

School of Arts, Languages and Cultures

MA Programme Handbook

Translation and Interpreting Studies (MATIS)

2012 - 2013

Programme Director:

Dr Rebecca Tipton

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Please note, some information is subject to change.

For updates, please check our web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

This Programme Handbook contains information relevant to the MA in Translation and Interpreting Studies (MATIS). Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here:

<http://www.alc.manchester.ac.uk/studentintranet/>

Translation and Interpreting Studies 2012 – 2013

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1. Postgraduate Study in the School of Arts, Languages and Cultures

The School of Arts, Languages and Cultures is made up of seventeen different subject areas covering a diverse range of Arts and Languages disciplines.

Our work embraces the material, visual, linguistic, textual, social and performative dimensions of human society ranging from pre-historic times, through the classical and medieval periods, to the present day.

For students, we offer the advantages of belonging to a specific subject area combined with the extensive choice and variety of being within a large and multi-disciplinary school.

SALC combines the linguistic study of languages and translation studies with a wide range of cultural research (in literature, screen studies, critical theory, history and politics). This opens up possibilities for exciting interdisciplinary work which goes beyond the study of 'national' cultures and reflects the impact of globalisation on our disciplines. Regular research and graduate seminars are held within the School. Attendance at such seminars forms an important part of initiation into the world of scholarly research and is a valuable opportunity for contact with leading scholars in your field.

The University of Manchester is one of the largest in the country, and is able to offer excellent facilities to postgraduate students. The University of Manchester Library has internationally renowned holdings in Translation and Interpreting Studies and all of the major Modern and Middle Eastern languages and literatures. Its collections include many rare texts and provide an excellent base for advanced study and research.

Postgraduate students in the School benefit from the School's own Graduate School, an online and physical community where postgraduate students can meet each other, access resources and organise events. We are committed to developing collegiality, intellectual discussion, and inter-disciplinary and multi-disciplinary exchange among both MA and PhD students and staff. Our activities are open to all postgraduate students in the School and we look forward to seeing you soon. In addition to this, the University Language Centre, based within the School, provides advanced facilities for enhancing linguistic skills where required; it also gives access to European satellite broadcasts and has a video and media library.

2. The Centre for Translation and Intercultural Studies

The Centre for Translation and Intercultural Studies (CTIS) launched its first postgraduate programme in translation studies in 1995 and expanded its offer in 2011 with the launch of a new, highly specialised programme in Conference Interpreting. With its unique combination of research and practice-oriented course units and the subsequent incorporation of interpreter-training options, our MA in Translation and Interpreting Studies (MATIS) is one of the longest-running and most comprehensive postgraduate degrees offered by a UK institution. On MATIS, translation course units cater for all language combinations and we offer course units in Consecutive Interpreting and Public Service Interpreting (PSI) for five and four language combinations, respectively.

CTIS has an international reputation for the quality of its research and teaching activities. Its staff have extensive and varied experience of teaching, researching and publishing in numerous areas of translation and interpreting theory and practice, including the following:

- Translation and Conflict, Translation and Activism
- Corpus-based Translation Studies
- Multimodality and Audiovisual Translation
- Social and Sociological Studies of Translation and Interpreting
- Text and Discourse, Text and Context
- Interpreting Studies
- Literary Translation
- Translation and Interpreting Profession and Training
- Scientific and Commercial Translation

The following are some examples of doctoral theses recently supervised by CTIS staff:

- Interpreting and Translation Policy in UK Asylum Applications
- Translation as Renarration in Italian Canadian Writing: Codeswitching, Focalisation, Voice and Plot in Nino Ricci's Trilogy and Its Italian Translation
- Simplification as a Recurrent Translation Feature: A Corpus-based Study of Modern Chinese Translated Mystery Fiction in Taiwan
- Translation Shifts in the Love and Lust Section of the Thai Version of *Cosmopolitan*: A Systemic Functional Perspective
- Modelling Competence in Community Interpreting: Expectancies, Impressions and Implications for Accreditation
- Arabic Translations of Shakespeare's Great Tragedies in Egypt
- Hu Shi's Rewritings and the Construction of a New Culture
- Metadiscourse in German History Writing and English Translation: A Study of Interaction between Writers and Readers
- Implicatures in Subtitled Films: Multimodal Construal and Reception of Pragmatic Meaning Across Cultures
- News as Narrative: Reporting and Translating the 2004 Beslan Hostage Crisis

CTIS houses the Translational English Corpus (TEC), the largest computerised collection of translated English text anywhere in the world. This important research

resource and a vibrant research environment attract visiting scholars from around the world.

In recent years, CTIS has hosted and/or co-organised a number of major international conferences, including *Translation and Conflict II* (2006) and *Corpus-based Translation Studies* (2003) and the *International Postgraduate Conference in Translation and Interpreting* (2010). CTIS was also co-organiser, with UCL, of the *Research Models in Translation Studies II* conference in April 2011 which attracted 180 delegates from 33 countries. In addition, CTIS organises a weekly research seminar attended by an audience of researchers, students and professional translators.

Links

- Centre for Translation and Intercultural Studies
<http://www.alc.manchester.ac.uk/subjects/tis/>
- MA in Translation and Interpreting Studies
<http://www.alc.manchester.ac.uk/subjects/tis/postgraduatetaught/taught/course/?code=07006>
- CTIS Seminar Series
<http://www.alc.manchester.ac.uk/subjects/tis/events/>

MA in Translation and Interpreting Studies (MATIS)

3.1. ADMINISTRATIVE ASPECTS

3.1.1. Admissions

The normal requirement for admission to the MA is an upper second class Honours degree or higher (or its overseas equivalent), in a relevant subject.

Students who apply from overseas with non-UK qualifications should send a copy of their degree certificate, a transcript of their degree results with an officially authorised translation, and an indication of the marking scale relating to their degree. English language scores of IELTS 7 (with 7.0 in the writing element of the test) or TOEFL 600 (paper-based test), 250 (computer-based test) or 100 (internet-based test) or a Pearson Test of English (PTE) score of 70 overall (with 70 in the writing element of the test) are required for students whose first language is not English.

Candidates interested in MA study should in the first instance contact the Postgraduate Admissions Officer: masalc@manchester.ac.uk

3.1.2. MA Structure

The **MA in Translation and Interpreting Studies** consists of a total of 180 credits, divided as follows:

- **compulsory core course units** (totalling 45 credits)

ELAN 60211 Research Methods in Translation & Interpreting Studies I (15 credits)

ELAN 60212 Research Methods in Translation & Interpreting Studies II (15 credits)

ELAN 60101 Translation and Interpreting Studies I (15 credits)

- **specialist course units** (totalling 75 credits)

There are two different types of specialist course units: **research-oriented** and **practical**. Practical course units include a language-specific translation or interpreting component. A full list of specialist course units (both theoretical and practical) is provided in Section 3.2.2.

- the **dissertation** (60 credits)

The dissertation will normally arise from one or more of the taught course units taken and will normally be supervised by an appropriate member of staff in the School of Arts, Languages and Cultures.

The **Postgraduate** Diploma in Translation and Interpreting Studies consists of 120 credits (45 credits for compulsory course units and 75 for specialist course units, as in the structure of the MA described above). Postgraduate Diploma students do **not** complete a dissertation.

3.1.3. Life Cycle of an MA

Full-time MA students take the MA programme over **12 months**. The taught course units are completed over two semesters and the dissertation must be submitted by **2 September 2013**.

- **Semester 1** (17 September 2012 – 27 January 2013)
 - Translation and Interpreting Studies I
 - Research Methods in Translation & Interpreting Studies I
 - Specialist course units
- **Semester 2** (28 January 2013 – 7 June 2013)
 - Research Methods in Translation & Interpreting Studies II
 - Specialist course units
- **Dissertation** (June 2013 – 2 September 2013)

Part-time MA students take the taught course units over two academic sessions and submit the dissertation by September of the year following the end of the taught course units (**the programme lasts for 24 months in total**). The schedule for part-time students registering in September 2011 will be as follows:

- **Year 1** (17 September 2012 – 7 June 2013)
 - Translation and Interpreting Studies I, Semester 1
 - Research Methods in Translation & Interpreting Studies I, Semester 1
 - Specialist optional course units (30 credits total)
- **Year 2** (16 September 2013 – 8 June 2014)
 - Research Methods in Translation & Interpreting Studies II, Semester 2
 - Specialist optional course units (45 credits total)
- The **dissertation** period is from June of the second year (2014) to September (2014). The dissertation must be submitted by **1 September 2014**.

3.1.4. Part-time Study

Part-time study is strongly supported and is actively facilitated in the timetabling of teaching hours for the MA, wherever possible. However, prospective students should note that even part-time study requires a significant commitment of time, and that we do not recommend combining part-time study with a full-time job. If you are considering taking the programme part-time we encourage you to talk to us before you apply, to discuss your options. You should normally arrange with your employer to have at least two working days free per week to study for the MA.

3.1.5. Teaching

All **core course units** and **specialist research-oriented course units** (see section 3.2.2. below for a list and classification) in MATIS are taught in the form of **lectures** or **seminars**, with group sizes varying depending on the unit in question.

The two **specialist interpreting course units** are delivered through a combination of 4 **general seminars** scheduled throughout the semester and weekly **practical sessions** in the language combinations available. Consecutive Interpreting is offered in English-Arabic, English-Chinese (Mandarin), English-French, English-German and English-Spanish. Public Service Interpreting is offered in English-Arabic, English-Chinese (Mandarin), English-French and English-Spanish.

Specialist translation course units with a practical component (i.e. translation work) are delivered through a combination of weekly **seminars** and fortnightly **language-specific tutorials**. These tutorials are designed for students to obtain advice and guidance from a language specialist on the practical translation work they will be working on throughout the semester. Tutorials are offered for all language combinations represented in the group. Overall, practical course units provide students with regular, guided practice in researching, analysing and translating different types of specialized texts.

The Translation Technologies seminars are delivered in the computer lab so that students spend as much time as possible working with a range of generic and specialist translation tools under the tutor's guidance. Likewise, technical tutorials for Audiovisual Translation take place in a computer lab with dedicated subtitling software, and seminars for Commercial Translation, Scientific and Technical Translation and Translating for International Organisations also make use of computing facilities.

3.1.6. Assessment and Marking Turnaround Times

All **core course units**, **specialist research-oriented course units** and **specialist translation course units** are assessed by coursework, rather than by written examination.

Specialist interpreting course units are assessed by a combination of assessed coursework and examination (see individual course unit descriptions for more details).

The **pass mark for MA** coursework and the dissertation is 50%. The **pass mark for the Postgraduate Diploma** is 40%.

In line with the University's Policy on Feedback to Students, where there is further assessment to be completed for a unit, MATIS course unit conveners aim to provide feedback to students within 15 working days of submission. This will normally take the form of individualised feedback and a provisional mark. Where appropriate, course unit conveners may opt to supplement individual feedback with generic formative feedback which may be made available to students before they receive their individualised feedback and provisional marks.

Once marks have been issued to students, they can be changed only by the external examiners. **Confirmed** marks will not be made available to students until after the relevant meeting of the Examination Board.

3.1.7. Assessed Coursework Submission Deadlines

As the programme requires you to submit assessed essays or other assignments, you must observe the deadlines set out in the course unit descriptions (Section 4) and summarized in Appendix 1.

Coursework submission for individual course units on MATIS may be either in hard copy, or electronically via the Turnitin system.

If hard-copy submission is required, full details on procedures can be found in the School's Postgraduate Taught Handbook. Please familiarise yourself with the procedures before your submission date.

