**UNSW Course Outline**

# MODL5100 Research and Theories of Translation and Interpreting - 2024

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## General Course Information

**Course Code :**  MODL5100
**Year :**  2024
**Term :**  Term 1
**Teaching Period :**  T1
**Is a multi-term course? :**  No
**Faculty :**  Faculty of Arts, Design and Architecture
**Academic Unit :**  School of Humanities and Languages
**Delivery Mode :**  Online
**Delivery Format :**  Standard
**Delivery Location :**  Kensington
**Campus :**  Sydney
**Study Level :**  Postgraduate
**Units of Credit :**  6

**Useful Links**

[Handbook](Handbook) [Class Timetable](Class Timetable)

## Course Details & Outcomes

### Course Description

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 will also introduce 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. You will need to have advanced bilingual proficiency to enrol in this course.

## Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : critique contemporary translation and interpreting theories, research and professional ethics |
| CLO2 : apply translation and interpreting theories and research to practice by conducting independent enquiry and making informed decisions based on theory and evidence |
| CLO3 : apply theories and research to the development of skills in various interpreting modes |
| CLO4 : devise strategies informed by theories and research to solve translation problems |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : critique contemporary translation and interpreting theories, research and professional ethics | • Literature review<br>• Moodle quiz<br>• Translation research project |
| CLO2 : apply translation and interpreting theories and research to practice by conducting independent enquiry and making informed decisions based on theory and evidence | • Literature review<br>• Moodle quiz<br>• Translation research project |
| CLO3 : apply theories and research to the development of skills in various interpreting modes | • Literature review |
| CLO4 : devise strategies informed by theories and research to solve translation problems | • Moodle quiz<br>• Translation research project |

## Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Literature review | 40% | Start Date: 4 March 2024<br>Due Date: 08/03/2024 11:59 PM<br>Post Date: 24/03/2024 11:30 PM |
| Moodle quiz | 20% | Start Date: 12/04/2024 09:00 AM<br>Due Date: 19/04/2024 11:59 PM |
| Translation research project | 40% | Start Date: 19/04/2024 09:00 AM<br>Due Date: 26/04/2024 11:59 PM |

## Assessment Details
### Literature review

#### Assessment Overview

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.

#### Course Learning Outcomes

- CLO1 : critique contemporary translation and interpreting theories, research and professional ethics
- CLO2 : apply translation and interpreting theories and research to practice by conducting independent enquiry and making informed decisions based on theory and evidence
- CLO3 : apply theories and research to the development of skills in various interpreting modes

#### Detailed Assessment Description

See detailed instructions in Moodle

#### Assessment Length

2,000 to 2,500 words

#### Submission notes

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

#### Assignment submission Turnitin type

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

# Moodle quiz

## Assessment Overview

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.

## Course Learning Outcomes

- CLO1 : critique contemporary translation and interpreting theories, research and professional ethics
- CLO2 : apply translation and interpreting theories and research to practice by conducting independent enquiry and making informed decisions based on theory and evidence
- CLO4 : devise strategies informed by theories and research to solve translation problems

## Assessment Length

20 multiple-choice questions

## Submission notes

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

## Assignment submission Turnitin type

This is not a Turnitin assignment

# Translation research project

## Assessment Overview

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.

## Course Learning Outcomes

- CLO1 : critique contemporary translation and interpreting theories, research and professional ethics
- CLO2 : apply translation and interpreting theories and research to practice by conducting independent enquiry and making informed decisions based on theory and evidence
- CLO4 : devise strategies informed by theories and research to solve translation problems

## Assessment Length

2,000–2,500 words (including any footnotes and references)

#### Submission notes

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

#### Assignment submission Turnitin type

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

# General Assessment Information

- 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

#### Grading Basis

Standard

#### Requirements to pass course

Students must attempt all assessment items and receive a minimum total of 50% for the combined assessments.

