



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### VA'AOMANŪ PASIFIKA

#### SAMOAN STUDIES

#### SAMO 302

#### Interpreting and Translation

#### 20 POINTS

#### TRIMESTER 2 2015

### Important dates

**Trimester dates:** 13 July to 15 November 2015

**Teaching dates:** 13 July to 16 October 2015

**Mid-trimester break:** 24 August to 6 September 2015

**Study period:** 19–23 October 2015

**Examination/Assessment Period:** 23 October to 14 November 2015

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

### Class times and locations

**Lectures:** Thurs 1.10pm – 3pm, 6KP/102  
(6 Kelburn Parade, Seminar Room 102)

**Tutorials:** There are no additional tutorials for this course.

### Names and contact details

<b>Coordinator:</b> Niusila Fa'amanatu-Eteuati	<b>Administrator:</b> Melissa Fiu
Room 103, 6 Kelburn Parade	Room 101, 6 Kelburn Parade
Ph: 04 463-5831	Ph: 04 463 - 5830
E: <a href="mailto:niusila.faamanatu-eteuati@vuw.ac.nz">niusila.faamanatu-eteuati@vuw.ac.nz</a>	E: <a href="mailto:melissa.fiu@vuw.ac.nz">melissa.fiu@vuw.ac.nz</a>
Office Hrs: Immediately after class or by appointment	Office Hrs: 8.30am – 3pm

## Communication of additional information

Any additional information or changes will be conveyed via class noticeboards located at 6 Kelburn Parade, Blackboard, and/or emails to students. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

## Prescription

Interpreting and translating English to Samoan and Samoan to English concepts, theories and models with particular emphasis on exploring social, cultural and methodological contexts.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. illustrate theoretical and basic understanding of interpreting and translation theories and models.
2. apply knowledge of information, resources and technologies in translation and interpreting
3. display an understanding of bilingualism in contexts which interpreting and translation is carried out.
4. have an understanding of the occupational roles and professional ethics of interpreters and translators.
5. display practical skills in interpreting and translating between English and Samoan in a range of contexts.

## Teaching format

This course is taught in lecture and tutorial format. Course content is delivered in lectures. Students should allow an average of 13 hours per week for this course for class and tutorial sessions and preparation. Lectures are followed by tutorials in the combined hours.

Tutorials provide students the opportunity to discuss previous lectures and notes in a much smaller class. Participation in all teaching formats is mandatory. A roll will be kept by your lecturer/tutor.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. attend at least 10 of 12 lectures and tutorials so that they will have the opportunity to develop oral communication and teamwork skills in relation to seminar presentations and interpreting exercises .
2. submit written work and participate in oral activities specified for this course.
3. complete and obtain at least 50% for all assessed exercises in order to demonstrate the achievement of all the CLOs of the course.
4. All students must sit the final exam. The final exam enables students to document their understanding of all the course learning objectives of this course.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

## Workload

The expectations are that students will work 10 hours per point, therefore a 20 point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

Written assignment

approximately 1.5 hours per day

Project and seminar	approximately 15 hours per week
Research assignment	approximately 2 hours per day
Interpreting exercise	approximately 10 hours per week

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Outline and describe approaches to theories of translation and interpreting – 1,500 words	10%	1, 2, 3	3 Aug, 2015.
2	Group Project (in pairs) - written description, seminar presentation and 5-10 minute video – 500 words	10%	1, 2, 4, 5	10 Sept, 2015.
3	Research assignment on language models and principles of cultural translation and interpreting. (2000 words)	10%	3, 4, 5.	28 Sept, 2015.
4	Interpreting exercise 10-15mins in class (Culture Day)	10%	1, 2, 4, 5.	14 <sup>th</sup> &15 <sup>th</sup> Oct, 2015
5	Final examination – 3 hours	60%	1, 2, 3, 4	tbc

### Assignment 1. Essay – Monday 3 August 2015, by 4pm. 10%

Outline and describe bilingual approaches to learning about translation and interpreting theories as discussed in the readings.

Brief translation of a sample 100 word text of English from reading 1-3 (1 paragraph). Total assignment length is 1500 words. This assignment addresses understanding of bilingual approaches and guidelines based on theoretical underpinnings in the fields of translation and interpreting.

### Assignment 2. Project (in pairs) - Prepare a Collage/5-10 minute video – Thursday 10 September 2015 by 4pm. 10%

Prepare a collage project or a 5-10 minute video which creatively shows an interpretation and translation of any aspect of culture.

Include translations into Samoan of any 100 English vocabulary selected from the readings 4-6. This provides a context in which translation is used often among migrant communities that need linguistic support. Be prepared to present and discuss ideas in class. Both students need to be equally involved in carrying out & performing the task (5% for written and 5% preparation, oral presentation & video/collage). The same students will receive the same marks for their group work.

### Assignment 3 – Monday 28 September 2015 by 4pm. 10%

Research assignment on models of language principles and cultural translations and interpreting. Assignment will be about 2000 words. The assignment will look at practical work and research significance in understanding language principles and cultural translations.

Students will require to visit and observe work in the field of translation and interpreting or can review a video or you tube of similar work in this area.

**5% Oral recording at the lab of a 5 min review in Samoan language.**

**5% Written work (English and Samoan).**

## **Assignment 4 – Wed & Thurs 14<sup>th</sup>&15th October 2015 by 4pm. 10%**

Interpreting exercise - ability to deal with spoken texts in both English and Samoan provided over 10-15 minutes time span in tutorial. The oral test provides practical skills in interpreting.

