MODL5101

Interpreting in Legal Settings

Term 1, 2022
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Hale</td>
<td><a href="mailto:s.hale@unsw.edu.au">s.hale@unsw.edu.au</a></td>
<td>By appointment by email</td>
<td>Morven Brown 207</td>
<td>+61 2 9385 1279</td>
</tr>
</tbody>
</table>

Tutors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzan Piper</td>
<td><a href="mailto:s.piper@unsw.edu.au">s.piper@unsw.edu.au</a></td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Natsuki Del Prado</td>
<td><a href="mailto:n.delprado@unsw.edu.au">n.delprado@unsw.edu.au</a></td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Sophia Ra</td>
<td><a href="mailto:s.ra@unsw.edu.au">s.ra@unsw.edu.au</a></td>
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<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Elena Mikhailik</td>
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<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Elizabeth Rhodes</td>
<td><a href="mailto:e.rhodes@unsw.edu.au">e.rhodes@unsw.edu.au</a></td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Camille Lapierre</td>
<td><a href="mailto:c.lapierre@unsw.edu.au">c.lapierre@unsw.edu.au</a></td>
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</tr>
<tr>
<td>Xiang Cheng</td>
<td><a href="mailto:sean.cx@unsw.edu.au">sean.cx@unsw.edu.au</a></td>
<td>TBA</td>
<td>TBA</td>
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</tr>
</tbody>
</table>

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

Interpreting in legal settings requires the acquisition of highly specialised knowledge relating to the law, legal language and discourses, legal interpreting theory and practical interpreting skills. This course will introduce you to the contextual knowledge needed to operate in diverse legal settings such as the courtroom, tribunals and the police. You will develop the interpreting and linguistic skills necessary to work as a professional legal interpreter. The course will combine theory and practice and will inform you about contemporary research into legal interpreting. You must be bilingual in English and one of the languages offered in your Program.

Course Learning Outcomes

1. identify fundamental principles of the Australian legal system
2. analyse legal discourse and the strategic use of language in legal settings
3. explain the theories that underpin accurate interpreting in legal settings
4. apply legal interpreting theories and research to critically evaluate own performance and justify interpreting choices
5. apply interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation
6. demonstrate awareness of the potential impact of interpreting choices on the outcome of legal cases

Teaching Strategies

This course consists of two hours of weekly lectures/seminars and three hours of weekly interactive tutorials in which you undertake role plays and peer and self-evaluation in language-specific interpreting practice. You must be bilingual in English and one of the languages offered in your Program.
Assessment

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Course Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continuous assessment</td>
<td>30%</td>
<td>Not Applicable</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>2. Court observation project</td>
<td>30%</td>
<td>15/04/2022 11:59 PM</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>3. Viva examination</td>
<td>40%</td>
<td>Not Applicable</td>
<td>2, 4, 5</td>
</tr>
</tbody>
</table>

Assessment 1: Continuous assessment

In-class assessment of interpreting skills (Dialogue interpreting and sight translation) and legal terminology test.

Students will be assessed at least three times in the term as they carry out activities in class and receive written feedback of their performance a week later.

This is not a Turnitin assignment

Additional details

Students will be assessed in class throughout the term

Assessment 2: Court observation project

Start date: 08/04/2022 09:00 AM
Assessment length: 1000 words
Submission notes: Detailed guidelines on Moodle
Due date: 15/04/2022 11:59 PM

Observe two hearings in different courts or tribunals and write a 1000 word report.

Written feedback will be provided as well as oral in class.

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

Assessment 3: Viva examination

Assessment length: 30 minutes

Live interpreting examination simulating a dialogue in a legal setting.

Students will be assessed as they perform the interpreting task. Individual feedback will be provided after the completion of the course.

This is not a Turnitin assignment

Additional details
Viva examinations will be scheduled during the final week of the term
Attendance Requirements

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

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
</tr>
</thead>
</table>
| Week 1: 14 February - 18 February | Lecture | Introduction to the course  
|                       |         | Introduction to the Australian legal system  
|                       |         | • Description of legal settings where interpreters work: legal conferences, police, tribunals, courts  
|                       |         | • Differences between criminal and civil jurisdictions  
|                       |         | • The Adversarial System  
|                       |         | • Hierarchy of courts  
|                       |         | • Federal vs State jurisdictions  
|                       |         | • The criminal legal process  
|                       |         | Readings  
|                       | Tutorial| • Discuss legal terminology used in lecture  
|                       |         | • Discuss legal systems in country/ies where the LOTE is spoken  
|                       |         | • Discuss different perceptions of law and order in the relevant countries and potential ethical dilemmas  
|                       |         | • Practice dialogue interpreting (Legal conferences)  
|                       |         | • Practice sight translation (charges, summons, subpoenas)  
| Week 2: 21 February - 25 February | Lecture | The language of the courtroom: questions & answers  
|                       |         | Courtroom Questions  
|                       |         | • The discourse structure of court hearings and trials  

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Strategic use of language in courtroom questions
Differences between examination-in-chief and cross-examination questions
Discourse markers in questions
Seeking clarification

Courtroom Answers

- Different witness styles
- Impact of witness style on credibility
- Issues of admissibility
- Seeking clarification

