# MODL5111

Community of Practice for Interpreting

Term 2, 2022

# Course Overview

## Staff Contact Details

**Convenors**

| Name | Email | Availability | Location | Phone |
|------|-------|-------------|----------|-------|
| Sean Cheng | sean.cx@unsw.edu.au | By email appointment | Morven Brown 278 | 9385 2314 |

## School Contact Information

School of Humanities & Languages

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

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

Tel: 02 9348 0406

Email: hal@unsw.edu.au

## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

# Course Details

## Units of Credit 6

## Summary of the Course

In this course, you will become part of a community of practice for interpreting so as to help you to pursue a professional interpreter career, prepare you for professional certification exams, and gain more knowledge of the field practice and professional conduct.

The course will provide you with extensive interpreting practice and skills development through a set of learning activities that may include:

- Development of interpreting materials based on NAATI test formats
- Professional role play training and practice
- Public speaking training
- Target topic presentation with interpreting practice
- Self-diagnosis of areas of improvement
- Interactive practice with interpreting certification course students
- Exploration of different options regarding interpreting technology
- As opportunities arise, interdisciplinary practice and Work Integrated Learning.

Through these interactive activities, you will acquire a unique set of valuable professional skills including professional role playing skills, public speaking skills, interpreting project management skills, professional communication skills and practical experience with interpreting technology (remote interpreting, conference interpreting, interpreting terminology tools, mobile tour guide system for interpreting, etc.).

## Course Learning Outcomes

1. Identify the certification test format
2. Construct quality learning materials for professional practice and evaluation
3. Demonstrate competence in foundation interpreting skill sets including presentation, professionalism and situational management
4. Use suitable interpreting technology to facilitate interpreting work
5. Investigate strategies to work effectively in a multilingual and multicultural team

## Teaching Strategies

The course aims to provide you with opportunities to improve your competence as a future professional by engaging in a dynamic and multimodal community of practice. The teaching strategies focus on three main areas:

**Materials development and reflective learning**

You will develop quality interpreting practice materials according to the latest NAATI test formats. By doing so, you will gain an in-depth understanding of the test criteria, which will enable you to develop more effective approaches in training and test preparation. The materials will also be collected into a resource pool which will be used in the MODL5113 Preparation for Interpreting Certification course.

**Simulation and community of practice**

With student-generated materials, you will also be guided to conduct quality simulations and practice activities including roleplays with NAATI standards, public speaking, professional presentation, professional conducts and ethics discussion as well as self and peer evaluation. You will form teams and carry out the activities in the unit of a team.

**Interpreting technology and management**

You will be guided to explore interpreting related technology and develop the ability to effectively employ relevant technology to facilitate interpreting work. With the help of technology, you will also develop the necessary skill sets to manage interpreting project and resources.

In the weekly seminars, you will form a community of practice, discuss practice-related topics and manage group activities together. The Course Authority will organise and coordinate in-class activities, help you to form teams, guide you in planning, execution and communication, discuss specific issues and evaluate your performance and give constructive feedback.

# Assessment

| Assessment task | Weight | Due Date | Course Learning Outcomes Assessed |
|---|---|---|---|
| 1. Interpreting Practice Portfolio | 100% | week 10 | 1, 2, 3, 4, 5 |

## Assessment 1: Interpreting Practice Portfolio

**Start date:** week 2
**Submission notes:** submit via Teams Assignments
**Due date:** week 10

Students will undertake several coordinated activities. The activities will be interpreting-based activities and the aim is to form a sustainable community of practice for interpreting using student-generated interpreting practice materials and activities. You will be asked to develop a set of interpreting-related materials according to a set of standards and then the materials will be practised, peer-reviewed and assessed by the instructor. You will be asked to submit your work via different interactive multimedia platforms, which will eventually form the portfolio of your work.

Individual and group-based oral feedback will be provided on the activities throughout the course.

This is not a Turnitin assignment

# Attendance Requirements

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

# Course Schedule

[View class timetable](View class timetable)

## Timetable

| Date | Type | Content |
|------|------|---------|
| O week: 23 May - 27 May | Seminar | No seminars in O week. |
| Week 1: 30 May - 3 June | Seminar | Seminar 1<br><br>Introduction to the course<br><br>• Ice-breaking and team building<br>• course format and Moodle course navigation<br>• Interactive activities and weekly arrangement<br>• Homework activities and submission<br>• Feedback and assessment<br><br>Please check the Moodle course site for more details. |
| Week 2: 6 June - 10 June | Group Work | Seminar 2<br><br>• How to develop a dialogue for interpreting practice<br>• Dialogue development schedule and progression<br>• Introduction to speech club practice<br>• How to provide constructive feedback for speech presentation.<br><br>Please check the Moodle course site for more details. |
| Week 3: 13 June - 17 June | Seminar | Seminar 3<br><br>Speech Club 1 |

| | | • Impromptu speech + constructive feedback<br>• Prepared speech + constructive feedback<br><br>Please check the Moodle course site for more details. |
|---|---|---|
| Week 4: 20 June - 24 June | Seminar | Seminar 4<br><br>Dialogue role play and interpreting simulation<br><br>• How to improvise<br>• How to make it believable<br>• Group practice<br><br>Please check the Moodle course site for more details. |
| Week 5: 27 June - 1 July | Seminar | Seminar 5<br><br>Speech Club 2<br><br>• Impromptu speech + constructive feedback<br>• Prepared speech + constructive feedback<br><br>Please check the Moodle course site for more details. |
| Week 6: 4 July - 8 July | Seminar | Seminar 6<br><br>Dialogue role play and interpreting simulation 2<br><br>• Doctor-patient consultation simulation<br>• Criminal investigation - police interview simulation<br><br>Please check the Moodle course site for more details. |
| Week 7: 11 July - 15 July | Seminar | Seminar 7<br><br>Speech Club 3<br><br>• Impromptu speech + constructive feedback<br>• Prepared speech + constructive feedback<br><br>Please check the Moodle course site for more details. |
| Week 8: 18 July - 22 | Seminar | Seminar 8 |

| July | | Dialogue role play and interpreting simulation 3 |
| --- | --- | --- |
| | | • Final simulation using the dialogues you developed<br>• You will be assigned a dialogue developed by your peers and you will then be broken into groups to practice.<br><br>Conclusion and summary of the course<br><br>Please check the Moodle course site for more detials. |

# Resources

## Prescribed Resources

The resources involved may vary depending on the learning activities. Please check Moodle for specific resources for different learning activities.

## Recommended Resources

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.

# 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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**

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

# Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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