You must submit **two hard copies** of your assessment to the Teaching and Learning Reception, A6 (ground floor) of the Samuel Alexander Building. Please note that the Postgraduate Office (S3.9) is unable to receipt assessed coursework.,

In addition, you must submit **one electronic copy** of your work to salc-assessment@manchester.ac.uk. Electronic copies of your work may be checked for plagiarism and / or word counts. It is also recommended that you keep a copy for yourself in case of loss.

If electronic submission is required, specific instructions will be provided to you by the Course Unit Tutor in advance of the submission date.

Late Submission

Any assessed coursework submitted after the deadline (5pm on the day of submission) without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends)**

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

3.1.8. School Policy on Word Limits and Penalties for Coursework and Dissertations

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- students must observe the word limit specified for each assessment. THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED (THERE IS NO '10% RULE')
- the word count for each piece of written work must be displayed clearly on the first page
- word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument
- material that exceeds the upper limit will not be read or considered in the marking

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded. In such cases, markers may request electronic copies of work in order to verify the word count.

MA dissertations must indicate the word count at the bottom of the contents page (see *Guidance notes for the presentation of taught master's dissertations*, 3(b)). All other coursework exercises must indicate the word count at the end of the main body of the text. Students must remember, when calculating word counts using word-processing software, to include footnotes and endnotes in the calculation.

Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action. The School reserves the right to request an electronic copy of any work submitted, so that word counts may be checked by examiners. When work exceeding the word limit is marked, the mark given on the feedback form will include the appropriate penalty. The examiners' feedback form will indicate how the penalty has been calculated.

3.1.9. Extensions to Submission Dates

Extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date.

Please note, individual course unit tutors cannot grant extensions to deadlines.

Please read the School's policy on Mitigating Circumstances in the Postgraduate Taught Handbook.

3.1.10. Diploma and Certificate Level

For students on the MA in Translation and Interpreting Studies, the Postgraduate Diploma and Certificate are possible **exit points**. Students registered for the MA who complete the taught component of the programme only (120 credits, at a pass mark of

40% instead of 50%), may be awarded the Postgraduate Diploma. Students completing only 60 credits' worth of taught course units (at a pass mark of 40%) may be awarded the Postgraduate Certificate.

The Postgraduate Diploma is also an **entry point**, i.e. it is possible to apply for a place on the Postgraduate Diploma. Upgrading from Diploma to MA status is possible if all course units are passed at Master's level (i.e. 50% or higher).

3.1.11. Student Representation

Translation and Interpreting Studies (TIS) Academic Committee

All activities of the Centre for Translation and Intercultural Studies are overseen by the discipline's Academic Committee, which normally meets twice per semester. The Academic Committee provides a forum for dialogue between TIS staff and student representatives, where issues relating to MATIS and their development can be discussed. These may include, for example, the consideration of student feedback.

Student representatives are elected each year to ensure effective communication between staff and students and that our students have input into programme developments. The Programme Director will contact all students early in Semester 1 to organise the election of representatives.

SALC Postgraduate Taught (PGT) Committee

MATIS student representatives are also involved in the School PGT Committee, whose members are staff and student representatives from the different Subject Areas.

The School PGT Committee is directly responsible for admission procedures, regulations, and student progress and acts as the Examination Board for all taught postgraduate programmes. Student representatives are invited to raise issues relating to their programme in the context of this meeting.

3.1.12 Academic and Pastoral Support

An academic adviser will be allocated to you early in semester 1. S/he will be available at advertised office hours each week during term time to advise on accessing any appropriate University support services. Your academic adviser can also offer advice and guidance in matters relating to your academic work. This may include support in developing your capacity to review, plan and take responsibility for your own learning through a structured process of personal development planning (PDP) (See the SALC PGT Handbook for more information on the PDP).

If you are experiencing difficulties or have questions about a particular course unit, in the first instance you should approach the relevant course unit tutor. If you wish to meet the course unit tutor, you should e-mail him/her to arrange a mutually convenient time to meet. The Programme Director is also available to discuss any issues you may wish to raise about the programme as a whole. Again, you should e-mail to make an appointment in advance.

Student Support and Guidance Service

The School of Arts, Languages and Cultures Student Support and Guidance Service is a support service of information and advice on matters relating to your academic

work, progress and personal wellbeing. It is part of a network of student support services across the University and consists of a small team of Advisers.

The content of discussions is very varied including thoughts about changing programme, anxiety about coping with studies, time management, examination problems or the impact of outside events on a student's studies. If an Adviser is unable to help you directly, then they will normally be able to recommend someone who can.

To make an appointment to see an adviser, call into the Teaching and Learning Reception, (A6, Samuel Alexander Building), email salc-studentsupport@manchester.ac.uk or telephone 0161 306 1666.

The Student Support and Guidance Service also operates a drop-in service during term-time when prior appointments are not needed. Times will be available at the Teaching and Learning Reception and on the door of Student Support and Guidance Office (A15, Samuel Alexander Building).

Further information can be found at: www.alc.manchester.ac.uk/studentintranet

From time to time you may need to speak to someone about a range of different issues. In the table below you will find contact points for some common issues:

Question about...	Contact	Alternative Contact
... a course unit	Course Unit Tutor	MATIS Programme Director
... mitigating circumstances	Student Guidance Office	MATIS Programme Director
... interruption of studies	Student Guidance Office	Postgraduate Office
... change of registration details	MATIS Programme Director	Postgraduate Office
... advice on dissertation plans	Relevant Specialisation Tutor	Research Methods Tutor
... PhD plans	CTIS PGR Director	MATIS Programme Director
... financial matters	Postgraduate Office	Student Guidance Office
... your Personal Development Plan (PDP)	Academic Adviser	MATIS Programme Director
... academic writing skills	Academic English Tutor	Academic Adviser

Further sources of advice and information on:

- IT training courses
- library skills training

can be reached via My Manchester at <http://my.manchester.ac.uk>

3.1.13. References from CTIS Staff

You will probably require a reference for employers or further study during or after your MA. While staff are happy to oblige, writing a reference takes some time. It is your responsibility to make sure that the referee is given accurate information about the programme/job for which you are applying.

If there is a form to be completed, make sure the lecturer receives it in good time, and that you have filled in your part of the form fully and accurately. You should usually provide a CV to help the lecturer write the reference. Lecturers are perfectly within their rights to decline to write references, for example if the application is poorly prepared or unrealistic, or if the student is making multiple applications with no particular focus.

Referees are expected to be honest in their assessment. In nominating your referee, make sure that s/he is the best placed tutor to comment on your skills and performance.

3.1.14 Keeping in Touch

We like to keep in touch with our students after graduation, both because it is interesting to hear about the exciting jobs that our graduates go on to do, and because it enables us to forward the employment opportunities that we receive.

If you would like to be added to our alumni database and receive regular information on employment opportunities and CTIS activities, please e-mail the MATIS Programme Director with details of your personal e-mail address.

Please contact us after graduation to be included in our portfolio of graduate profiles, some of which are made available on the CTIS website at:

<http://www.alc.manchester.ac.uk/subjects/tis/>

3.2. ACADEMIC ASPECTS

3.2.1. Aims and Learning Outcomes of the MA in Translation and Interpreting Studies

Aims

- To equip students with the knowledge and skills for a career in translation and/or interpreting or in other professions which require expertise in cross-cultural communication.
- To equip students for further study and research.
- To provide specialist training in various types of translation and/or interpreting activities, including the use of technology in translation, interpreting and related activities.
- To provide a gradual transition into the world of work through practical, real-life translation and/or interpreting tasks, according to the chosen pathway.

Learning Outcomes

On successful completion of the programme students will have demonstrated an understanding of:

- translation and interpreting studies as an academic discipline and familiarity with the various perspectives from which different scholars have attempted to develop theories of translation and interpreting.
- the role of translation and interpreting in solving interlingual and intercultural communication problems.
- the interdisciplinary nature of translation and interpreting studies and the exchange of empirical and theoretical approaches between translation/interpreting studies and other disciplines.
- research issues in interpreting and translation, including recent approaches, current problems, and potential future developments.
- the relationship between translation, interpreting and other aspects of language use and communication, including language patterning, textual organisation and the semiotics of verbal and non-verbal communication.
- specific translation and/or interpreting practices and the role of the translator and/or interpreter in various sectors of economic activity including the audiovisual media, publishing, localisation, commercial and international organisations, depending on the chosen pathway.

3.2.2. Programme Content

The taught component of the MA in Translation and Interpreting Studies combines:

CORE COURSE UNITS	SPECIALIST (OPTIONAL) COURSE UNITS	DISSERTATION
45 credits	75 credits	60 credits
These theoretical course units are taken by all students .	Specialist (optional) course units comprise a range of: <ul style="list-style-type: none"> (i) practice-oriented interpreting course units (ii) practice-oriented translation course units. (iii) research-oriented course units 	Dissertations are written on a topic focusing on either a research area of translation or interpreting studies or on a specific translation/ interpreting task (translation/ interpretation plus critical analysis), and normally supervised by an appropriate member of staff in the School of Languages, Linguistics and Cultures.

THEORETICAL CORE COURSE UNITS – 45 CREDITS

SEMESTER 1		
Course Unit Title	Unit Code	Credits
Translation and Interpreting Studies I	ELAN 60101	15
Research Methods in Translation and Interpreting Studies I	ELAN 60211	15
SEMESTER 2		
Course Unit Title	Unit Code	Credits
Research Methods in Translation and Interpreting Studies II	ELAN 60212	15

SPECIALIST (OPTIONAL) COURSE UNITS – 75 CREDITS

Students should choose 75 credits from a range of:

(P) = Practice-oriented interpreting or translation options (involve language-specific translation or interpreting work)

(R) = Research-oriented options

SEMESTER 1		
Course Unit Title	Unit Code	credits
Audiovisual Translation I (P)	ELAN 60171	15
Literary Translation: Contexts and Challenges (P)	ELAN 60181	15
Scientific and Technical Translation (P)	ELAN 60191	15
Translation Technologies (P)	ELAN 60961	15
Consecutive Interpreting (P)	ELAN 61111	15
SEMESTER 2		
Course Unit Title	Unit Code	credits
Translation and Interpreting Studies II (R)	ELAN 60102	15
Audiovisual Translation II (P)	Not offered in 2012 - 2013	15
Literary Translation; Genres and Time Frames (P)	ELAN 60182	15
Commercial Translation (P)	ELAN 60192	15
Cross-Cultural Pragmatics (R)	ELAN 60202	15
Translating for International Organisations (P)	ELAN 60632	15
Case Studies in Chinese-English, English-Chinese Translation (P)	ELAN 60952	15
Public Service Interpreting (P)	ELAN 61142	15

DISSERTATION – 60 CREDITS

SUMMER		
Course Unit Title	Unit Code	credits
Dissertation (compulsory only for MA students)	ELAN 60220	60

3.2.3. Other Options in the School of Arts, Languages and Cultures

It is possible to take 15 or 30 credits from other relevant options on offer in the School. Further information on these options can be obtained from the MA Programme Handbooks available on the following web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

3.2.4. Restrictions on Options

Usually MA **Level I course units** (e.g. *Audiovisual Translation I*) run in Semester 1 and MA **Level II course units** in Semester 2.

It is not possible to take an MA Level II course unit without completing the corresponding MA Level I course unit, e.g. you must have completed *Audiovisual Translation I* in order to take *Audiovisual Translation II*.

In order to complete a dissertation in a particular area (e.g. literary translation) it will be necessary to have completed at least one taught course unit in that specialisation (i.e. at least *Literary Translation I*).

