

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2017-18

COURSE OUTLINE

COURSE CODE TRAN1030A
ENGLISH TITLE Introduction to Interpreting
CHINESE TITLE 傳譯入門
NUMBER OF UNITS 3
DESCRIPTION <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. consecutive interpreting, sight translation, simultaneous interpreting and community interpreting). Students will also have hands-on practice in the multimedia classroom to improve their interpreting skills, with emphasis consecutive interpreting.</p>

COURSE OVERVIEW

This course is designed to provide interpreting training for students with no prior knowledge of the subject. It enables them to grasp the basic skills for interpretation, and thus be able to perform basic interpretation tasks. The course also lays a foundation for further advanced training in interpreting.

LEARNING OUTCOMES

After completing the course, students should be able to:

- Understand the modes and processes 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模式和過程

- 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:

Range of learning activities:

- Lectures
- Individual practice
- Collaborative learning activities
- Reflective journals

教學模式:

- 大課教學
- 单独练习
- 协作学习
- 学习日志

Implication for assessment:

As a general rule, students will be assessed on a continuous basis. They are expected to:

- Participate in class activities,
- Hand in assignments on time,
- Engage actively in collaborative learning activities
- Perform to the best of their ability in tests.

依照一般規定, 本課程採用一系列持續評估方式。學生最終成績取決於:

- 參與課堂活動
- 按時交作業
- 積極參與協作性學習活動
- 在測驗中的表現

LIST OF TOPICS

- Oral delivery skills
- Listening comprehension and oral summary
- Vocabulary Building
- Note-taking techniques
- Memory drills
- Short consecutive interpreting
- Enhancement of general knowledge
- Interpreter's self-training and self-evaluation

- Professional ethics of the interpreter

課程內容：

- 口語表達技巧
- 聽力理解及口語概述
- 增強詞彙
- 筆記技巧
- 記憶練習
- 短時交替傳譯
- 強化百科知識
- 自習及自評能力
- 口譯員職業操守

LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify
Hours per week	Hours per week	Hours per week
2 hours	1 hour	

ASSESSMENT SCHEME

Task nature	Weight
Classwork	20%
Assignments	30%
Participation	10%
Final tests	40%

RECOMMENDED LEARNING RESOURCES

Reading List:

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

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

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

Gile, Daniel (1995) *Basic concepts and models for interpreter and translator training*. Amsterdam :

J. Benjamins Pub. Co.

周兆祥, 陳育沽. *口譯的理論與實踐*. 香港: 商務, 1988.

刘敏华(2008): *逐步口譯與筆記: 理論、實踐與教學*, 書林出版社。

Other resources:

- www.aiic.net
- Interview programmes on major media websites
- Running and special reports and analytical articles on current affairs

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	Course introduction, learning imperatives, grading system. Public speaking: your voice and your speech	Oral delivery
2	Public speaking; Active listening: Listening with a purpose. Type of speeches: - Informative: news reports, briefing - Argumentative: keynote speeches, lectures, persuasion. - Narrative: stories, jokes - Instructive: training course Corresponding active listening strategies: - Informative: system of information organization - Argument and supporting evidence; logical inferences - Story line and turns of the line Graphic structure	Listen to speeches and produce summaries.
3	Memory strategies and exercises - Identify key ideas - Identify logical structure - Establish linkages - Form story lines Layout/Graphics	Listen to speeches and produce summaries. Classwork: listen to a 5-minute speech in English and produce a 2-minute summary.
4	Re-presenting ideas: CI without notes	Presentation 1: Group work on a topic of your choice

5	Memory and CI without notes exercises	Presentation 2 Classwork: CI without notes B-A
6	Introduction to note-taking	Presentation 3
7	1. Testing the limit of your memory and find out what you are forgetting and what you want to put down in notes; 2. Building up the structure of your notes 3. Recall from notes: same language	Presentation 4
8	More note-taking practice: review session 3 on memory strategies and try to apply them in your own system of note-taking.	Presentation 5 Drills on figures, names, dates.
9	Enhancing note-taking and recall: short segments Introducing interpreting into B	Presentation 6 Interpreting into B
10	Distinguish the different registers in speech and device the strategy one is going to use Introduction to SI	Presentation 7 Interpreting into B
11	CI of longer segments – 2-3 minutes Sight translation as intro to SI – segmentation; slow SI	Interpreting into B
12	CI of longer segments – 2-3 minutes Sight translation as intro to SI – linear processing; slow SI	Possible mock conference
13	Summary and tests	Tests: CI with notes A < > B

* A language: one's mother tongue and strongest language; B language: the strongest foreign language as active working language for interpreting.

CONTACT DETAILS

Professor/Lecturer/Instructor	
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Teaching Venue:	
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Office Hours:	

COURSE ANNOUNCEMENTS

Course announcements and materials will be posted on CU eLearning System / distributed in class (please delete as appropriate)

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.