



MODL5100

Research and Theories of Translation and Interpreting

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sandra Hale	s.hale@unsw.edu.au	By appointment by email		
Long Li	long.li@unsw.edu.au	By appointment by email		

Lecturers

Name	Email	Availability	Location	Phone
Sandra Hale	s.hale@unsw.edu.au			
Long Li	long.li@unsw.edu.au			

Tutors

Name	Email	Availability	Location	Phone
Margot Seligmann	hal@unsw.edu.au	By appointment		
Long Li	long.li@unsw.edu.au			

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

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Course Details

Credit Points 6

Summary of the Course

This course provides theoretical and research-driven foundations and principles that underpin the professional practice of translation and interpreting. You will develop a sound understanding of the main theories of translation and interpreting as well as ethical requirements for professional translators and interpreters. It also introduces you to contemporary interdisciplinary research on translation and interpreting from which you will develop an ability to apply the theories, principles and research findings to your practice, conduct independent enquiry and make informed choices in the process of translation and interpreting.

Course Learning Outcomes

1. critique contemporary translation and interpreting theories, research and professional ethics
2. apply translation and interpreting theories and research to practice by conducting independent enquiry and making informed decisions based on theory and evidence
3. apply theories and research to the development of skills in various interpreting modes
4. devise strategies informed by theories and research to solve translation problems

Teaching Strategies

The course is taught by way of a weekly three-hour lecture and a one-hour tutorial in which contemporary research and theories of translation and interpreting are critically examined, applied, and discussed. The lectures combine foundational theories with interdisciplinary research to inform and justify professional practice. This knowledge is solidified through practical tutorials in which basic translation and interpreting skills are developed. These skills are then refined in a variety of real-world scenarios in which research, theory, and ethical considerations are applied to overcome the linguistic, sociocultural, and cognitive challenges of translation and interpreting. This course serves as a foundation for professional translation and interpreting skills development throughout the translation and/or interpreting programs. While the course is taught in English, an advanced level of bilingual proficiency is necessary.

Assessment

- To prepare for assessments, please attend at least one workshop and one one-on-one consultation on academic writing at the UNSW Learning Centre: <http://www.lc.unsw.edu.au/>
- American Psychological Association (APA) referencing is used in all assessments in this course: <http://student.unsw.edu.au/apa>

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Literature review	40%	19/03/2021 04:00 PM	1, 2, 3
Moodle quiz	20%	29/03/2021 03:00 PM	1, 2, 4
Translation research project	40%	23/04/2021 04:00 PM	1, 2, 4

Assessment Details

Assessment 1: Literature review

Start date: 12/03/2021 09:00 AM

Length: 2,000 to 2,500 words

Details:

Students write a 2,000 to 2,500 word literature review of research on an interpreting topic.

Summative written feedback is provided on the review with individual and group-based oral feedback in tutorials.

Submission notes: Please see Moodle for the instructions, resources, and marking criteria for this assessment.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Moodle quiz

Start date: 29/03/2021 02:00 PM

Length: 20 multiple-choice questions

Details:

Students complete a 20-item quiz on ethics of the profession, and translation and interpreting research.

Individual written feedback will be provided on the quiz items.

Submission notes: Please see Moodle for the instructions, resources, and marking criteria for this assessment.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Translation research project

Start date: 13/04/2021 11:00 AM

Length: 2,000 to 2,500 words

Details:

A 2,000 to 2,500 word project containing a critical analysis of a provided translation and a chosen translation.

Summative written feedback is provided using a rubric with individual and group-based oral feedback provided in tutorials.