3.2.5. Interpreting Course Units

Students taking interpreting course units will have to define their language combination in AIIC's (International Association of Conference Interpreters) terms:

- **language A:** The interpreter's native language (or another language strictly equivalent to a native language), into which the interpreter works from all her/his other languages in both modes of interpretation, simultaneous and consecutive.
- **language B:** A language other than the interpreter's native language, of which she/he has a perfect command and into which she/he works from one or more of her/his other languages. Some interpreters work into a 'B' language in only one of the two modes of interpretation.
- **language C:** Languages, of which the interpreter has a complete understanding and from which she/he works.

(AIIC Regulations governing admissions and language classifications, Article 7).

It is essential that students registering for interpreting course units have the following language profile as interpreting course units demand a high degree of sophistication in the native language (A language), as well as in the foreign language (B/C language).

Consecutive Interpreting

One of English, Arabic, Chinese (Mandarin), French, German or Spanish as their A-language, alongside English, Arabic, Chinese (Mandarin), French, German or Spanish as their B or C language.

Public Service Interpreting

One of English, Arabic, Chinese (Mandarin), French or Spanish as their A-language, alongside English, Arabic, Chinese (Mandarin), French or Spanish as their B language.

3.2.6. Language-Specific Tutorials (specialist translation course units)

For all specialist translation course units with a practical element (see list in Section 3.2.2), language-specific support is offered in the form of tutorials with language specialists. These tutorials will be on a small-group basis and will take place fortnightly. Students will be matched with language tutors shortly after registration. Language-specific tutorials will normally start in Week 4 of Semester 1.

3.2.7. Progression to PhD

Students who may be interested in continuing their studies to doctoral level after completing the MA are advised to consider taking one or two of the research-oriented optional units (*Cross-Cultural Pragmatics* and *Translation and Interpreting Studies II*) and to undertake a research dissertation, rather than a translation dissertation. Please feel free to discuss your plans with the CTIS Postgraduate Research Director, Dr Luis Pérez-González (luis.perez-gonzalez@manchester.ac.uk)

3.2.8. Policy for Auditing Classes

Auditors (visitors, PhD students, MA students) may not attend language-specific interpreting classes and language-specific translation tutorials. Most optional course units have restrictions due to the nature of the seminar space, group sizes and compositions, or teaching methods, e.g. it is not possible to audit Translation Technologies, Commercial Translation, Scientific and Technical Translation, Translating for International Organisations or Audiovisual Translation I and II. If auditors wish to attend other optional course units, they must ask permission of the course unit tutor. There are no restrictions on attendance at core course units but you are requested to let the course tutor know that you are planning to attend.

3.2.9. Academic Writing Course

Academic writing skills in English are critical to students' success in the MA programme. Writing academic papers effectively requires not only an excellent command of English grammar, but also sufficient familiarity with essay-writing conventions in British academic contexts. A customised course on academic writing skills is run every Wednesday afternoon throughout Semester 1 and the first half of Semester 2 (see schedule details in the MATIS timetable).

Attendance at the Academic Writing Course **is highly recommended for all non-native users of English.**

3.2.10. Professional Development Workshop Series

In addition to the CTIS Thursday Seminars by leading translation and interpreting scholars, MATIS students learn about careers and current trends in translation, interpreting and related areas through interaction with established professionals who are invited to our Professional Development Workshop series.

A full schedule of Workshops to be delivered during 2012 - 2013 will be made available at the beginning of the academic year.

Course Unit Descriptions

4.1. SEMESTER 1

ELAN 60211	Research Methods in Translation and Interpreting Studies I	
15 credits	Semester 1	Core
Tutor	Dr Luis Pérez-González	
Synopsis	<p>This course unit focuses on a range of relevant skills and methods in the context of translation and interpreting studies research and translation/interpreting analysis. Sessions and exercises (both assessed and non-assessed) are linked to translation and interpreting studies literature and analysis of texts, translations and interpretations. Topics covered include:</p> <ul style="list-style-type: none"> ▪ research resources for translation and interpreting studies ▪ academic writing ▪ critical reading ▪ linguistic analysis for translation and interpreting studies. <p>A full course unit outline will be provided in class at the beginning of the semester.</p>	
Teaching	<p>This unit will be taught through 11 x 80-minute weekly seminars in Semester 1. Seminars will take the form of a lecture, followed by discussions of research case studies of translation and interpreting. The seminars are interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.</p>	
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (30%): A research bibliography, to be submitted 26 October 2012. ▪ Assignment 2 (70%): A text analysis exercise (2,000 words), to be submitted 7 December 2012. 	

ELAN 60101	Translation and Interpreting Studies I	
15 credits	Semester 1	Core
Tutor	Professor Mona Baker	
Synopsis	<p>This course unit will offer students the opportunity to study contemporary theories of translation and interpreting from the 1960s until the present time. A broad range of approaches will be studied, including:</p> <ul style="list-style-type: none"> ▪ linguistic approaches ▪ systems approaches ▪ sociological approaches ▪ feminist approaches ▪ postcolonial approaches. <p>A full course unit outline will be provided in class at the beginning of the semester.</p>	

Teaching	This unit will be taught through 11 x 80-minute weekly seminars in Semester 1. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (Mock Essay): Optional. One essay of 1,000 words on a prescribed topic to be submitted 5 November 2012. ▪ Assignment 2 (100%): One essay of 3,000 words to be submitted 21 January 2013.

ELAN 60171	Audiovisual Translation I		
15 credits	Semester 1	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented Available in all language combinations
Tutor	Dr Luis Pérez-González		
Synopsis	<p>This course unit revolves exclusively around subtitling and covers the following aspects:</p> <ul style="list-style-type: none"> ▪ modalities of audiovisual translation ▪ modalities of subtitling ▪ technical aspects: overview of process and participants ▪ spatial and temporal restrictions: spotting, synchronisation and spotting lists ▪ subtitling conventions and standards: styles, layout, format, position ▪ subtitling techniques and strategies ▪ subtitling segmentation criteria ▪ subtitling culture: <i>realia</i>, dialect, slang ▪ multimodality and audiovisual translation ▪ history of audiovisual translation ▪ ideological aspects of audiovisual translation ▪ audiovisual semiotics: channels, codes, shots, angles, takes <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		
Teaching	<p>This course unit will be delivered through a combination of 11 x 80-minute weekly seminars and 4 x 50-minute fortnightly technical tutorials on software-aided subtitling skills.</p> <p>Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (40%): Practical task to be submitted 9 November 2012. ▪ Assignment 2 (60%): Practical task (subtitling + critical analysis) to be submitted 14 January 2013. 		

ELAN 60181	Literary Translation: Contexts and Challenges		
15 credits	Semester 1	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented Available in all language combinations
Tutor	Dr Siobhan Brownlie		
Synopsis	<p>There are four main topics in this course unit. We start with some exercises in creative writing (weeks 1 & 2). The second topic (weeks 3-5) is contexts: the literary translation scene around the world; briefs in literary translation; and the translator's procedure. The third topic (weeks 6-8) is particular difficulties which arise in translating literary texts and how to deal with those difficulties, notably culture-specific issues and word play. The fourth topic (weeks 9-11) covers subtleties in the writing and structure of literary texts which a translator should be able to analyze: ambiguities, patterns, and multiple voices.</p> <p>A full course unit outline will be provided at the beginning of the semester.</p>		
Teaching	<p>This course unit will be delivered through a combination of 11 x 50-minute weekly seminars and 4 x 50-minute fortnightly language-specific tutorials. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor. For their language-specific work, students will undertake translations of literary prose.</p> <p>Language-specific tutorials are designed for students to obtain advice and guidance from a language specialist on the practical translation work they will be working on throughout the semester. Tutorials are offered for all language combinations represented in the group. Overall, this course unit will provide students with regular, guided practice in analysing and translating literary texts.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (40%): Translation of a literary prose text, with an accompanying critical analysis (1,500 words), to be submitted 9 November 2012. ▪ Assignment 2 (60%): Translation of a literary prose text, with an accompanying critical analysis (2,000 words), to be submitted 14 January 2013. <p>Students will also complete two translations accompanied by brief reports as a prerequisite for the second assessed coursework.</p>		

ELAN 60191		Scientific and Technical Translation	
15 credits	Semester 1	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented Available in all language combinations
Tutor	Dr Maeve Olohan		
Synopsis	<p>Scientific and Technical Translation focuses on the translation of texts from the domains of science and technology. These are domains in which many translators work. One area of focus is the design, delivery and use of technical products, i.e. the translation and localisation of material aimed at end-users (instruction manuals, technical specifications, product data sheets, etc.) as well as the translation of patents in the product design phase. A second area of focus is the role of translation in the shaping of knowledge, i.e. the translation of specialised scientific articles and popular science texts. A full course unit outline will be provided at the beginning of the semester.</p>		
Teaching	<p>This course unit will be delivered through a combination of 11 x 50-minute weekly seminars and 4 x 50-minute fortnightly language-specific tutorials. These tutorials are designed for students to obtain advice and guidance from a language specialist on the practical translation work they will be working on throughout the semester. Tutorials are offered for all language combinations represented in the group. Overall, this course unit will provide students with regular, guided practice in researching, analysing and translating scientific and technical texts.</p> <p>Students taking this course unit are expected to have an interest in science and/or technology generally and to be willing to acquire some specialist knowledge in scientific and/or technical domains through self-study.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (100%): Choice of practical task or essay (4000 words). Practical task comprises a translation (approx. 1,000 words) selected from a portfolio of translations, a glossary of terms, a pre-translation report and a post-translation critical analysis (3,000 words), to be submitted 14 December 2012. 		

ELAN 60961	Translation Technologies		
15 credits	Semester 1	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented Available in all language combinations
Tutor	Dr Maeve Olohan		
Synopsis	<p>This unit will train students in the use of technologies for aspects of the translation process, from terminology research to document production. Particular emphasis will be placed on technologies designed specifically to assist translators, including terminology management tools and translation memory software. These tools are used by translators working in non-literary domains in particular.</p> <p>The unit will also prompt students to reflect critically on the roles and applications of technology in the language services industry.</p> <p>Note that this unit focuses on technology training and does not provide feedback on translations you may complete while learning how to use the technologies.</p> <p>A full course unit outline will be provided at the beginning of the semester.</p>		
Teaching	<p>The unit is delivered through 11 x 50-minute weekly seminars in the computer lab; students will gain hands-on experience in integrating translation technologies into their own translation practice.</p> <p>Students taking this unit are expected to undertake a significant amount of practise using specialised software tools in computer labs on campus. A commitment to self-study, an interest in information technologies in general, and a willingness to work with the software on campus are essential to the successful completion of the course unit.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (100%), to be submitted 14 December 2012. <p>The assignment will comprise:</p> <ul style="list-style-type: none"> ▪ a bilingual terminology project for a chosen specialist sub-domain ▪ a critical analysis of the role of technology in a specific translation situation (2,000 words). 		