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 12 February - 18 February | Lecture | Introduction to interpreting theory and interpreting and discourse:<br>• Differences between interpreting and translation<br>• The interpreting process<br>• The concept of accuracy and equivalence<br>• Types of interpreting<br>• Interpreting protocols<br>• The role of the interpreter<br>• Hierarchy of language<br>• Pragmatics and Speech Act Theory<br>• Cross-cultural pragmatics |
| | Tutorial | • Comprehension skills<br>• Text analysis<br>• Memory skills<br>• Discourse structures<br>• Public speaking |
| | Reading | • Hale, S. (2007). Community Interpreting. Basingstoke: Palgrave Macmillan. Chapter 1.<br>• Pöchhacker, F. (2004). Introducing interpreting studies. London & New York, Routledge. Chapters 1 & 7.<br>• Shaozhong Liu What is Pragmatics? http://www.gxnu.edu.cn/Personal/szliu/definition.html<br>• Coulthard, M. (1985). An introduction to discourse analysis. London, Longman. |
| Week 2 : 19 February - 25 February | Lecture | Interpreting politeness and impoliteness:<br>• Interpreting politeness<br>• Interpreting profanity<br>• Dealing with register shifts<br>• Content vs. manner |
| | Tutorial | • Interpreting modes<br>• Note taking skills<br>• Consecutive interpreting |
| | Reading | • Hale, S., et al. (2021). "The effects of mode on interpreting performance in a simulated police interview." Translation and Interpreting Studies: 1-23.<br>• Hale, S., Martschuk, N., Goodman-Delahunty, J., Taibi, M., & Xu, H. (2020). Interpreting profanity in police interviews. Multilingua. doi:10.1515/multi-2019-0065<br>• Hale, S. (2015). Register. Routledge Encyclopedia of Interpreting Studies. F. Pöchhacker. London/New York, Routledge: 338-339.<br>• Hale, S., Lim, J., Martschuk, N., & Goodman-Delahunty, J. (2023). Note-taking in court interpreting: Interpreter perceptions and practices in a simulated trial. The International Journal for Translation & Interpreting Research, pp.1-21.<br>• Pöchhacker, F. (2004). Introducing interpreting studies. London & New York, Routledge. Chapter 6<br>• Gillies, A. (2017). Note-Taking for Consecutive Interpreting: A Short Course. Abingdon, Oxon, Routledge. |
| Week 3 : 26 February - 3 March | Lecture | Research skills and critical analysis of research literature and of interpreting performance:<br>• Critically reading, summarising, and reviewing interpreting literature<br>• Analyzing interpreting discourse<br>• Self-evaluation of own performance |
| | Tutorial | • Interpreting modes<br>• Note taking skills<br>• Consecutive interpreting |
| | Reading | • Hale, S. & Napier, J. (2013). Research Methods in Interpreting: A practical resource. London: Bloomsbury.<br>• Gee, J. P. and M. Handford, Eds. (2012). The Routledge Handbook of Discourse Analysis. London and New York, Routledge.<br>• Hale, S. (2007). Community Interpreting. Basingstoke: Palgrave Macmillan. Chapter 1<br>• Pöchhacker, F. and M. Liu (2021). "Interpreting research in print: A quarter-century update." Interpreting 23(1): 1-17.<br>• Pöchhacker, F. (2004). Introducing interpreting studies. London & New York, Routledge. Chapters 6, 7 & 8.<br>• Ridley, D. (2008). The literature review. A step-by-step guide for students. Chapters 1 & 2. |