Submission notes: Please see Moodle for the instructions, resources, and marking criteria for this assessment.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Lecture	<p>Introduction to interpreting theory and interpreting and discourse:</p> <ul style="list-style-type: none"> • Differences between interpreting and translation • The interpreting process • The concept of accuracy and equivalence • Types of interpreting • Interpreting protocols • The role of the interpreter • Hierarchy of language • Pragmatics and Speech Act Theory • Cross-cultural pragmatics
	Tutorial	<ul style="list-style-type: none"> • Comprehension skills • Text analysis • Memory skills • Discourse structures • Public speaking
	Reading	<ul style="list-style-type: none"> • Hale, S. (2007). Chapter 1. • Pöchhacker, F. (2004). Chapters 1 & 7. • Shaozhong Liu <i>What is Pragmatics?</i> http://www.gxnu.edu.cn/Personal/szliu/definition.html • Coulthard, M. (1977). Chapter 2.
Week 2: 22 February - 26 February	Lecture	<p>Interpreting politeness and impoliteness:</p> <ul style="list-style-type: none"> • Interpreting politeness • Interpreting profanity • Dealing with register shifts • Content vs. manner • Show video "Facing Aggression"
	Reading	<ul style="list-style-type: none"> • Hale, S. (2007). Chapter 1. • Pöchhacker, F. (2011). • Pöchhacker, F. (2004). Chapter 6. • Gillies (2005).
	Tutorial	<ul style="list-style-type: none"> • Interpreting modes • Note-taking skills • Dialogue interpreting
Week 3: 1 March - 5	Lecture	Research skills and critical analysis of research

March		<p>literature and of interpreting performance:</p> <ul style="list-style-type: none"> • Critically reading, summarising, and reviewing interpreting literature • Analyzing interpreting discourse • Self-evaluation of own performance
	Tutorial	<ul style="list-style-type: none"> • Interpreting modes • Note taking skills • Consecutive interpreting
	Reading	<ul style="list-style-type: none"> • Hale, S. (2007). Chapter 8. • Ridley, D. (2008). <i>The literature review. A step-by-step guide for students.</i> Chapters 1 & 2. • Pöchhacker, F. (2004). Chapters 6, 7 & 8.
Week 4: 8 March - 12 March	Lecture	<p>The profession in Australia and across the world:</p> <ul style="list-style-type: none"> • AUSIT & NAATI • Understanding the Code of Ethics
	Tutorial	<ul style="list-style-type: none"> • Chuchotage • Simultaneous interpreting
	Reading	<ul style="list-style-type: none"> • Hale, S. (2007). Chapter 4. • AUSIT Code of Ethics: http://www.ausit.org/eng/showpage.php3?id=650 • International Association of Conference Interpreting (AIIC) Code of Ethics: http://www.aiic.net/ViewPage.cfm/article24.htm
Week 5: 15 March - 19 March	Lecture	<p>Interpreter ethics and professional conduct:</p> <ul style="list-style-type: none"> • Exercising professional judgement when confronted with ethical dilemmas • Consequences of interpreter choices <p>Introduction to translation theory and contemporary translation studies research:</p> <ul style="list-style-type: none"> • Historical overview of the 'turns' of the discipline
	Tutorial	<ul style="list-style-type: none"> • Simultaneous interpreting exercises
	Reading	<ul style="list-style-type: none"> • Munday, J. (2001/2008/2012/2016) Chapters 1–2.
Week 6: 22 March - 26 March	Lecture	<p>Understanding equivalence and shift in translation</p> <p>Translation phases and techniques</p>

	Tutorial	Forming a critique of research using examples
	Reading	<ul style="list-style-type: none"> • Munday, J. (2001/2008/2012/2016) Chapter 3-4
Week 7: 29 March - 2 April	Lecture	<p>Functional theories of translation and their applications in training and practice:</p> <ul style="list-style-type: none"> • Skopos theory • Text type and translation • Translation-oriented text analysis • Systems and cultural approaches to translation • The (in)visibility of the translator
	Tutorial	Translation technique example problem sets
	Reading	<ul style="list-style-type: none"> • Munday, J. (2001/2008/2012/2016) Chapter 5, Chapter 7 and Chapter 9.1 • Extended reading: Chapters 8-9
Week 8: 5 April - 9 April	Lecture	<p>Defining and assessing translation quality:</p> <ul style="list-style-type: none"> • Knowledge of traditional and contemporary models in the industry • Understanding of bias, subjectivity, validity, and reliability <p>Cognitive and psychological approaches to translation and their application in education and practice:</p> <ul style="list-style-type: none"> • Empiricism in translation studies • Translation process studies
	Tutorial	<ul style="list-style-type: none"> • Individual and peer translation quality assessment
	Reading	<ul style="list-style-type: none"> • Doherty, S. (2017). Issues in human and automatic translation quality assessment. In D. Kenny (Ed.), Human issues in translation technology (pp. 131 –148). London, UK: Routledge. • Moorkens, J., Castilho, S., Gaspari, F. & Doherty, S. (2018). Part 1, Chapters 1 and 4. • Schwieter, J. & Ferreira, A. (2017). Chapters 1–3.
Week 9: 12 April - 16 April	Lecture	<p>Discourse and register analysis approaches</p> <p>New directions in translation studies: a multimodal approach</p>
	Tutorial	<ul style="list-style-type: none"> • Course reflection and planning for continuous professional development
	Reading	<ul style="list-style-type: none"> • Munday, J. (2001/2008/2012/2016) Chapter