ELAN 61111	Consecutive Interpreting		
15 credits	Semester 1	Optional <i>A minimum of 10 students is required to run this unit.</i>	Available in 5 language combinations: <i>English with Arabic/ Chinese/French/ German/Spanish</i>
Pre-requisites	None		
Tutor	Dr Mouna Mannaa, convenor (Arabic) Ms Jin Liu (Chinese) Ms Christina Edwards (French) Dr Morven Beaton-Thome (German) Ms Catriona Howard (Spanish)		
Synopsis	<p>Consecutive Interpreting is designed to provide you with an introduction to the practice of consecutive interpreting in the range of settings that you may encounter as a translator, with a view to enabling you to provide a consecutive interpretation of 4 minutes from your B/C language to your A language.</p> <p>This course unit will cover the following aspects:</p> <ul style="list-style-type: none"> ▪ phases of Consecutive Interpreting (Listening & Analysis, Memory, Production) ▪ introduction to Note-taking for Consecutive Interpreting ▪ introduction to Consecutive Interpreting B/C – A ▪ Consecutive Interpretation of types of speech that require consecutive interpreting (narrative, expository etc.) ▪ presentations of 5 minutes on current political affairs ▪ Consecutive Interpreting in contexts you may realistically encounter as a translator (business presentations, after dinner speeches, press conference interventions, cultural tours) ▪ cultural customs and linguistic expression in contrast (e.g. opening and closing patterns, toasts, intertextuality). <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		
Teaching	<p>This unit will consist of four general two-hour seminars (in weeks 1, 2, 3 and 8) and 11 x 50 weekly language-specific practical sessions in semester 1. The general seminars in weeks 1-3 will provide a general introduction to Consecutive Interpreting. They will be followed by a voice and presentation workshop in week eight.</p> <p>General seminars and language-specific practical sessions will be interactive and you will be expected to interpret actively for your co-students.</p> <p>E-learning will form a part of this unit, with guidance given as to how to conduct independent study in a structured manner. This self-study will also be facilitated by dedicated self-study materials placed on Blackboard and the Melissi system in the self-study lab.</p>		


Assessment	<ul style="list-style-type: none">▪ Assignment (30%): Online interpreting journal. 4 x 500-word entries to be submitted via Blackboard by 12 October 2012 (end of week 3), 9 November 2012 (end of week 6), 30 November 2012 (end of week 9) and 14 December 2012 (end of week 11).▪ Exam (70%): 4 minute Consecutive Interpreting Examination B/C – A, Exam Period (14 - 25 January 2013), specific date TBC. <p>Further information on assessment will be provided at the beginning of the semester.</p>
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SEMESTER 2

ELAN 60212	Research Methods in Translation and Interpreting Studies II		
15 credits	Semester 2	Core	
Tutor	Dr Rebecca Tipton		
Synopsis	<p>This course unit focuses on a range of skills and methods which are of relevance for translation and interpreting studies research and translation/interpreting analysis. The unit is designed to prepare students explicitly for their dissertation work. It also provides training in specific research methods, giving students the tools to evaluate existing research and to apply research findings appropriately in their own academic work. Topics covered include:</p> <ul style="list-style-type: none"> ▪ research trends and the research process ▪ models and methods for translation and interpreting research ▪ application of knowledge and skills acquired on the MA programme when planning and executing MA dissertations ▪ preparation of an MA dissertation proposal. <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		
Teaching	<p>This unit will be taught through 11 x 80-minute weekly seminars in Semester 2. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (30%): an outline MA dissertation proposal (500 words), to be submitted 1 March 2013. ▪ Assignment 2 (70%): A detailed MA dissertation proposal (3,000 words), to be submitted 3 May 2013. 		

ELAN 60102	Translation and Interpreting Studies II		
15 credits	Semester 2	Optional <i>A minimum of 10 students is required to run this unit.</i>	Research-oriented
Tutor	Prof Mona Baker		
Synopsis	<p>This course unit continues <i>Translation and Interpreting Studies I</i> and offers students an opportunity to delve into a number of recent theoretical developments and engage with core issues such as ethics, ideology and agency. The focus will be on approaches that foreground the social and political role of translation and interpreting.</p> <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		

Teaching	This unit will be taught through 11 x 50-minute weekly seminars in Semester 2. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (100%): One essay of 4,000 words, to be submitted 10 May 2013.

	This unit will not be offered in 2012 - 2013		
ELAN 60172	Audiovisual Translation II		
15 credits	Semester 2	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented Available in all language combinations
Tutor	Dr Luis Pérez-González		
Synopsis	<p>This course consists of two parts. Part I revolves around lip-synch dubbing and voice-over. Part II introduces students to the basics of research in audiovisual translation.</p> <p>Part I</p> <ul style="list-style-type: none"> ▪ audiovisual semiotics ▪ dubbing: review of process, sound systems, suprasegmentals, stress patterns, effects of shots/ angles/distance, genre, character, notation systems, synchronisation ▪ voice-over: : review of process and technical considerations <p>Part II</p> <ul style="list-style-type: none"> ▪ research models and methods in audiovisual translation ▪ writing an audiovisual translation dissertation <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		
Teaching	<p>This course unit will be delivered through a combination of 11 x 50-minute weekly seminars and 4 x 50-minute fortnightly technical tutorials.</p> <p>Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (50%): One practical task with written rationale. ▪ Assignment 2 (50%): Essay (2,500 words). 		

ELAN 60182		Literary Translation: Genres and Time Frames	
15 credits	Semester 2	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented Available in all language combinations
Tutor	Dr Siobhan Brownlie		
Synopsis	<p>In the first class, I recap what was done in Literary Translation in first semester. For weeks 2-4 we focus on the issues which arise in translating literary prose texts from different time periods, notably modernist texts, classical texts, and texts written before the 17th century. Having studied literary prose translation up to this point, we move on to considering different genres of literature. Drama translation is the topic of two classes (weeks 5-6). In weeks 7-11 we concentrate on poetry translation. Through consideration of procedures and options, students are shown how this genre of translational activity can be successfully approached.</p> <p>A full course unit outline will be provided at the beginning of the semester.</p>		
Teaching	<p>This course unit will be delivered through a combination of 11 x 50-minute weekly seminars and 4 x 50-minute fortnightly language-specific tutorials. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor. For their language-specific work, students will undertake translations of poetry and of prose.</p> <p>Language-specific tutorials are designed for students to obtain advice and guidance from a language specialist on the practical translation work they will be working on throughout the semester. Tutorials are offered for all language combinations represented in the group. Overall, this course unit will provide students with regular, guided practice in analysing and translating literary texts.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (50%): Translation of a literary prose text, with an accompanying critical analysis (2,000 words), to be submitted 8 March 2013. ▪ Assignment 2 (50%): A critical analysis of a practical exercise (translation of poetry) (1,500 words), to be submitted 3 May 2013. 		

ELAN 60192		Commercial Translation	
15 credits	Semester 2	Optional	Practice-oriented Available in all language combinations
		<i>A minimum of 10 students is required to run this unit.</i>	
Tutor	Dr Luis Pérez-González		
Synopsis	<p>Commercial Translation will offer students the opportunity to study and practise aspects of commercial translation. Particular attention will be paid to the importance of conceptual and terminological research and to the production of documents to industry specifications.</p> <p>This course unit will focus on the translation of texts from the broad field of commerce and business, with particular emphasis on the sales and delivery phase of the product life cycle, i.e. translation and localisation of range of promotional material (advertisements, websites, brochures, prospectuses, etc.) The unit will also address the challenges of translating corporate annual reports and official documents. A full course unit outline will be provided at the beginning of the semester.</p>		
Teaching	<p>This course unit uses methods of enquiry-based learning and group and project work to give students the opportunity to experience and reflect upon various aspects of professional translation work, including project planning and management.</p> <p>This course unit will be delivered through a combination of 11 x 50-minute weekly seminars and 4 x 50-minute fortnightly language-specific tutorials. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.</p> <p>Language-specific tutorials are designed for students to obtain advice and guidance from language specialists on the practical translation work they will be working on throughout the semester. Tutorials are offered for all language combinations in the group. This course unit will provide students with guided practice in researching, analysing and translating commercial and financial texts.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (50%): Choice of translation and critical analysis or theoretical essay (2,000 words), to be submitted 8 March 2013. ▪ Assignment 2 (50%): Translation project (either individual or group) and individual project report (1,000 words) to be submitted 10 May 2013. 		

ELAN 60202	Cross Cultural Pragmatics		
15 credits	Semester 2	Optional <i>A minimum of 10 students is required to run this unit.</i>	Research-oriented
Tutor	Prof Mona Baker		
Synopsis	<p>The course unit will enable students to engage with some of the main theoretical traditions in socio-pragmatics, socio-linguistics, ethnography and linguistic anthropology, with particular emphasis on theories which offer productive ways of looking at translation and interpreting events. These include: conceptualisations of context and contextualisation cues; work on cultural differences in conversational style; Goffman's notions of face, footing and participation framework; critical discourse analysis, theories of cultural orientation, and broader theories of cross-cultural communication.</p> <p>The course unit will offer students the opportunity to develop expertise in the following areas:</p> <ul style="list-style-type: none"> ▪ identifying a suitable area of research in cross-cultural communication ▪ formulating hypotheses and research questions ▪ developing a critical awareness of the status of 'data' in cross-cultural research ▪ appreciating the inherent overlap in categories such as nation, language, culture and gender ▪ debating questions of replicability and generalisability in cross-cultural research ▪ assessing research criteria such as objectivity vs. subjectivity in this field ▪ appreciating the complexity of the ethics of research generally and of cross-cultural research specifically ▪ balancing the focus on inequality vs. difference in the social sciences ▪ understanding cultural diversity and cultural relativism. <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		
Teaching	This unit will be taught through 11 x 50-minute weekly seminars in Semester 2. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (100%): A critical essay of 4,000 words to be submitted 10 May 2013. 		

ELAN 60632	Translating for International Organizations		
15 credits	Semester 2	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented Available in all language combinations
Tutor	Dr Siobhan Brownlie		
Synopsis	<p>This course unit will introduce students to the specific context and practices of translating for international organisations (IO). The focus will be on the European Union (EU) and the United Nations (UN). The course unit will cover the following topics:</p> <ul style="list-style-type: none"> ▪ EU and UN contexts and language policies ▪ translation of legislative texts and non-legislative texts ▪ varied tasks required of IO translators e.g. précis writing, web translation ▪ tools and guidelines for IO translators ▪ translation difficulties: genre-related, terminological, subject matter ▪ the impact of institutional standardization ▪ academic research in the field of IO translation ▪ careers as a translator for an IO <p>Please note that this course unit is particularly aimed at students working with languages which enjoy official status in the European Union and the United Nations.</p>		
Teaching	<p>This course unit will be delivered through a combination of 11 x 50-minute weekly seminars and 4 x 50-minute fortnightly language-specific tutorials.</p> <p>Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on work assigned by the tutor.</p> <p>Language-specific tutorials are designed for students to obtain advice and guidance from a language specialist on the practical translation work they will be working on throughout the semester. Tutorials are offered for all language combinations represented in the group. Overall, this course unit will provide students with regular, guided practice in researching, analysing and translating the types of texts outlined in the synopsis above.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (40%): A textual analysis (1,000 words), to be submitted 15 March 2013. ▪ Assignment 2 (60%): Translation of a text for an international organization, accompanied by a critical analysis (2,500 words), to be submitted 10 May 2013. <p>Students will also complete two translations accompanied by brief reports as a prerequisite for the second assessed coursework.</p>		

ELAN 60952	Case Studies in Chinese-English, English-Chinese Translation		
15 credits	Semester 2	Optional <i>A minimum of 10 students is required to run this unit.</i>	Practice-oriented
Tutor	Dr James St. André		
Synopsis	<p>This course unit will look at two periods of intense translation activity in China, one quite early (the translation of Buddhist scriptures), and one quite recent (late Qing through May 4th). These two periods will be the starting points for a discussion of a wide range of issues involved in translation practice today, including transliteration, parenthetical explication, footnotes, adaptation, creativity, the translator's role in society and translation as an agent of social change. We will end by linking Walter Benjamin's work with issues in comparative grammar.</p> <p>This course unit is not an attempt to narrate a developmental history of translation in China that "naturally" leads to the present. Rather, it is a sort of <i>bricolage</i>, or mining of the past in order to inform and construct our understanding of present translation practice. There will be frequent exercises in practical translation based on discussion of classroom materials, one longer translation project, and one essay. The assessment will revolve around a short translation project and critical reflection upon the relation between that project and the practice of earlier translators.</p> <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		
Teaching	<p>This unit will be delivered through a combination of 11 x 50-minute weekly seminars and 4 x 50-minute fortnightly language-specific tutorials.</p> <p>Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents based on readings and/or material available online. Students will be divided into groups and will work with classmates to produce a coherent translation of the theoretical text that is consistent in the use of terminology and style, as well as a short oral report on their use of substitution in the translation.</p>		
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (100%): A translation (1,500 words/2,250 characters) and a 2,500 word critical analysis, to be submitted 10 May 2013. 		