| Week 4 : 4 March - 10 March | Lecture | The profession in Australia and across the world:<br>• AUSIT & NAATI<br>• Understanding the Code of Ethics |
|---|---|---|
| | Tutorial | • Chuchotage<br>• Simultaneous interpreting |
| | Reading | • Hale, S. (2007). Community Interpreting. Basingstoke: Palgrave Macmillan. Chapter 4.<br>• Hale, S., & Liddicoat, A. (2015). The meaning of accuracy and culture, and the rise of the machine in interpreting and translation. A conversation between Sandra Hale and Anthony Liddicoat. Cultus: The Journal of Intercultural Mediation and Communication, 2015(8), 14-26.<br>• AUSIT Code of Ethics: http://www.ausit.org/eng/showpage.php3?id=650<br>• International Association of Conference Interpreting (AIIC) Code of Ethics: http://www.aiic.net/ViewPage.cfm/article24.htm |
| Week 5 : 11 March - 17 March | Lecture | Interpreter ethics and professional conduct:<br>• Exercising professional judgement when confronted with ethical dilemmas<br>• Consequences of interpreter choices |
| | Tutorial | • Simultaneous interpreting exercises |
| | Reading | • Hale, S. (2008). Controversies over the role of the court interpreter. Crossing borders in community interpreting: definitions and dilemmas. C. Valero-Garcés and A. Martin. Amsterdam & Philadelphia, John Benjamins Publishing Company: 99-122.<br>• AUSIT (2012) Code of Ethics and Code of Conduct<br>• Ozolins, U. (2016). "The myth of the myth of invisibility?" Interpreting 18(2): 273-284. |
| Week 6 : 18 March - 24 March | Lecture | • Introduction to translation theory, the 'turns' of the discipline, and contemporary translation studies research |
| | Tutorial | • Forming a critique of research |
| | Reading | • Munday, J. (2001/2008/2012/2016) chapters 1–2 |
| | Reading | • Munday, J. (2001/2008/2012/2016) Chapter 5, Chapter 7 and Chapter 9.1<br>• Extended reading: Chapters 8–9 |
| Week 7 : 25 March - 31 March | Lecture | • Understanding equivalence and shift in translation<br>• Translation phases and techniques |
| | Tutorial | • Translation technique example problem sets |
| | Reading | • Munday, J. (2001/2008/2012/2016) chapters 2–3 |
| Week 8 : 1 April - 7 April | Lecture | • Functional theories of translation and their applications in training and practice: 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 |
| Week 9 : 8 April - 14 April | Lecture | Defining and assessing translation quality:<br>• Knowledge of traditional and contemporary models in the industry<br>• Understanding of bias, subjectivity, validity, and reliability<br>Cognitive and psychological approaches to translation and their application in education and practice:<br>• Empiricism in translation studies<br>• Translation process studies |
| | Tutorial | • Individual and peer translation quality assessment |
| | Reading | Extended reading:<br>• 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.<br>• Moorkens, J., Castilho, S., Gaspari, F. & Doherty, S. (2018). Part 1, Chapters 1 and 4. Schwieter, J. & Ferreira, A. (2017). Chapters 1–3. |
| Week 10 : 15 April - 21 April | Lecture | • Discourse and register analysis approaches<br>• New directions in translation studies: a multimodal approach |
| | Tutorial | • Course reflection and planning for continuous professional development |
| | Reading | Extended reading:<br>• Munday, J. (2001/2008/2012/2016) Chapter 6 and Chapter 11<br>• Kress, G. and van Leeuwen (1996/2006) Reading Images: The Grammar of Visual Design. Chapter 1.<br>• 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 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 |
|---|---|---|

# Attendance Requirements

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

# Course 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

- Valero, C. & Martin, A. (Eds.) (2008). Crossing borders in community interpreting. Amsterdam: John Benjamins.
- Gillies, A. (2017). Note-Taking for Conseutive Interpreting: A Short Course. Abingdon, Oxon, Routledge.
- 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
- 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.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|-------------------------------------|-----------------|
| Convenor | Sandra Hale | | | | By appointment by email | No | Yes |
| | Hang Cui | | | | By appointment by email | No | No |
| Lecturer | Sandra Hale | | | | By appointment by email | No | No |
| Tutor | Margot Seligmann | | | | By appointment | No | No |
| Lecturer | Hang Cui | | | | By appointment by email | No | No |
| Tutor | Hang Cui | | | | By appointment by email | No | No |

# Other Useful Information

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).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;

- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagarism

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.

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

**Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## 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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

**Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

# School Contact Information

**School of Humanities & Languages**

**Email:** hal@unsw.edu.au

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

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