;
- visiting various settings where professional interpreters and translators are required;
- participating in internship and/or mentoring programs;
- performing simulated and/or real-life interpreting and translation practice under supervision;
- attending interpreting translation conferences and seminars;
- volunteering for different organisations requiring interpreters and translators;
- developing teaching and learning resources for professional practice;
- participating in research projects in interpreting and translation.

Through these rich practicum activities, you will acquire a unique set of valuable professional skills including project management skills, marketing and business skills, practical experience with translation and interpreting technologies (computer-aided translation tools, machine translation, subtitling, remote interpreting, phone interpreting, etc.).

### Course Learning Outcomes

1. identify clients' needs and expectations and formulate a plan to address them
2. design and implement an effective project management plan
3. employ relevant technologies including translation and interpreting tools, project management tools, and communication tools
4. evaluate the graduate market to prepare for career development
5. work effectively in a multilingual and multicultural team

### Teaching Strategies

The course aims to provide students with opportunities to improve their competence as future professionals by engaging in authentic translation/interpreting-related work. The work may come from different translation/interpreting-related requests generated by the program itself, the school, the university or other external clients.

The content may range from translations, interpreting practice/jobs, observations, internships, educational materials development, transcriptions, editing and proof-reading, research, subtitling, mock projects, to material writings based on translation and working as assistants for clients. There will be a set amount of activities to complete in this course in line with demand. The activities are compulsory and have to be completed according to the guidance of the course coordinator.

Facilitative learning is the main approach of the teaching in this course. Students will work on the understanding that they are providing authentic services to clients, therefore they need to be as responsible as real professionals and complete their work to the best of their abilities while meeting the deadlines. The course coordinator's role is to ensure that the project details are clear, to offer guidance in project management and the use of translation technologies, to engage in the students' discussions

along the process, to evaluate and monitor the progress of the projects, and to give constructive feedback along the way.

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 translation issues with them, and evaluate their progress and give constructive feedback.

## Assessment

This is a work integrated learning (WIL) course. Students will have the opportunities to work on authentic tasks and projects that have real-world applications. Students will need to work in teams and develop all relevant professional skillsets including project management, teamwork, leadership, professional communication, workflow design, business management, technology management in addition to practicing the core translation and interpreting skillsets. Assessment and feedback will focus on the efficacy of workplace learning and comprehensive performance under real-life work modes and pressures.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Professional Portfolio	100%	week 11	1,2,3,4,5

### Assessment Details

#### Assessment 1: Professional Portfolio

**Start date:** week 2

**Details:** Students will undertake several practicum activities based on availability. The portfolio requires students to document and reflect upon these activities. Students are then required to compile and submit a portfolio of all of their practicum activities at the end of the course. To help students evaluate the graduate market and prepare for career development, they will be asked to identify a potential employment opportunity, compile their study and practicum experience, produce a professional CV aiming to pursue that opportunity and present it as a part of their portfolio. Students will meet weekly with the course coordinator and other students to share their experiences and receive feedback on their progress. Individual written feedback is provided on the portfolio. Individual and group-based oral feedback is also provided on each activity throughout the practicum. Students also receive written and oral feedback on their performance from professional interpreters and translators who will act as their mentors. This is the final assessment for attendance purposes.

#### Additional details:

Please note:

The work in this course follows a practical management framework but the tasks vary from project to project. Task delivery and feedback are not limited to the portfolios mentioned in the description and can be in different formats. For detailed instructions, please follow the specific work arrangements and project details on Moodle and other relevant work integrated learning platforms specified by the instructors.

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Seminar	Seminar 1 (Full class) <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Road map for work integrated learning (WIL) 2019</li> <li>• Tools for WIL and management</li> <li>• Team company formation</li> <li>• Team company community building</li> </ul>
Week 2: 10 June - 14 June	Seminar	Seminar 2 (Full class) <ul style="list-style-type: none"> <li>• Teams, targets and record keeping</li> <li>• Annoucement of specific projects</li> <li>• Discussion of project planning and workflow design</li> <li>• Finalise all teams' internal admistation details including roles and responsibilities, management workflow, tools and platforms, communication protocols and team identity.</li> </ul>
Week 3: 17 June - 21 June	Group Work	No seminar, no class for MODL5111 in week 3.  This is a "brewing" week for each team to consolidate formal workflows, kick-start the assigned projects, carry out the require tasks and complete the required progress before seminar 3.  In seminar 3, the class will be broken down into individual team meetings, and specific team agenda, work report, discussion, learning and feedback will be carried out based on each team's progress.
Week 4: 24 June - 28 June	Seminar	Seminar 3 (Individual team meeting) <ul style="list-style-type: none"> <li>• One hour per team</li> <li>• Team specific project progress report</li> <li>• Project content and workflow discussion</li> <li>• learning reflection and summary</li> <li>• Team specific feedback</li> </ul>

Week 5: 1 July - 5 July	Seminar	<p>Seminar 4 (Individual team meeting)</p> <ul style="list-style-type: none"> <li>• One hour per team</li> <li>• Team specific project progress report</li> <li>• Project and workflow discussion</li> <li>• learning reflection and summary</li> <li>• Team specific feedback</li> </ul>
Week 6: 8 July - 12 July	Seminar	<p>Seminar 5 (Full class)</p> <p>Mid-term work progress report, learning reflection and summary</p> <ul style="list-style-type: none"> <li>• Each team showcases its progress and workflows and achievements</li> <li>• Exchange of ideas and experiences between different teams</li> <li>• Cross check project work and feedback</li> </ul>
Week 7: 15 July - 19 July	Seminar	<p>Seminar 6 (Individual team meeting)</p> <ul style="list-style-type: none"> <li>• One hour per team</li> <li>• Team specific project progress report</li> <li>• Project content and workflow discussion</li> <li>• learning reflection and summary</li> <li>• Team specific feedback</li> </ul>
Week 8: 22 July - 26 July	Seminar	<p>Seminar 7 (Individual team meeting)</p> <ul style="list-style-type: none"> <li>• One hour per team</li> <li>• Team specific project progress report</li> <li>• Project content and workflow discussion</li> <li>• learning reflection and summary</li> <li>• Team specific feedback</li> </ul>
Week 9: 29 July - 2 August	Seminar	<p>Seminar 8 (Individual team meeting)</p> <ul style="list-style-type: none"> <li>• One hour per team</li> <li>• Team specific project progress report</li> <li>• Project wrap up and conclusion</li> <li>• Learning reflection and summary</li> <li>• Team specific final feedback and summary</li> <li>• Discussion of the next step</li> </ul>
Week 10: 5 August - 9 August	Group Work	<p>No class.</p> <p>Each team may have some final work to complete and wrap up.</p> <p>All projects should be finalised in week 10.</p>

## **Resources**

### **Prescribed Resources**

This is a work integrated learning course. The resources involved may vary depending on the learning activities. Please check Moodle for specific resources for different learning activities.

### **Recommended Resources**

This is a work integrated learning course. The resources involved may vary depending on the learning activities. Please check Moodle for specific resources for different learning activities.

### **Course Evaluation and Development**

The course will be formally evaluated via myExperience survey at the end of the semester.

More WIL specific survey and feedback may be collected from students.



## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@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 their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

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

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