



UNSW
SYDNEY

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University



MODL5100

Research and Theories of Translation and Interpreting

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sandra Hale	s.hale@unsw.edu.au	Mondays 4-5pm by appointment by email	Morven Brown 207	+61 2 9385 1279
Stephen Doherty	s.doherty@unsw.edu.au	Fridays 11-12	Morven Brown 266	9385 1323

Lecturers

Name	Email	Availability	Location	Phone
Sandra Hale	s.hale@unsw.edu.au	Mondays 13:00-14:00 or by appointment by email	Morven Brown 207	+61 2 9385 1279
Rebeca Paredes	r.paredes@unsw.edu.au	TBA	TBA	TBA

Tutors

Name	Email	Availability	Location	Phone
Margot Seligmann	m.seligmann@unsw.edu.au	TBA	TBA	TBA
Rebeca Paredes	r.paredes@unsw.edu.au	TBA	TBA	TBA

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

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

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, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

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.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/>

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 as 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.

At the conclusion of this course the student will be able to

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 two-hour lecture and one-hour tutorial weekly in which contemporary research and theories of translation and interpreting are critically examined and applied. 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.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Literature review	40%	03/09/2018 04:00 PM	1,2,3
Problem set	20%	21/09/2018 04:00 PM	2,4
Research critique	20%	19/10/2018 04:00 PM	1,4
Quiz	20%	22/10/2018 04:00 PM	2,4

Assessment Details

Assessment 1: Literature review

Start date: Not Applicable

Length: 2,000 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.

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

Assessment 2: Problem set

Start date: Not Applicable

Length: 1,000 words

Details: Students analyse the linguistic composition of a set of 25 translated sentences and argue the merits of the analysis in a 500-word assignment using theory and research. Formative written feedback is provided on the problem set with individual and group-based oral feedback in tutorials.

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

Assessment 3: Research critique

Start date: Not Applicable

Length: 1,500 words

Details: Students write a 1,500-word critique of two research articles on a translation topic. Summative written feedback is provided on the review with individual and group-based oral feedback in tutorials. This is the final assessment for attendance purposes.

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

Assessment 4: Quiz

Start date: Not Applicable

Length: 20 items

Details: Students complete a 20-item quiz on ethics of the profession and translation and interpreting research. Written feedback is provided on quiz items.

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

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-integer percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:

<https://student.unsw.edu.au/special-consideration>

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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

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>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	<p>Introduction to Interpreting</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 <p>Readings</p> <p>Hale, S. (2007), Chapter 1</p> <p>Pöchhacker, F. (2004). Chapters 1 & 7</p>
	Tutorial	<p>Comprehension Skills</p> <p>Text Analysis</p> <p>Memory Skills</p>
Week 2: 30 July - 5 August	Lecture	<p>Intepreting and Discourse</p> <ul style="list-style-type: none"> • Hierarchy of language • Pragmatics and Speech Act theory • Cross cultural pragmatics • Analysing interpreting discourse • Citing the literature • Self evaluation of own performance <p>Readings:</p> <p>Coulthard, M. "Chapter 2. Speech Acts" in <i>An Introduction to Discourse Analysis</i>, Longman, 1977, pp. 11-30, S 415/155</p>

		<p>Hale, S. (2007) Chapter 1</p> <p>Shaozhong Liu <i>What is Pragmatics?</i> http://www.gxnu.edu.cn/Personal/szliu/definition.html</p>
	Tutorial	<ul style="list-style-type: none"> • Interpreting modes • Note taking skills • Short consecutive interpreting
Week 3: 6 August - 12 August	Lecture	<p>Critical Analysis of Research Literature and of Interpreting Performance</p> <ul style="list-style-type: none"> • Critically reading, summarising and reviewing Interpreting literature <p>Readings:</p> <p>Hale, S. (2007) Chapter 8</p> <p>Ridley, D. (2008). <i>The literature review. A step-by-step guide for students.</i> Chapters 1 & 2.</p> <p>Pöchhacker, F. (2004). Chapters 6, 7 & 8</p>
	Tutorial	<p>Discourse structures</p> <p>Public speaking</p> <p>Interpreting protocols for dialogue/liaison interpreting</p>
Week 4: 13 August - 19 August	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"
	Tutorial	<p>Maintaining manner and tone</p> <p>Note taking skills</p> <p>Consecutive interpreting</p>
Week 5: 20 August - 26 August	Lecture	<p>The Profession in Australia</p> <p>Interpreter Ethics and Professional Conduct</p> <ul style="list-style-type: none"> • AUSIT & NAATI • Understanding the Interpreter's Code of