ELAN 61142	Public Service Interpreting		
15 credits	Semester 2	Optional <i>A minimum of 10 students is required to run this unit.</i>	Available in 4 language combinations: <i>English with Arabic/ Chinese/French/ /Spanish</i>
Pre- requisites	None		
Tutor	Dr Rebecca Tipton, convenor (French) Dr Mouna Mannaa (Arabic) Ms Jin Liu (Chinese) Ms Catriona Howard (Spanish)		
Synopsis	<p>This course unit on Public Service Interpreting (PSI) is designed to provide you with an introduction to the practice of PSI in a range of settings, with a view to enabling you to provide bidirectional PSI between your B language and your A language.</p> <p>This course unit will cover the following aspects:</p> <ul style="list-style-type: none"> ▪ Introduction to the techniques of PSI [short consecutive and liaison interpreting, chuchotage (simultaneous whispered interpreting) and sight translation] ▪ Introduction to a range of settings (court, police, medical, administrative, educational) and their communicative characteristics which you may encounter as a Public Service Interpreter ▪ Provide guidance in compiling relevant terminology for specific PSI settings ▪ Critical discussion of interpreter role, ethics and positioning in PSI settings, based on specific scenarios (such as the police interview, witness statement, medical diagnosis, job centre interview, parent evening) ▪ implementation of active self-reflective practice and Think Aloud Protocols <p>A full course unit outline will be provided in class at the beginning of the semester.</p>		
Teaching	<p>This unit will consist of four general two-hour seminars (in weeks 1, 2, 3 and 7) and 11 weekly language-specific practical sessions in semester 2. The general seminars in week 1 will provide a general introduction to PSI, followed by a workshop concentrating on PSI techniques (short consecutive, liaison, chuchotage and sight translation) in week 2. A workshop on PSI settings and scenarios will take place in week 3, followed by an ethics workshop in week 7. The general seminars are complemented by weekly 1-hour language-specific sessions with language tutors for your specific language (B <> A).</p> <p>General seminars and language-specific practical sessions will be interactive and scenario-based and you will be expected to prepare thoroughly and interpret actively for your co-students.</p> <p>E-learning will form a significant part of this unit, with guidance given as to how to conduct independent study in a structured manner. This self-study will also be facilitated by dedicated self-study materials placed on Blackboard and the Melissi system in the self-study lab.</p>		

Assessment	<ul style="list-style-type: none">▪ Assignment 1 (40%): Critical essay (2,000 words) on the role of the Public Service Interpreter in a particular field, to be submitted by 19 April 2013.▪ Exam (60%): PSI Examination B < > A in Exam Period (13-24 May 2013), specific date to be confirmed. <p>Further information on assessment will be provided at the beginning of the semester.</p>
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5. List of Staff Teaching and Research Specialisms (CTIS)

Centre for Translation and Intercultural Studies (core staff)

Mona Baker, BA (American University in Cairo), MA (Birmingham), DSc (UMIST): translation theory; narrative theory and framing; translation and global politics; socio-pragmatics; corpus studies. Author of *Translation and Conflict: A Narrative Account* (2006); author of *In Other Words: A Course book on Translation* (1992); editor of *The Routledge Encyclopaedia of Translation Studies* (1998, second edition 2008); editor of *Critical Readings in Translation Studies* (2010) and *Critical Concepts: Translation Studies* (4 Vols. 2009); editor of *The Translator: Studies in Intercultural Communication*. Vice President of the International Association of Translation and Intercultural Studies.

Morven Beaton-Thome, MA (Heriot-Watt University), PhD (Heriot-Watt University), Training the Trainers in Conference Interpreting (ETI, University of Geneva): interpreting studies; ideology in translation and interpreting; agency and identity in multilingual settings; Critical Discourse Analysis; Pragmatics; institutional and organisational ethnography; simultaneous and consecutive interpreting. Author of *Intertextuality and Ideology in Interpreter-mediated Communication. The Case of the European Parliament* (2007), articles in leading translation studies journals such as *The Translator*, and edited volumes. Freelance conference interpreter between German and English for public and private sector clients such as the German Centre for Political Education (bpb), Friedrich Neumann Foundation, BBC Radio 4, Saarländischer Rundfunk, ProLogis, Thyssen-Krupp Bilstein, Imola, Ecophon, UNESCO Biosphere Reserves.

Siobhan Brownlie, BA (Cant.), Grad Dip Arts (E. Cowan), PhD (UQ): descriptive translation research; literary translation; translation of 19th and 20th century French literature into English; Franco-British relations; memory studies in relation to translation and intercultural communication. Author of articles in leading translation studies journals, including *The Translator*, *Target* and *Meta*.

Christina Edwards, PGDip in Conference Interpreting Techniques (Polytechnic of Central London), PGDip in Interpreter Training (ETI, University of Geneva): freelance conference interpreter from French, German and Russian into English. Positions held as Chief Interpreter at the International Labour Organisation (ILO), Permanent Interpreter at the UN Geneva and the ILO and Conference Interpreter at the UN Economic and Social Commission for Asia and the Pacific (ESCAP), Bangkok, as well as interpreter trainer at Westminster University. Member of the International Association of Conference Interpreters (AIIC) and AIIC's VEGA network in support of young interpreters.

Catriona Howard, MA Conference Interpreting & Translation Studies (University of Leeds): EU accredited freelance conference interpreter (EU institutions and private market) and public service interpreter working from French and Spanish into English and English into Spanish. Previously interpreter trainer and programme manager MA Conference Interpreting, University of Leeds. Trainer on European Parliament Seminarium programme for new interpreting graduates and English Enhancement courses for European Parliament and UN interpreters.

Jin Liu, BA (Renmin University of China), MA in Conference Interpreting (Beijing Foreign Studies University), Certified MA Interpreter Trainer (CIUTI and Translation Association of China): freelance conference interpreter between Chinese and English serving both public and private sector clients, including the World Health Organisation (WHO), United Nations Development Programme (UNDP), American Chamber of Commerce, World Wildlife Fund (WWF), Ministry of Health/Finance/Education/Environmental Protection of China, Chinese Banking Regulatory Committee, State Information Bureau, Château Margaux, Dom Pérignon, LVMH, Novell, Bayer, Oracle, BMW, ICBC, Moody's and Deutsche Bank. Positions held as Lecturer in Interpreting at Beijing International Studies University and interpreter trainer and language advisor for the Ministry of Defence, Singapore and the EU China Biodiversity Programme.

Mouna Mannaa, BA (Damascus University), MA (University of Leeds), PhD (University of Salford): translation theory; translation and interpreting training; translation pedagogy. Previously interpreter trainer at MA Conference Interpreting, University of Leeds. Freelance interpreter and translator between Arabic and English for private and public sector clients such as the National Health Service, Refugee Council, Leeds City Council.

Maeve Olohan, BA (DCU), MA (DCU), PhD (UMIST): scientific, technical and commercial translation; corpus-based approaches to the study of translation; translation processes; translation pedagogy. Author of *Introducing Corpora in Translation Studies* (2004); editor of *Intercultural Faultlines: Research Models in Translation Studies I - Textual and Cognitive Aspects* (2000), co-editor of a special issue of *The Translator* (2011) on the translation of science.

Luis Pérez-González, Lic Phil (València), MA, MPhil (Birmingham), DPhil (València): screen translation; multimodal theory; translator training; translation in the digital culture; translation activism. Author of *Towards a Dynamic Model of Discourse: Issues of a Forensic-oriented Analysis of Spoken Interaction* (1999); editor of *Speaking in Tongues: Language across Contexts and Users* (2003); co-editor of *La traducción e interpretación en un entorno global* (2003). He is the Editor of *The Interpreter and Translator Trainer* (St Jerome Publishing) and has recently guest-edited special issues of *The Journal of Language and Politics* (Translation and the Genealogy of Conflict, 2012) and *The Translator* (Non-professionals Translating and Interpreting: Participatory and Engaged Perspectives, 2012). He has acted as a consultant for the European Agency for Reconstruction on the development of translation and interpreter training programmes and translation certification mechanisms in Eastern Europe, and for the European Commission on a project on the social impact of translation in multilingual communities.

James St. André, BA (Boston University), MA and PhD (University of Chicago): translation studies; history of translation; translation theory and comparative literature; professional development; Chinese-English translation. Author of numerous articles in leading translation studies journals, including *The Translator*, *Target* and *Meta*; editor of *Thinking through Translation with Metaphors* (2010).

Rebecca Tipton, BA (University of Manchester), MA (University of Bradford), PG Cert. Learning and Teaching in Higher Education (University of Salford), PhD (University of Salford), DPSI (Chartered Institute of Linguists): interpreting and translation studies; public service interpreting; conference interpreting; interpreting pedagogy; sociology of interpreting; interpreting for charities and NGOs. Freelance translator and interpreter French and Spanish into English for clients including European Parliament, Michelin, SITA, BP Conservation, PSA Peugeot-Citroën, Paris

Mint, HM Customs and Excise, and Manchester court, prison and probation services. Author of articles published in leading journals including *The Translator*, *International Journal of Language and Politics*, *Interpreter and Translator Trainer*.