Readings


Tutorial

- Discuss question types and practice interpreting them into LOTE
- Discuss pragmatic effect of discourse markers in courtroom questions and practice interpreting them
- Practise interpreting different witness answer styles
- Practice court protocols for seeking clarification, repetition and other management skills
- Practice simultaneous whispering
interpreting (Chuchotage) in a court setting
- Practise sight translation (Bonds, bail applications, bail conditions)

<table>
<thead>
<tr>
<th>Week 3: 28 February - 4 March</th>
<th>Lecture</th>
<th>Working with the the Police and other law enforcement agencies</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- The different roles of the NSW Police and the AFT</td>
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<tr>
<td></td>
<td></td>
<td>- The record of interview</td>
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<tr>
<td></td>
<td></td>
<td>- The discourse of police interviewing</td>
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<tr>
<td></td>
<td></td>
<td>- Research into police interpreting</td>
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<tr>
<td></td>
<td></td>
<td>- Working with the Australian Criminal Intelligence Commission</td>
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</tbody>
</table>

**Readings**


### Tutorial
- Discuss terminology arising from the lecture
- Practice dialogue interpreting (police record of interview)
- Discuss difficulties in interpreting specifics of police interviewing
- Practice sight translation (police statements, fact sheets, jurats)

### Week 4: 7 March - 11 March
#### Lecture
Interpreting for victims and perpetrators of domestic & family violence and Sexual assault & Family Law

- Types of domestic violence and sexual offences
- Introduction to ECAV
- Importance of interpreters’ ethics

The Family Law Act 1975

- Amendments 1996
- Divorce, residence, contact, parental responsibility, property settlement

#### Readings
- The Law Handbook (Chapter 4: Family Relations)
  (There are different editions available in the library, chose the relevant chapter)

Family Court’s website
<table>
<thead>
<tr>
<th>Week 5: 14 March - 18 March</th>
<th>Lecture</th>
<th>Administrative Law: Tribunals, Commissions, Mediations and Arbitrations</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• The NSW Civil and Administrative Tribunal (NCAT)</td>
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<td></td>
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<td>• Migration &amp; Refugee Division</td>
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<tr>
<td></td>
<td></td>
<td>• Tenancy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consumer claims</td>
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<tr>
<td></td>
<td></td>
<td>• Guardianship</td>
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</tbody>
</table>

Readings

MRT/RRT Interpreters’ Handbook

Become familiar with the contents of the following websites:


<table>
<thead>
<tr>
<th>Week 6: 21 March - 25 March</th>
<th>Lecture</th>
<th>Court interpreting ethics, protocols and national standards</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Ethical considerations in legal interpreting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The role of the legal interpreter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recommended National Standards for Working with Interpreters in Courts and</td>
</tr>
</tbody>
</table>

| Tutorial | Tutorial | • Practice dialogues on sexual assault and domestic violence topics |
|          |          | • Practice lawyer/client interviews relating to family law   |
|          |          | • Practice court hearing in the Family Court                  |
|          |          | • Practice sight translation of Family Law related documents |

| Tutorial | Discuss question types and practice interpreting them into LOTE |
|          | Discuss pragmatic effect of discourse markers in courtroom questions and practice interpreting them |
|          | Practise sight translation (Bonds, bail applications, bail conditions) |
|          | Practice Consecutive interpreting of court related topics |
# Tribunals

- Interpreter introduction
- Asking for clarification
- Expert evidence
- Video discussion

## Readings

- AUSIT Code of Ethics [www.ausit.org](http://www.ausit.org)
- Hale, S. (2008), Controversies over the role of the court interpreter, in Valero Garces & Martin, eds.
- The Law Handbook (Chapter 18: Criminal Offences) (There are different editions available in the library, chose the relevant chapter)

## Tutorial

- Discuss ethical considerations and practice different scenarios where ethical dilemmas may arise
- Practice consecutive interpreting
- Do a mock bilingual trial and practice all modes of interpreting

## Week 7: 28 March - 1 April

<table>
<thead>
<tr>
<th>Fieldwork</th>
<th>No Lectures - Student directed Court / Tribunal Observation</th>
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<tbody>
<tr>
<td>Tutorial</td>
<td>Interpreting protocols &amp; national standards</td>
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<tr>
<td></td>
<td>• Interpreting in court hearings &amp; trials</td>
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<tr>
<td></td>
<td>• Use the Recommended Standards to base your exercises on</td>
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<td>• Practice all modes of interpreting</td>
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## Week 8: 4 April - 8 April

<table>
<thead>
<tr>
<th>Fieldwork</th>
<th>No lecture - Self directed Court / Tribunal Observation</th>
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</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>• Practice Telephone &amp; remote interpreting using mobile phones and skype</td>
</tr>
<tr>
<td>Readings</td>
<td></td>
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<tr>
<td>Week 9: 11 April - 15 April</td>
<td>Fieldwork</td>
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<tr>
<td>---------------------------</td>
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<tr>
<td></td>
<td>Tutorial</td>
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<thead>
<tr>
<th>Week 10: 18 April - 22 April</th>
<th>Reading</th>
<th>No lecture - reading week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Work</td>
<td>No scheduled tutorial - Students are encouraged to meet in their tutorial groups for self directed practice.</td>
</tr>
</tbody>
</table>
Resources

Prescribed Resources


Recommended Resources


- Recommended National Standards for Working with Interpreters in Courts and Tribunals
  

- NSW Department of Justice and Attorney General
  

- NSW Civil and Administrative Tribunal
  

- AUSIT [www.ausit.org](http://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.
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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Sandra Hale’s photo

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