## **Final Examination 60%**

*Composed of: translation, theory, cultural and cross-cultural issues.*

The final examination requires students to demonstrate a good understanding of the theoretical underpinnings of translation theories and interpreting, as well as demonstrate through translation exercises their level of understanding, and their skills as a fluent bilingual translator. The format of the examination consists of questions on theory, questions on translations and questions on cultural and cross cultural issues that determine the ability of translator/interpreter to perform effectively.

## **Submission and return of work**

All written assessment submissions are to be uploaded onto blackboard as a MS Word file and oral presentation will be in class at 6 Kelburn Parade. No submissions are made via email. How to name your file and instructions for uploading your electronic assignment can be found on Blackboard in the "Assignments" section. All submissions are to be typed. A strong emphasis is given to the use of the glottal stop and the macron in the Samoan language. Therefore, the glottal and macron diacritical marks are to be used in all typed assessments. Feedback for all assessments will be given out after a week via blackboard and in class tutorials.

## **Extensions and penalties**

### **Extensions**

Assignments submitted more than seven days after a due date or authorized extension will still be accepted in order to meet mandatory course requirements, but will not be marked. For more information about circumstances warranting extensions, refer to the section on extensions in the Victoria University Assessment.

### **Penalties**

Late submissions for student assignments in all Samoan Studies and Pacific Studies undergraduate courses are subject to a penalty, except when accompanied by a medical certificate or evidence of other exceptional circumstances. The exact deduction will be calculated on the basis of one half mark per day late.

## **Materials and equipment and/or additional expenses**

Students will be using materials available at language laboratory, university library and websites for their assessments. No calculators will be needed for examinations and tests.

## **Set texts**

Textbooks can be purchased from VicBooks. For more information you can check their website: [www.vicbooks.co.nz](http://www.vicbooks.co.nz). A list of key texts you will need for SAMO 302 is listed below:

- SAMO 302 Student Notes available from VicBooks.
- Milner, George B: Sāmoan Dictionary (London: Oxford University Press, 1966)
- Pratt's Grammar & Dictionary of the Samoan Language, 1976, rep Malua Printing Press, Samoa

## Recommended reading

- Pym, A. (2014). Exploring Translation Theories, Second Edition, Taylor and Francis, Routledge. London and New York

A list of other readings will be posted on blackboard from time to time.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

## Student feedback

Students who had taken the course highlighted the significance and great interest in readings and practical work in interpreting and translation in Samoan and English. The lecturer was also supportive in teaching and assisting students' assignments. Group work was challenging but encouraged them to learn and interact more in the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php). Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

**SAMO 302 - INTERPRETING AND TRANSLATION  
WEEKLY READINGS SCHEDULE**

<b>WEEK</b>	<b>TOPIC</b>	<b>READINGS</b>
<b>1</b> July 13 - 17	Introduction What is interpreting and translation?	Course Outline  1).Pym, A. (2014). Exploring Translation Theories, Second Edition, Taylor and Francis, Routledge. London and New York. <i>Chapter 1, Part 1.</i>
<b>2</b> July 20 - 24	Exploring translation & Interpreting Theories	2). Pym, A. (2014). Exploring Translation Theories, Second Edition, Taylor and Francis, Routledge. London and New York. <i>Chapter 1, Part 2.</i>
<b>3</b> July 27 - 31	Natural Equivalence	3). Pym, A. (2014). Exploring Translation Theories, Second Edition, Taylor and Francis, Routledge. London and New York <i>Chapter 2</i>
<b>4</b> Aug 3 - 7	Interpreting  <b>Guest Lecturer – Office of Ethnic Affairs</b>	4). NZSTI Code of Ethics and Code of Conduct
<b>5</b> Aug 10 - 14	Directional Equivalence	5). Pym, A. (2014). Exploring Translation Theories, Second Edition, Taylor and Francis, Routledge. London and New York. <i>Chapter 3</i>
<b>6</b> Aug 17 - 21	Purposes & Description  <b>Guest lecturer – NZTC International</b>	6). Pym, A. (2014). Exploring Translation Theories, Second Edition, Taylor and Francis, Routledge. London and New York <i>Chapter 4</i>
<b>MID</b>	<b>SEMESTER</b>	<b>BREAK</b>
<b>7</b> Sept 7 - 11	Cultural Translation	7). Duranti, A (1988). Intentions, language, and social action in a Samoan context. Journal of Pragmatics 12, 13-33.  8). Pym, A. (2014). Exploring Translation Theories, Second Edition, Taylor and Francis, Routledge. London and New York <i>Chapter 8 p.138-147</i>
<b>8</b> Sept 14 – 18	<b>Guest Lecturer (Interpreting)</b>	<i>Samoan from community working as Interpreter &amp; Translator</i>

		9). DePue,J., Kosen, R.,Batts-Turner,M.,Bereolos,N., House,M., Held,R., Nu'usolia,O., Tuitele,J.,Goldstein,M., & McGarvey.S. (2010). Cultural Translation of Interventions:Diabetes Care in American Samoa. <i>Framing Health Matters</i> . 100,11,p.2085-2092
<b>9</b> Sept 21 - 25	Producing the text of culture	10). Va'ai, E.K. (2011). Producing the Text of Culture. The Appropriation of English in Contemporary Samoa. <i>Chapter 1</i> .
<b>10</b> Sept 28 – Oct 2	Translation with Samoan Adults	11). Siaki, L. (2011).Translating Questions for Use With Samoan Adults: Lessons Learned. <i>Journal of Transcultural Nursing</i> . 22, (2), 122–128.
<b>11</b> Oct 5 – 9	<b>CULTURE DAY</b>	<b>Date TBC</b>  No readings
<b>12</b> Oct 12 - 16	<b>REVISION</b>	Revision