Further CTIS staff details:

- <http://staffprofiles.humanities.manchester.ac.uk/StaffList.aspx?ou=14377>

Further details of academic staff in the School of Arts, Languages and Cultures and their research specialisms can be found at:

- <http://www.alc.manchester.ac.uk/ourpeople/>

Appendix 1

Schedule of Coursework Submission Deadlines and Exams

MATIS course units 2012 – 2013

SEMESTER 1

Course Unit	Unit Code	Deadline							
		26 Oct 2012	5 Nov 2012	9 Nov 2012	7 Dec 2012	14 Dec 2012	14 Jan 2013	21 Jan 2013	Weeks 14-25 Jan 2013
Research Methods in Translating and Interpreting Studies I	ELAN 60211	Ass. 1 30%			Ass. 2 70%				
Translation and Interpreting Studies I	ELAN 60101		Ass. 1 Optional 0%					Ass. 2 100%	
Audiovisual Translation I	ELAN 60171			Ass.1 40%			Ass. 2 60%		
Literary Translation: Contexts and Challenges	ELAN 60181			Ass.1 40%			Ass. 2 60%		
Scientific & Technical Translation	ELAN 60191					Ass. 2 60%			
Translation Technologies	ELAN 60961					Ass. 1 100%			
Consecutive Interpreting	ELAN 61111	Entries for online interpreting journal to be submitted by 12 October 2012, 9 November 2012, 30 November 2012 and 14 December 2012							Exam 60%

Schedule of Coursework Submission Deadlines and Exams

MATIS course units 2012 – 2013

SEMESTER 2

Course Unit	Unit Code	Deadline						
		1 March 2013	8 March 2013	15 March 2013	19 April 2013	3 May 2013	10 May 2013	Weeks 13-24 May 2013
Research Methods in Translating and Interpreting Studies II	ELAN 60212	Ass. 1 30%					Ass. 2 70%	
Translation & Interpreting Studies II	ELAN 60102						Ass 1 100%	
Literary Translation: Genres and Time Frames	ELAN 60182		Ass. 1 50%				Ass. 2 50%	
Commercial Translation	ELAN 60192		Ass. 1 50%				Ass. 2 50%	
Cross-Cultural Pragmatics	ELAN 60202						Ass. 1 100%	
Translating for International Organisations	ELAN 60632			Ass. 1 40%			Ass. 2 60%	
Case Studies in Chinese-English, English-Chinese	ELAN 60952						Ass. 1 100%	
Public Service Interpreting	ELAN 61142				Ass. 1 40%			Exam 60%

Appendix 2

A2.1. Assessment Criteria for Essay-based Assignments

Marks below 30%

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 30-39%

The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 40-49%

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50-59%

The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. There is an awareness of critical or theoretical ideas such as those learned on the core course units accompanied by limited attempts to use them in practice. The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

Marks 60-69%

The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by a sustained ability to use these ideas relevantly in critical practice. The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70-79%

The work demonstrates a sophisticated grasp of the topic supporting critical analysis with pertinent examples. An in depth awareness of critical or theoretical ideas such as those learned on the core course units is relevantly applied in critical practice. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. It demonstrates the ability to critically evaluation existing research on the object of study in a confident, directed manner giving evidence of very strong potential to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work shows extensive knowledge of both the topic and the academic context(s) in which it is applied, such that it begins to make a significant contribution at the forefront of scholarship in the given field. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course unit is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually faultless.

A2.2. Assessment Criteria for Reflective Reports

Marks below 30%

The work fails to provide a competent description of the practice and there is no evidence of any reflection on practice. It is poorly structured and lacks coherence. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 30-39%

The work is almost wholly descriptive. It presents the action or practice with little attempt to reflect upon it. There is little or no evidence of an ability to learn from the practice. The work displays some potential to move from description of skills to reflection but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 40-49%

The work provides an account of the practice but remains predominantly descriptive. It shows a limited ability to learn from the practice but fails to explore in any detail the outcomes of reflecting on the practice. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50-59%

The work demonstrates a reasonable ability to reflect on practice. An account of the action is presented competently and there are some indications of new understanding or new awareness gained through reflection, but perhaps without taking full account of complexity and contexts, or without showing sufficient awareness of how frames of reference shape both action and reflection. The approach is generally unambitious. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

Marks 60-69%

The work demonstrates the ability to reflect competently on practice. The reflection is not simply descriptive but provides some evidence of the ability to engage critically with the action and the process of learning, with some discussion of the outcomes of the reflection. There is evidence of an ability to consider actions and decisions from more than one perspective. The report is clearly structured and appropriate examples are used to substantiate claims. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70-79%

The work demonstrates a sophisticated ability to reflect on practice. The reflection is dialogic and critical. The report shows the ability to interact critically with the contexts of the practice and to engage with the range of perspectives from which the action can be interpreted. The outcome of reflection, in the form of new understanding, is explored in depth. Claims are substantiated through examples, material presented in appendices, notes from reflection-in-action, etc. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work presents a complex, original and relevant reflection on practice. There is clear evidence that the principles of high-level reflection have been understood and applied and that both the action and reflection on it have considerably enhanced existing frameworks of understanding. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually flawless.

A2.3. Assessment Criteria for Oral Presentations

Marks below 30%

The presentation falls far short of a competent discussion of the topic. There is no coherent structure or argument. Content and delivery are so poor as to seriously impair communication.

Marks 30-39%

The presentation displays no awareness of theoretical or critical ideas. There is little evident structure of the presentation, and main points are not clear. There is a limited evidence base and few relevant examples. There is no supporting material (visual aids, handouts) or it is not used effectively. Poor oral delivery (pace, audibility, communicative effectiveness) makes the presentation very difficult to follow. Questions asked by the audience are not answered in any useful way.

Marks 40-49%

The presentation displays a basic grasp of the topic, but discussion is superficial, and the understanding of theoretical ideas is not sound. The presentation lacks a clear structure, and main points are not always clearly expressed. There is a limited evidence base and exemplification is not always effective. Supporting material such as visual aids and handouts is not always well used. Deficiencies in oral delivery (pace, audibility, communicative effectiveness) sometimes make the presentation difficult to follow. Questions asked by the audience are not always answered effectively.

Marks 50-59%

The presentation demonstrates a fairly good grasp of the topic, including critical evaluation of approaches. The structure is mainly coherent, but some points are not expressed clearly. The student uses an acceptable evidence base and exemplification. The supporting material such as visual aids and handouts is generally used effectively. The oral delivery (pace, audibility, communicative effectiveness) is adequate. Questions asked by the audience are fairly well answered.

Marks 60-69%

The presentation demonstrates a thorough grasp of the topic, including sound critical evaluation of approaches. The presentation has a coherent and logical structure, and points are expressed clearly. The student uses a solid evidence base and exemplification. The supporting material such as visual aids and handouts is effective. The oral delivery (pace, audibility, communicative effectiveness) is good. Questions asked by the audience are answered effectively.

Marks 70-79%

The presentation demonstrates a sophisticated grasp of the topic, and develops interesting and original critical perspectives. The presentation has a coherent and logical structure, and all points are expressed clearly. The student uses a very good evidence base and exemplification. The supporting material such as visual aids and handouts is highly effective. The oral delivery (pace, audibility, communicative effectiveness) is very good. Convincing and appropriate responses are given to questions asked by the audience.

Marks above 80%

The presentation shows an extensive knowledge of the topic and impressive critical evaluation, as well as demonstrating significant originality of thought. The presentation has a fully coherent and logical structure, and all points are expressed clearly. The student uses an excellent evidence base and exemplification. The supporting material such as visual aids and handouts is exceptionally effective. The oral delivery (pace, audibility, communicative effectiveness) is excellent. Convincing and highly appropriate responses are given to questions asked by the audience.

A2.4. Assessment Criteria for Translation + Critical Analysis Assignments

The assessment of translation assignments (typically consisting of a translation and a critical analysis) in practical course units will be based on (some or all of) the criteria outlined below, as per the instructions provided by tutors in each case:

1. choice of a suitable (e.g. sufficiently specialised, challenging or topic-relevant) source text of appropriate length/format.
2. formulation of a clear and plausible translation brief or commissioning instructions and fulfilment of the intended purpose and function of the translation.
3. awareness and use of appropriate (professional and/or scholarly) literature to back up the argument being developed in the critical analysis or justify specific translation decisions presented in the discussion.
4. command of subject matter and technical terminology, as illustrated by evidence of appropriate conceptual and terminological research in accompanying critical analysis.
5. production of an appropriate target text complying with target language discursive and generic conventions (if it is the aim of the translator to do so). These include collocations, idiomatic structures, cohesive resources, information structure, etc. It also includes conforming to the requirements of the intended target text readership (as per 2 above).
6. accuracy of target language grammar, spelling and punctuation. Basic spelling mistakes and grammatical errors that would be detected by Word's Spelling and Grammar tools must be avoided.
7. compliance with presentation and formatting instructions (including the delivery of electronic deliverables).

Marks below 30%

- The translation is of a quality that would be deemed simply unacceptable by the target readership or client specified in the commissioning instructions; overall, the quality is so poor as to seriously impair comprehension of the translated text.
- The target text demonstrates an extremely poor understanding of the source text. It contains (1) pervasive and important errors or omissions in rendering the basic source text meaning; (2) fundamental flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible; and (3) recurrent and basic flaws as regards grammar, spelling and punctuation in the target language.
- The target text completely fails to meet minimum standards of presentation and/or comply with instructions for the submission electronic deliverables.

Marks below 30-39%

- The translation is of a quality that would be deemed inadequate and unusable by the target readership or client specified in the commissioning instructions.
- The target text demonstrates poor understanding of the source text. It contains (1) a large number of important errors or omissions in rendering the basic source text meaning; (2) flaws of cohesion and coherence such that its sense and structures are

often not easily comprehensible; and (3) major and/or frequent flaws as regards grammar, spelling and punctuation in the target language.

- Overall, this translation shows little grasp of the subject matter and of the technical terminology at hand.
- The target text clearly fails to meet minimum standards of presentation and/or comply with instructions for the submission electronic deliverables.

Marks 40-49%

- The translation is of a quality that would not be deemed acceptable by the target readership or client specified in the commissioning instructions. To bring it to professional standard would require more editing and rewriting than would be acceptable in a professional context.
- The target text demonstrates fair understanding of the source text but it contains (1) a number of misunderstandings and/or mistranslations in rendering the basic source text meaning; (2) instances of inappropriate expression at the different levels of linguistic organisation in the target language; and (3) minor and/or occasional flaws as regards grammar, spelling and punctuation in the target language.
- There is evidence of rudimentary familiarity with the subject matter and basic mastery of the technical terminology at hand.
- The target text narrowly fails to meet minimum standards of presentation and/or to comply with instructions for the submission electronic deliverables.

Marks 50-59%

- The translation is of a quality that would be deemed acceptable and usable by the target readership or client specified in the commissioning instructions, although some editing and revision would be required to bring it to professional standard.
- The target text (1) demonstrates generally good understanding of the source text but contains occasional distortions and/or unexplained omissions in rendering the basic source text meaning; (2) constitutes a generally acceptable piece of discourse in the target language, despite occasional instances of inappropriate expression (where the source text was fully idiomatic and coherent).
- There is evidence of adequate familiarity with the subject matter and satisfactory mastery of the technical terminology at hand.
- The target text adheres to acceptable standards of presentation, with acceptable typing and layout; instructions for the submission of electronic deliverables have mostly been complied with.

Marks 60-69%

- The translation is of a quality that would be deemed good by the target readership or client specified in the commissioning instructions and would require minor editing to be published/used in a professional context.
- The target text (1) shows a good level of comprehension and accuracy in rendering source text meaning (including nuances and register), with few or no unexplained omissions; (2) constitutes a generally satisfactory piece of discourse in the target language, with very minor instances of inappropriate expression (where the source text was fully idiomatic and coherent).
- The target text shows a good command of the subject matter and technical terminology at hand.
- The target text shows an appropriate level of mastery in the presentation and lay-out of the text; instructions for the submission of electronic deliverables have been fully complied with.

Marks 70-79%

- The translation is of a quality that would be deemed very good by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with very little editing, of a very minor nature.
- The target text (1) shows a very high level of comprehension and accuracy in rendering the source text meaning, with no unexplained omissions; (2) presents no noticeable shortcomings and is a fully appropriate piece of discourse in the target language.
- The target text shows excellent command of the subject matter and technical terminology at hand.
- The target text shows outstanding mastery of presentation standards; instructions for the submission of electronic deliverables have been fully complied with.

Marks above 80%

- The translation is of a quality that would be deemed excellent by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with no editing.
- The target text is flawless in all respects and provides evidence of in-depth familiarity with the subject matter and technical terminology at hand.
- Presentation standards and other instructions regarding the submission of electronic deliverables have been fully adhered to.

A2.5. Assessment Criteria for Consecutive Interpreting

Marks below 30%

The consecutive interpretation is extremely poorly structured and delivered in an incoherent manner. Primary arguments in the source text are omitted in the target text and there is severe distortion of source text argumentation in the interpretation. There is no attempt to establish contact with the audience and clear difficulty in deciphering notes. The student requests excessive clarification of basic concepts or terms, indicating a lack of comprehension of the source text. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles of consecutive interpreting have been understood.

