

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE
TRAN1030A
ENGLISH TITLE
Introduction to Interpreting
CHINESE TITLE
傳譯入門
NUMBER OF UNITS
3
DESCRIPTION (as stated in the Student Handbook)
<p>This course aims to provide a first introduction to interpreting to students with no prior knowledge of the subject. Different forms of interpreting and their training methods and techniques will be explained (e.g. sight interpreting, consecutive interpreting, simultaneous interpreting and community interpreting). Students will also have hands-on practice in the multimedia classroom to improve their interpreting skills, with emphasis on sight interpreting and consecutive interpreting.</p>

COURSE OVERVIEW

(Please explain concisely what the course is about, how it will support student learning in the context of the translation programme, how it relates to other courses, whether any prior knowledge is required, etc)

This course is designed to provide interpreting training for students with o prior knowledge of the subject. It enables them to grasp the basic skills for interpretation, and thus be able to perform a variety of situational interpretation tasks.

LEARNING OUTCOMES

Introduction: optional (maximum length: 50 words in English and 40 words in Chinese)

Expected learning outcomes (maximum length: 250 words in English and 200 words in Chinese)
(A listing (preferably in point form) of the expected learning outcomes, probably across the knowledge, skills and values/attitudes (KSV) domains, limited to ~15 items to allow students to appreciate the breadth of the programme while not getting lost in minutiae.)

- Understand the process of interpreting within a unified theoretical framework
- To be able to improve memory and active listening and concentration skills
- Grasp the basic skills and techniques of consecutive interpreting between English and Chinese.

- ◇ 在統一的理論架構下理解傳譯的過程
- ◇ 增強傳譯所需的記憶, 聆聽及專注能力
- ◇ 掌握中英接續傳譯的各種技能, 技巧

Implication for learning activities (maximum length: 150 words in English and 120 words in Chinese)

(The statement should describe the range of learning activities that will be used to support the development of these learning outcomes. Some comments on the proportion of each type of learning activity are desirable. Possible learning activities include: lectures, interactive tutorials, laboratory work, discussion of cases, field trips, clinical placement, projects, web-based activities.)

For course where the outcomes are strongly in the knowledge domain, lectures and interactive tutorials will be the dominant activities. Students will be involved in various interpreting exercises in lectures and group discussion of in-class exercises in the interactive tutorials.

以知識教育成果為主的課程, 講座及互動導修課為主要學習活動. 學生在課堂上需參與各種傳譯練習, 並在導師指導下於互動導修課上分組討論課堂練習.

Implication for assessment (maximum length: 150 words in English and 120 words in Chinese)

(The statement should describe the range of assessment tasks that will be used to gauge attainments of these learning outcomes. Some comments on the proportion of each type of assessment are desirable. Possible assessment strategies include, essay test or examinations, short-answer test or examinations, objective test or examinations, essays, presentations, problem sets, lab reports, projects, cases.)

As a general rule, the course will use a range of continuous assessment and not rely merely on final examination. The continuous assessment consists of class participation, two classworks, one project and one final test.

依照一般規定, 本課程採用一系列持續評估方式, 而不只依重期終試作為成績評估的唯一方式. 持續評估包括課堂參與, 兩次課堂評分練習, 一次專案及期終試.

LIST OF TOPICS

- ◇ Professional ethics of the interpreter
- ◇ Listening comprehension
- ◇ Vocabulary Building
- ◇ Note-taking techniques
- ◇ Memory drills
- ◇ Interpreter's self-training and self-evaluation
- ◇ Oral summary and summary interpretation
- ◇ Exercises on general topics
- ◇ Exercises on special topics

LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify
Hours per week	Hours per week	Hours per week

2	1	
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ASSESSMENT SCHEME

Task nature	Weight
· Classwork	20%
· Assignment	30%
· Participation	10%
· *Final Test	40%

RECOMMENDED LEARNING RESOURCES

(Please provide details about any textbooks and/or suggested readings, including title, publisher, edition and year of publication, and list any recommended web pages with specific URL addresses.)

Reading List:

Adrew Gillies. (2005) Note-taking for Consecutive Interpreting – A Short Course. St Jerome Pub.

Anderson, R. Bruce W. (2002). "Perspectives on the Role of Interpreter". In Franz Pochhacker and Miriam Shlesinger (eds). The interpreting studies reader , London ; New York : Routledge, 208-217.

Chiaro, Delia and Guisepe, Nocella. (2004). "Interpreters' Perception of Linguistic and Non-Linguistic Factors Affecting Quality: A Survey through the World Wide Web". Meta 49(2): 278-293.

Frishberg, Nancy(1986) Interpreting: an introduction. Rockville, Md. : RID Publication.

Gile, Daniel (1995) Basic concepts and models for interpreter and translator training. Amsterdam : J. Benjamins Pub. Co., .

Gillies, Adrew. (2005) Note-taking for Consecutive Interpreting – A Short Course. St Jerome Pub.

Mikkelson, Holly. (2000) Introduction to court interpreting. Manchester, UK ; Northampton, MA : St. Jerome Pub.

Wadensjo, Cecilia (2002). "The Double Role of a Dialogue Interpreter". In Franz Pochhacker and Miriam Shlesinger (eds). The interpreting studies reader , London ; New York : Routledge, 254-371.

張建威. 出賣口譯天機. 大連:大連理工大學出版社, 2004

周兆祥, 陳育沾. 口譯的理論與實踐. 香港 : 商務, 1988.

FEEDBACK FOR EVALUATION

Students are welcome to provide feedback on the course through

- mid-term questionnaires
- end-of-term questionnaires
- emails

COURSE SCHEDULE

Week	Topic	Activities/Requirements
1	•Lecture 01 •Introduction	Frishberg, Nancy – Interpreting: an introduction
2	•Lecture 02 •Sight translation	張建威. 出賣口譯天機 ➤ Class exercise
3	•Lecture 03 Listening comprehension	➤ Class exercise
4	•Lecture 04 •Memory training	Shadowing Exercise Memory Exercise: Short Text & Speech
5	•Lecture 05 Note-taking	Adrew Gillies. Note-taking for Consecutive Interpreting – A Short Course ➤ Classwork 1
6	•Lecture 06 Reconstruction of information	➤ Class exercise
7	•Lecture 07 Special topic (I) Interviews	周兆祥, 陳育沾. 口譯的理論與實踐.
8	•Lecture 08 Special topic (II) Ceremonial Speeches	➤ Class exercise
9	•Lecture 09 Special topic(III) Governmental Affairs	➤ Classwork 2
10	•Lecture 10 Special topic (IV) Cultural Affairs	➤ Class exercise ➤
11	•Lecture 11 Special topic (V) Negotiations and Debates	Assignment(A)
12	•Lecture 12 Special topic (VI) Other Topics	Assignment (B)
13		Final Test

CONTACT DETAILS

Professor/Lecturer/Instructor	Instructor
Name:	Ling WANG
Office Location:	LKK 112
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Teaching Venue:	
Website (optional):	
Office Hours:	

COURSE ANNOUNCEMENTS

Course announcements and materials will be posted on WebCT

Policy on Absenteeism

In respect of individual courses, a student who, without permission to take leave, has been absent for a continuous period exceeding 4 weeks shall, subject to the Department Board's approval, be given Grade F for the course(s) concerned.

Policy on Penalties for Late Submission of Written Work

Late submission of written work 1-7 days: Minus **ONE** Sub-grade.

Late submission of written work beyond 7 days: The work will not be graded and **Grade F** be given.

ACADEMIC HONESTY AND PLAGIARISM

(Please add relevant course-specific information if necessary)

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.