		<p>Ethics</p> <p>Readings:</p> <p>Hale, S. (2007) Chapter 4</p> <p>AUSIT Code of Ethics - www.ausit.org</p> <p>International Association of Conference Interpreting (AIIC) Code of Ethics http://www.aiic.net/ViewPage.cfm/article24.htm</p>
	Tutorial	<p>Chuchotage</p> <p>Simultaneous interpreting</p>
Week 6: 27 August - 2 September	Lecture	<p>Applying the Interpreter's Code of Ethics to the Practice</p> <ul style="list-style-type: none"> • Exercising professional judgement when confronted with ethical dilemmas • Consequences of interpreter choices <p>Readings:</p> <p>Hale, S. (2007) Chapter 4</p> <p>Hale, S. (2008) "Controversies over the role of the court interpreter" Chapter 5 in Valero & Martin (eds.)</p>
	Tutorial	<p>Interpreting protocols and ethical dilemmas</p> <p>Practice all modes</p>
Week 7: 3 September - 9 September	Lecture	<p>Introduction to Translation Studies</p> <ul style="list-style-type: none"> • Historical overview of the turns of translation studies • Understanding equivalence • Translation phases and techniques <p>Readings:</p> <p>Munday, J. (2012) Chapters 1 – 4</p>
	Tutorial	<p>- Identification of translation techniques with problem sets</p> <p>- Learning to justify translation choices</p>
Week 8: 10 September -	Lecture	<p>Functional theories of translation</p>

16 September		<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 <p>Readings:</p> <p>Munday, J. (2012) Chapter 5 – 9</p>
	Tutorial	- Translation technique problem set
Week 9: 17 September - 23 September	Lecture	<p>Cognitive translation studies</p> <ul style="list-style-type: none"> • Bilingualism • Empiricism in translation studies • Translation process studies • Locating, situating, and assessing contemporary research <p>Readings:</p> <p>House, J. (2013)</p>
	Tutorial	Forming a critique of research
Break: 24 September - 30 September		
Week 10: 1 October - 7 October		NO CLASSES - PG WEEK OFF
Week 11: 8 October - 14 October	Lecture	<p>Defining and assessing translation quality</p> <p>Readings:</p> <p>https://www.researchgate.net/publication/314261771_Issues_in_human_and_automatic_translation_quality_assessment</p>
	Tutorial	- Individual and peer translation quality assessment
Week 12: 15 October - 21 October	Lecture	<p>The impact of technology on translation and interpreting</p> <p>Readings:</p> <p>https://www.researchgate.net/publication/284725157_The_impact_of_translation_technologies_on_the_process_and_product_of_translation</p>
	Tutorial	Reflection and planning for continuous professional development
Week 13: 22 October - 28 October	Lecture	From theory into practice

	Relationship between theories and practice in educational and professional settings
Tutorial	Revision Quiz

Resources

Prescribed Resources

- Hale, S. (2007) *Community Interpreting*. Basingstoke: Palgrave Macmillan.
- Munday, J. (any edition) *Introducing Translation Studies*. London/NY: Routledge. (Available online via Moodle)
- Pöchhacker, F. (2004). *Introducing Interpreting Studies*. London/NY: Routledge.
- Chapters marked * can be found in: *The Routledge Handbook of Translation Studies* (2013) edited by Carmen Millán and Francesca Bartrina. London/NY: Routledge. (Available online via Moodle)
- AUSIT Code of Ethics (Available online via Moodle)

Recommended Resources

- Coulthard, M (1977) *An Introduction to Discourse Analysis*. London: Longman.
 - 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.
 - Valero, C. & Martin, A. (eds) (2008). *Crossing borders in community interpreting*. Amsterdam: John Benjamins P/C.
 - 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 referencing style guide): www.apastyle.org
 - Interpreting and Translation Subject Guide: <http://subjectguides.library.unsw.edu.au/languages/interpreting>
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- NAATI: www.naati.com.au
 - AUSIT: www.ausit.org

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them.

Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

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