Marks 30-39%

The consecutive interpretation consists of a list of statements with very little attempt made to establish links between these and reproduce any kind of argument structure. There is evidence of repeated omission of basic speech elements and significant distortion of source text meaning by inversion or addition. The interpretation displays some potential to move towards a simple rendering of the topic and to reconstitute the basic argument of the source speech but it fails to achieve this in clearly identifiable respects. There is very little attempt made to establish contact with the audience. Style and presentation are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of consecutive interpreting have been understood, but communication does not break down completely.

Marks 40-49%

The consecutive interpretation provides a basic summary of the source text but fails to render the argumentation structure and information hierarchy satisfactorily. The interpretation lacks explicit links of logical argument and operates on a rather superficial level. Audience contact is established but not continuously exploited. There is some hesitation and backtracking and difficulty in integrating the use of notes. Style and presentation exhibit a large number of weaknesses but there is some evidence that the principles applicable to consecutive interpreting have been understood.

Marks 50-59%

The consecutive interpretation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments. There is evidence of omission of detail and/or addition but no significant distortion of argument structure. Audience contact is established and maintained. The interpretation exhibits a certain number of slips of style and presentation but an adherence to the principles of consecutive interpreting is predominant.

Marks 60-69%

The consecutive interpretation reproduces the overall structure of the original by rendering all primary arguments and most secondary arguments. The student is able to identify and reproduce rhetorical devices such as climatic structure or repetition. Audience contact is good and there are only a few slips in style and presentation. The interpretation

demonstrates that the principles applicable to consecutive interpreting have been fully understood.

Marks 70-79%

The consecutive interpretation clearly renders all primary and secondary arguments and shows a high level of awareness of context. The ability to identify and reproduce sophisticated structuring and rhetorical devices is also displayed. Audience contact is established and exploited well with targeted use of notes. There are no substantial or recurrent errors in style and presentation and the interpretation demonstrates that the principles of consecutive interpreting have been fully understood and internalised as good practice.

Marks above 80%

The consecutive interpretation shows sophisticated analytical and rhetorical skills on the part of the student. All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. Speaker intention and rhetorical effect are identified and interpreted in the target language with a high degree of sensitivity towards cultural and situational factors. Prosody is used in an exemplary way for rhetorical effect and style and presentation are virtually faultless. The interpretation is a prime example of the principles, techniques and devices of consecutive interpreting in practice.

A2.6. Assessment Criteria for Presentation for Consecutive Interpreting

Marks below 30%

The presentation is very poorly structured and cannot be divided into three main parts (introduction, body of the speech and closing). The speaker does not clearly state the topic of the speech and specify the aim of the presentation. The speech fails to provide a competent response to the topic assigned and has no coherent argument. Audience contact is weak to non-existent and there is no awareness of the significance of prosodic elements. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles of public speaking have been understood.

Marks 30-39%

The speech consists of a list of statements with little attempt made at linking these statements and creating a coherent argument structure. The speaker displays no awareness at all of basic rhetorical notions explored in the general seminars. The three main parts of the speech (introduction, body of the speech and closing) cannot be isolated without difficulty. The presentation displays some potential to move towards a discussion of the topic and to structure a basic argument derived from this approach but it fails to achieve this in clearly identifiable respects. Audience contact is weak and there is little awareness of the significance of prosodic elements. The style and presentation are poor and there is little evidence that the principles of public speaking and rhetoric have been understood, but communication is maintained.

Marks 40-49%

The presentation provides a superficial discussion of the topic but lacks explicit links of logical argument. It demonstrates a basic grasp of the topic but is lacking in analytical insight in general. It reveals a very limited awareness of theoretical issues in rhetoric such as those learned in the general seminars, in an attempt to impose a basic structure on the speech (introduction, body of the speech, closing). An identifiable argument is discernible but this is poorly and inconsistently sustained. Audience contact is established but not exploited. Style and presentation exhibit a large number of weaknesses but there is some evidence that the principles applicable to public speaking have been understood.

Marks 50-59%

The speech demonstrates a reasonable understanding of the topic and the ability of the speaker to discuss it competently even if he/she is not able to develop complex sub arguments in relation to this topic. There is an awareness of more fine-grained theoretical concepts in rhetoric, such as those learned in the general seminars, in the form of limited attempts to use them in practice (such as the identifiable use of exordium in the introduction phase). The approach is generally unambitious, but a coherently structured argument is in place and there is evidence of research and preparation. The speech exhibits a certain number of slips of style and presentation but an adherence to the principles of public speaking is predominant.

Marks 60-69%

The presentation demonstrates through understanding of the topic and the task in hand, and provides a good exploration of it with appropriate examples. It is clearly structured with a number of well-sustained primary arguments and awareness of the rhetorical role of sub arguments and speech hierarchy. The speech shows an awareness of rhetorical issues such as those learned in the general seminars, supported by a sustained ability to use these concepts in critical practice. Audience contact is good and there are only a few slips in style and presentation. The speech demonstrates that the principles applicable to public speaking have been fully understood.

Marks 70-79%

The speech demonstrates a sophisticated grasp of the topic and task in hand, supporting critical analysis with pertinent examples. An in depth awareness of theoretical ideas such as those learned in the general seminars is relevantly applied in critical practice. The presentation is well researched, based on wide reading in a range of source materials, and shows clear originality. The work goes well beyond the mere exposition of ideas, providing consistently sustained and lucid primary arguments. These are supported aptly by secondary arguments with the student demonstrating sophisticated use of structuring and rhetorical devices. Audience contact is established and exploited well. There are no substantial or recurrent errors in style and presentation and the speech demonstrates that the principles of public speaking have been fully understood and internalised as good practice.

Marks above 80%

The presentation shows extensive knowledge and understanding of both the topic and the rhetorical purpose of the speech. There is evidence of significant preparation with the student displaying a full understanding and sensitive use of rhetorical structure and devices. There is evidence of primary and secondary arguments and audience design via the sophisticated use of climatic structure and dialogic devices, for example. Prosody is used in an exemplary way for rhetorical effect and style and presentation are virtually faultless. There is ample evidence of the use of more advanced rhetorical figures. The presentation is a prime example of the principles, techniques and devices of public speaking in practice.

A2.7. Assessment Criteria for Public Service Interpreting

Marks below 30%

The public service interpretation is extremely poorly structured and delivered in an incoherent manner. There are severe problems in comprehension and rendition of the interlocutors' interventions with communication between interlocutors breaking down as a result of distortion, high frequency of omissions and a number of incoherent statements. Severe difficulty is experienced in implementing short consecutive interpreting and chuchotage techniques. There is no attempt to facilitate communication between interlocutors. No evidence is provided of successful application of conventions regarding public service interpreting in the particular language and cultural pair, nor of conventions pertaining to interaction in the specific public service setting. Style, register and delivery are so poor as to seriously impair communication and there is no evidence that the principles of public service interpreting have been understood.

Marks 30-39%

The public service interpretation of interlocutors' interventions consists of little more than a list of statements with very little attempt made to establish links between these and reproduce any kind of coherent argument. There is evidence of repeated omission and significant distortion of source text meaning by inversion or addition. Sustained difficulty is experienced in implementing short consecutive interpreting and chuchotage techniques. The candidate displays some potential to facilitate communication between interlocutors but fails to achieve this in clearly identifiable respects. There is very little attempt made to apply conventions related to public service interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific public service setting. Style, register and delivery are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of public service interpreting have been understood, but communication does not break down completely.

Marks 40-49%

The public service interpretation provides the basic content of the interventions but fails to render speaker intention satisfactorily. The interpretation operates on a rather superficial level and there is interference from the source text on syntax and idiomatic expression. There are recurring problems in implementing short consecutive interpreting and chuchotage techniques. There is some evidence of facilitation of communication between interlocutors but this is not continuously exploited. There is some effort made to apply conventions related to public service interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific public service setting. There is some hesitation and backtracking and no evidence of interpreting strategies being employed. Style, register and delivery exhibit a large number of weaknesses but there is some evidence that the principles applicable to public service interpreting have been understood.

Marks 50-59%

The public service interpretation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments in the interventions. There is evidence of omission of detail and/or addition but no significant distortion of argument structure. Minor problems only are encountered in implementing short consecutive interpreting and chuchotage techniques. There is evidence of facilitation of communication between interlocutors and of strategies such as paraphrase being employed successfully.

There is an identifiable effort made to apply conventions related to public service interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific public service setting. The interpretation exhibits a certain number of slips of style, register and delivery but an adherence to the principles of public service interpreting is predominant.

Marks 60-69%

The public service interpretation reproduces the overall structure of the original interventions by rendering all primary arguments and most secondary arguments. The candidate is able to identify and reproduce rhetorical devices and speaker intention. Both short consecutive interpreting and chuchotage techniques are implemented fairly successfully throughout, with only the odd slip in either section. There are good examples of facilitation of communication between interlocutors and of strategies such as use of contextual knowledge being employed successfully. There is clear evidence of conventions related to public service interpreting in the particular language, and cultural pair and conventions pertaining to interaction in the specific public service setting, being applied. There are only a few slips in style, register and delivery and the candidate's performance demonstrates that the principles applicable to public service interpreting have been fully understood.

Marks 70-79%

The public service interpretation clearly renders all primary and secondary arguments and shows a high level of awareness of contextual factors. The ability to identify and reproduce speaker intention in a sophisticated manner is also displayed. Both short consecutive interpreting and chuchotage interpreting techniques are implemented very well. There are some very good examples of facilitation of communication between interlocutors and of more advanced strategies such as cultural explication being employed successfully. There is clear evidence of a sophisticated knowledge of conventions related to public service interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific public service setting. There are no substantial or recurrent errors in style, register and delivery and the interpretation demonstrates that the principles of public service interpreting have been fully understood and internalised as good practice.

Marks above 80%

The public service interpretation shows sophisticated analytical and rhetorical skills on the part of the student. All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. Speaker intention and rhetorical effect are identified and interpreted with a high degree of sensitivity towards cultural and situational factors. Both short consecutive interpreting and chuchotage techniques are implemented to a professional standard. There are some excellent examples of facilitation of communication between interlocutors and of advanced strategies (such as segmentation in the chuchotage section) being employed. There is sustained evidence of a sophisticated knowledge of conventions related to public service interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific public service setting. Prosody is used in an exemplary way for rhetorical effect and style, register and delivery are virtually faultless in both languages. The interpretation is a prime example of the principles, techniques and devices of public service interpreting in practice.

A2.8. Assessment Criteria for MA Research Dissertations

Marks Below 30%

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. No resubmission is permitted.

Marks 30-39%

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. No resubmission is permitted.

Marks 40-49%

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50-59%

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

Marks 60-69%

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the

students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70-79%

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

A2.9. Assessment Criteria for Practical Dissertations (Translation + Critical Analysis)

Marks Below 30%

Critical Analysis

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. No resubmission is permitted.

Translation

- The translation is of a quality that would be deemed simply unacceptable by the target readership or client specified in the commissioning instructions; overall, the quality is so poor as to seriously impair comprehension of the translated text.
- The target text demonstrates an extremely poor understanding of the source text. It contains (1) pervasive and important errors or omissions in rendering the basic source text meaning; (2) fundamental flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible; and (3) recurrent and basic flaws as regards grammar, spelling and punctuation in the target language.
- Overall, this translation shows no evidence of familiarity with the subject matter or the technical terminology at hand.
- the target text completely fails to meet minimum standards of presentation and/or comply with instructions for the submission electronic deliverables.

