



**Course** : Liaison Interpreting  
**Code** : IG 463  
**Credits** : 2 credit hours  
**Lecturer** : Susi Septaviana R., M.Pd.

### 1. Goals:

This course provides students with basic knowledge of theory and practice of Interpreting that can foster to their understanding and develop their basic skills in liaison interpreting in a range of community settings. Therefore, the course will focus on the overview of interpreting Field and main theoretical concepts, key features of Liaison interpreting (community interpreting), basic skills required, code of ethics as well as practices in various community settings.

### 2. Contents:

- Introduction to interpreting
- Interpreting style, mode, delivery, and settings
- Basic skills of Interpreting (Speaking, Listening etc.)
- Code of ethics of interpreters
- Note-taking and memory training
- Contextual studies focusing on education, healthcare, immigration , legal matters, business, police work & law enforcement and other community settings
- Interpreting practice.

### 3. Learning Activities:

- Lecture
- Group work and mini-project work
- Practice using resources (text, audio, video, with native guess speaker)
- Role play

### 4. Prerequisite: Foundation of Translation and Interpreting.

### 5. Evaluation:

- Participation : *Weekly performance* - Interpreting practice and discussion (20%)
- Mid-term Test : *Written test on the topics discussed (30%).*
- Final test : *Interpreting performance of groups of three – video taped and transcribed (more or less 10 minutes) (50%).*

**Participation:** weekly performance includes interpreting practice by groups of three students and discussion (student who contribute to the class discussion – ask question, express their views and even challenge an idea provided by others)

**Mid-term test:** written test on the theory of community interpreting and different topics (contexts during practice) discussed.

**Final assignment:** three students who practice liaison interpreting in different contexts using dialogue (text prepared beforehand to familiarize the content but not to memorize). This should be video-recorded, transcribed and submitted in DVD format.

Grading policy will be either criterion-or-norm based, depending on the final distribution of the students' scores. Students with attendance less than 80% **ARE NOT ENTITLED TO A GRADE.**

## 6. Weekly Syllabus

Weeks	Topics	Sources
1	Introduction to course outline and overview of the Field of Interpreting	Syllabus
2	Overview of interpreting style, mode, delivery, and settings and Basic skills of Interpreting	Hale (2007) p.10 and p.25 Hale (2007) p. 101-134 Gentile. A, (1996) p.30-56
3	Code of Ethics in Liaison Interpreting	Hale (2007) p.10 and p.25 Hale (2007) p. 101-134 Gentile. A, (1996) p.30-56
4	Interpreting in education context (Practice - role play)	2 prepared audios and/or texts
5	Roles of the interpreters	Hale (2007) p.10 and p.25 Hale (2007) p. 101-134 Gentile. A, (1996) p.30-56
6	Note taking skills and memory training	Module & Handout 2 prepared audios and/or texts
7	Interpreting in education context (Practice - role play)	2 prepared audios and/or texts
8-9	Interpreting in healthcare context (Practice - role play)	Hale (2007) p. 34-62 Gentile. A, (1996) p.79 Lee&Buzo (2009) p.115-140
10	Interpreting in business context (Practice - role play)	Hale (2007) p. 82-62 Gentile. A, (1996) p.89 Lee&Buzo (2009) p.51-702
11	Mid-term test	
12-13	Interpreting for police work and law enforcement Context	Lee&Buzo (2009) p.146-170
14-15	Interpreting in immigration and customs	Lee&Buzo (2009) p.92-110
16	Review of the whole sessions. Final Project Assignment to be submitted during the week of	

	final test	
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**Supporting Materials:**

- Weekly Handouts
- Various audio, video and text materials

**7. References:**

Gentile, A, Ozolins, U., Vasillakakos, M. (1996). *Liaison Interpreting. A Handbook*. Melbourne: Melbourne University Press.

Hale, B. S. (2007). *Community Interpreting*. Palgrave MacMillan. N.Y.

Lee, J. & Buzo, A. (2009). *Community Language Interpreting Workbook*. The Federation Press. Sydney.

**COURSE DESCRIPTION  
(SATUAN ACARA PERKULIAHAN)**

<b>Sessions</b>	<b>Topics</b>	<b>Objectives</b>	<b>Learning Activities</b>	<b>Evaluation</b>	<b>Sources</b>
1	Introduction to course outline and overview of the Field of Interpreting	Students can develop an understanding of several basic concepts of Interpreting	Introduce course outline and overview of basic concepts of Liaison Interpreting. Remind the students of previous interpreting classes	Random questions to check students' understanding	Syllabus
2	Overview of interpreting style, mode, delivery, and settings, basic skills in interpreting	Students can understand the different types and modes of interpreting and when to use them in what setting and what skills needed.	Explain the interpreting styles and modes and factors influencing delivery.	Random questions to check students' understanding	Hale (2007) p.10 and p.25 Hale (2007) p. 101-134 Gentile. A, (1996) p.30-56
3	code of Ethics in Liaison Interpreting	Students can develop awareness of codes of ethic	Review and discuss the code of ethics by giving example for each point.	Random questions to check students' understanding And practice	Module & Handout Power point and video
4	Interpreting in education context (Practice - role play)	Students understand the terms used and develop interpreting skills in the field (memory training and note taking skills)	Explain the strategies in interpreting for healthcare settings. Practice and review	Interpreting practice	2 prepared audio and text
5	Roles of the interpreters	Students understand and apply their understanding on	Watch video on roles of interpreters and	Discussion	Video

		the interpreters' roles in their practice	discussion		
6	Note taking skills and memory training	Students begin to develop interpreting, note taking skills and memory strategy)	Explain the strategies to use short term and long term memory, in interpreting and note taking skills. Practice and review	Random questions to check students' understanding And practice	Handout
7	Interpreting in education context (Practice - role play)	Students understand the terms used and develop interpreting skills in the field (memory training and note taking skills)	Explain the strategies in interpreting for healthcare settings. Practice and review	Interpreting practice	2 prepared audio and text
8-9	Interpreting in healthcare context (Practice - role play)	Students understand the terms used and develop interpreting skills in the field (memory training and note taking skills)	Explain the strategies in interpreting for business settings. Practice and review	Interpreting practice	Hale (2007) p. 34-62 Gentile. A, (1996) p.79 Lee&Buzo (2009) p.115-140
10	Interpreting in business context (Practice - role play)	Students understand the terms used and develop interpreting skills in the field (memory training and note taking skills)	Explain the strategies in interpreting for legal context. Practice and review	Interpreting practice	Hale (2007) p. 82-62 Gentile. A, (1996) p.89 Lee&Buzo (2009) p.51-70 2 prepared audio and text
11	Mid – term test				
12-13	Interpreting for police work and law enforcement Context	Students understand the terms used and develop interpreting skills in the field	Explain the strategies in interpreting for police work and law	Interpreting practice	Handouts Lee&Buzo (2009) p.146-170

		(memory training and note taking skills)	enforcement. Practice and review		
14-15	Interpreting in immigration and customs	Students understand the terms used and develop interpreting skills in the field (memory training and note taking skills)	Explain the strategies in interpreting for immigration and customs. Practice and review	Interpreting practice	Lee&Buzo (2009) p.92-110
16	Review of the weeks' sessions.	Students can reflect back to their understanding of the field.	Discussion and practice		