6 and Chapter 11

- Kress, G. and van Leeuwen (1996/2006) *Reading Images: The Grammar of Visual Design*. Chapter 1.
- Long Li, Xi Li & Jun Miao (2019): A translated volume and its many covers – a multimodal analysis of the influence of ideology, *Social Semiotics* 29(2), 261-278. DOI: 10.1080/10350330.2018.1464248

Extended reading:

- [Doherty, S. \(2016\). The impact of translation technologies on the process and product of translation. *International Journal of Communication*, 11: 1 – 23.](#)
- Li, Long. 2020. "Shifts of agency in translation: a case study of the Chinese translation of *Wild Swans*", *META* 65 (1), 168-192. DOI:<https://doi.org/10.7202/1073641ar>

Resources

Prescribed Resources

Please note, all of the following resources are available on Moodle and/or the UNSW Library:

- Hale, S. (2007) *Community interpreting*. Basingstoke: Palgrave Macmillan.
- Pöchhacker, F. (2004). *Introducing interpreting studies*. London/NY: Routledge.
- Munday, J. (2001/2008/2012/2016: any edition) *Introducing translation studies*. London/NY: Routledge.
- Moorkens, J., Castilho, S., Gaspari, F., & Doherty, S. (2018). *Translation quality assessment: From principles to practice*. Cham, Switzerland, Springer.
- Schwieter, J. & Ferreira, A. (2017). *The handbook of translation and cognition*. Hoboken, NJ: Wiley.
- Millán, C. & Bartrin, F. (2013). *The Routledge handbook of translation studies*. London/NY: Routledge.
- *The Australian Institute of Interpreters and Translators*: www.ausit.org
- *The National Accreditation Authority for Translators and Interpreters*: www.naati.com.au

Recommended Resources

- Coulthard, M. (1977). *An introduction to discourse analysis*. London: Longman.
- Valero, C. & Martin, A. (Eds.) (2008). *Crossing borders in community interpreting*. Amsterdam: John Benjamins.
- Gillies, A. (2005). *Note taking for consecutive interpreting*. Manchester: St Jerome.
- Lipson, C. (2004). *Doing honest work in college: how to prepare citations, avoid plagiarism, and achieve real academic success*. Chicago: Chicago University Press
- Ridley, D. (2008). *The literature review. A step-by-step guide for students*. London: SAGE.
- Szuchman, L.T. (2008). *Writing with style: APA style made easy*. Belmont, CA: Thomson/Wadsworth.
- *The Learning Centre*: www.lc.unsw.edu.au
- *International Association of Conference Interpreting (AIIC) Code of Ethics*: www.aiic.net/ViewPage.cfm/article24.htm
- *American Psychological Association (APA)*: www.apastyle.org
- *Interpreting and Translation Subject Guide*: <http://subjectguides.library.unsw.edu.au/languages/interpreting>
- Kress, G. and van Leeuwen, T. (1996/2006) *Reading Images : The Grammar of Visual Design*. London & New York: Routledge.

Course Evaluation and Development

Formal student feedback is gathered using myExperience and informal feedback throughout the course and in-class activities and assessments. All forms of student feedback will be acted upon to improve the student learning experience in this course and its future iterations.

Submission of Assessment Tasks

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 . 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/>

Image Credit

My own photo of Tokyo

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.