Marks 30-39%

Critical Analysis

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. No resubmission is permitted.

Translation

- The translation is of a quality that would be deemed inadequate and unusable by the target readership or client specified in the commissioning instructions.
- The target text demonstrates poor understanding of the source text. It contains (1) a large number of important errors or omissions in rendering the basic source text meaning; (2) flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible; and (3) major and/or frequent flaws as regards grammar, spelling and punctuation in the target language.
- Overall, this translation shows little grasp of the subject matter and of the technical terminology at hand.

- The target text clearly fails to meet minimum standards of presentation and/or comply with instructions for the submission electronic deliverables.

Marks 40-49%

Critical Analysis

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Translation

- The translation is of a quality that would not be deemed acceptable by the target readership or client specified in the commissioning instructions. To bring it to professional standard would require more editing and rewriting than would be acceptable in a professional context.
- The target text demonstrates fair understanding of the source text but it contains (1) a number of misunderstandings and/or mistranslations in rendering the basic source text meaning; (2) instances of inappropriate expression at the different levels of linguistic organisation in the target language; and (3) minor and/or occasional flaws as regards grammar, spelling and punctuation in the target language.
- There is evidence of rudimentary familiarity with the subject matter and basic mastery of the technical terminology at hand.
- The target text narrowly fails to meet minimum standards of presentation and/or to comply with instructions for the submission electronic deliverables.

Marks 50-59%

Critical Analysis

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

Translation

- The translation is of a quality that would be deemed acceptable and usable by the target readership or client specified in the commissioning instructions, although some editing and revision would be required to bring it to professional standard.
- The target text (1) demonstrates generally good understanding of the source text but contains occasional distortions and/or unexplained omissions in rendering the basic source text meaning; (2) constitutes a generally acceptable piece of discourse in the target language, despite occasional instances of inappropriate expression (where the source text was fully idiomatic and coherent).

- There is evidence of adequate familiarity with the subject matter and satisfactory mastery of the technical terminology at hand.
- The target text adheres to acceptable standards of presentation, with acceptable typing and layout; instructions for the submission of electronic deliverables have mostly been complied with.

Marks 60-69%

Critical Analysis

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Translation

- The translation is of a quality that would be deemed good by the target readership or client specified in the commissioning instructions and would require minor editing to be published/used in a professional context.
- The target text (1) shows a good level of comprehension and accuracy in rendering source text meaning (including nuances and register), with few or no unexplained omissions; (2) constitutes a generally satisfactory piece of discourse in the target language, with very minor instances of inappropriate expression (where the source text was fully idiomatic and coherent).
- The target text shows a good command of the subject matter and technical terminology at hand.
- The target text shows an appropriate level of mastery in the presentation and lay-out of the text; instructions for the submission of electronic deliverables have been fully complied with.

Marks 70-79%

Critical Analysis

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Translation

- The translation is of a quality that would be deemed very good by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with very little editing, of a very minor nature.

- The target text (1) shows a very high level of comprehension and accuracy in rendering the source text meaning, with no unexplained omissions; (2) presents no noticeable shortcomings and is a fully appropriate piece of discourse in the target language.
- The target text shows excellent command of the subject matter and technical terminology at hand.
- The target text shows outstanding mastery of presentation standards; instructions for the submission of electronic deliverables have been fully complied with.

Marks above 80%

Critical Analysis

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually flawless.

Translation

- The translation is of a quality that would be deemed excellent by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with no editing.
- The target text is flawless in all respects and provides evidence of in-depth familiarity with the subject matter and technical terminology at hand.
- Presentation standards and other instructions regarding the submission of electronic deliverables have been fully adhered to.

A2.10. Assessment Criteria for Practical Dissertations (Consecutive Interpretation + Critical Analysis)

Marks Below 30%

Critical Analysis

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. No resubmission is permitted.

Consecutive Interpretation

The consecutive interpretation is extremely poorly structured and delivered in an incoherent manner. Primary arguments in the source text are omitted in the target text and there is severe distortion of source text argumentation in the interpretation. There is no attempt to establish contact with the audience and clear difficulty in deciphering notes. The student requests excessive clarification of basic concepts or terms, indicating a lack of comprehension of the source text. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles of consecutive interpreting have been understood.

Marks 30-39%

Critical Analysis

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. No resubmission is permitted.

Consecutive Interpretation

The consecutive interpretation consists of a list of statements with very little attempt made to establish links between these and reproduce any kind of argument structure. There is evidence of repeated omission of basic speech elements and significant distortion of source text meaning by inversion or addition. The interpretation displays some potential to move towards a simple rendering of the topic and to reconstitute the basic argument of the source speech but it fails to achieve this in clearly identifiable respects. There is very little attempt made to establish contact with the audience. Style and presentation are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of consecutive interpreting have been understood, but communication does not break down completely.

Marks 40-49%

Critical Analysis

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical

insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Consecutive Interpretation

The consecutive interpretation provides a basic summary of the source text but fails to render the argumentation structure and information hierarchy satisfactorily. The interpretation lacks explicit links of logical argument and operates on a rather superficial level. Audience contact is established but not continuously exploited. There is some hesitation and backtracking and difficulty in integrating the use of notes. Style and presentation exhibit a large number of weaknesses but there is some evidence that the principles applicable to consecutive interpreting have been understood.

Marks 50-59%

Critical Analysis

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

Consecutive Interpretation

The consecutive interpretation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments. There is evidence of omission of detail and/or addition but no significant distortion of argument structure. Audience contact is established and maintained. The interpretation exhibits a certain number of slips of style and presentation but an adherence to the principles of consecutive interpreting is predominant.

Marks 60-69%

Critical Analysis

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Consecutive Interpretation

The consecutive interpretation reproduces the overall structure of the original by rendering all primary arguments and most secondary arguments. The student is able to identify and reproduce rhetorical devices such as climatic structure or repetition. Audience contact is

good and there are only a few slips in style and presentation. The interpretation demonstrates that the principles applicable to consecutive interpreting have been fully understood.

Marks 70-79%

Critical Analysis

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Consecutive Interpretation

The consecutive interpretation clearly renders all primary and secondary arguments and shows a high level of awareness of context. The ability to identify and reproduce sophisticated structuring and rhetorical devices is also displayed. Audience contact is established and exploited well with targeted use of notes. There are no substantial or recurrent errors in style and presentation and the interpretation demonstrates that the principles of consecutive interpreting have been fully understood and internalised as good practice.

Marks above 80%

Critical Analysis

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

Consecutive Interpretation

The consecutive interpretation shows sophisticated analytical and rhetorical skills on the part of the student. All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. Speaker intention and rhetorical effect are identified and interpreted in the target language with a high degree of sensitivity towards cultural and situational factors. Prosody is used in an exemplary way for rhetorical effect and style and presentation are virtually faultless. The interpretation is a prime example of the principles, techniques and devices of consecutive interpreting in practice.

A2.11. Assessment Criteria for Practical Dissertations (Public Service Interpretation + Critical Analysis)

Marks Below 30%

Critical Analysis

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. No resubmission is permitted.

Public Service Interpretation

The public service interpretation is extremely poorly structured and delivered in an incoherent manner. There are severe problems in comprehension and rendition of the interlocutors' interventions with communication between interlocutors breaking down as a result of distortion, high frequency of omissions and a number of incoherent statements. Severe difficulty is experienced in implementing short consecutive interpreting and chuchotage techniques. There is no attempt to facilitate communication between interlocutors. No evidence is provided of successful application of conventions regarding public service interpreting in the particular language and cultural pair, nor of conventions pertaining to interaction in the specific public service setting. Style, register and delivery are so poor as to seriously impair communication and there is no evidence that the principles of public service interpreting have been understood.

Marks 30-39%

Critical Analysis

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. No resubmission is permitted.

Public Service Interpretation

The public service interpretation of interlocutors' interventions consists of little more than a list of statements with very little attempt made to establish links between these and reproduce any kind of coherent argument. There is evidence of repeated omission and significant distortion of source text meaning by inversion or addition. Sustained difficulty is experienced in implementing short consecutive interpreting and chuchotage techniques. The candidate displays some potential to facilitate communication between interlocutors but fails to achieve this in clearly identifiable respects. There is very little attempt made to apply conventions related to public service interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific public service setting. Style, register and delivery are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of public service interpreting have been understood, but communication does not break down completely.

Marks 40-49%

Critical Analysis

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Public Service Interpretation

The public service interpretation provides the basic content of the interventions but fails to render speaker intention satisfactorily. The interpretation operates on a rather superficial level and there is interference from the source text on syntax and idiomatic expression. There are recurring problems in implementing short consecutive interpreting and chuchotage techniques. There is some evidence of facilitation of communication between interlocutors but this is not continuously exploited. There is some effort made to apply conventions related to public service interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific public service setting. There is some hesitation and backtracking and no evidence of interpreting strategies being employed. Style, register and delivery exhibit a large number of weaknesses but there is some evidence that the principles applicable to public service interpreting have been understood.

Marks 50-59%

Critical Analysis

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

Public Service Interpretation

The public service interpretation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments in the interventions. There is evidence of omission of detail and/or addition but no significant distortion of argument structure. Minor problems only are encountered in implementing short consecutive interpreting and chuchotage techniques. There is evidence of facilitation of communication between interlocutors and of strategies such as paraphrase being employed successfully. There is an identifiable effort made to apply conventions related to public service interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific public service setting. The interpretation exhibits a certain number of slips of style, register and delivery but an adherence to the principles of public service interpreting is predominant.

Marks 60-69%

Critical Analysis

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Public Service Interpretation

The public service interpretation reproduces the overall structure of the original interventions by rendering all primary arguments and most secondary arguments. The candidate is able to identify and reproduce rhetorical devices and speaker intention. Both short consecutive interpreting and chuchotage techniques are implemented fairly successfully throughout, with only the odd slip in either section. There are good examples of facilitation of communication between interlocutors and of strategies such as use of contextual knowledge being employed successfully. There is clear evidence of conventions related to public service interpreting in the particular language, and cultural pair and conventions pertaining to interaction in the specific public service setting, being applied. There are only a few slips in style, register and delivery and the candidate's performance demonstrates that the principles applicable to public service interpreting have been fully understood.

Marks 70-79%

Critical Analysis

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Public Service Interpretation

The public service interpretation clearly renders all primary and secondary arguments and shows a high level of awareness of contextual factors. The ability to identify and reproduce speaker intention in a sophisticated manner is also displayed. Both short consecutive interpreting and chuchotage interpreting techniques are implemented very well. There are some very good examples of facilitation of communication between interlocutors and of more advanced strategies such as cultural explicitation being employed successfully. There is clear evidence of a sophisticated knowledge of conventions related to public service interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific public service setting. There are no substantial or recurrent errors in style, register and delivery and the interpretation demonstrates that the principles of public service interpreting have been fully understood and internalised as good practice.

Marks above 80%

Critical Analysis

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

Public Service Interpretation

The public service interpretation shows sophisticated analytical and rhetorical skills on the part of the student. All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. Speaker intention and rhetorical effect are identified and interpreted with a high degree of sensitivity towards cultural and situational factors. Both short consecutive interpreting and chuchotage techniques are implemented to a professional standard. There are some excellent examples of facilitation of communication between interlocutors and of advanced strategies (such as segmentation in the chuchotage section) being employed. There is sustained evidence of a sophisticated knowledge of conventions related to public service interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific public service setting. Prosody is used in an exemplary way for rhetorical effect and style, register and delivery are virtually faultless in both languages. The interpretation is a prime example of the principles, techniques and devices of public service interpreting in practice.