

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE TRAN1030B
ENGLISH TITLE Introduction to Interpreting
CHINESE TITLE 傳譯入門
NUMBER OF UNITS 3
DESCRIPTION (as stated in the Student Handbook) 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 translation, 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 consecutive interpreting.

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 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

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.)

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 (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.)

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 (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, 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

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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

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
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Classwork	20%
Assignments	30%
Participation	10%
Final tests	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.

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

周兆祥, 陳育沾. 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 affaires.

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
e.g. 1	➤ Overview ➤ Translation market in Hong Kong	➤ Group exercise ➤ Assignment #1
2	➤ Skopos theory and the manipulation of information ➤ Planning and delivering a final translation for clients	➤ Reading: Munday (Chapter 5) ➤ Assignment #1 due; Class quiz
1	TBA	
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CONTACT DETAILS

Professor/Lecturer/Instructor	
Name:	Ms. Jiang Hong
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website (optional):	
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.

(rev. 06/2015)