

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2017-18

COURSE OUTLINE

<b>COURSE CODE</b>
TRAN1030B
<b>ENGLISH TITLE</b>
Introduction to Interpreting
<b>CHINESE TITLE</b>
傳譯入門
<b>NUMBER OF UNITS</b>
3
<b>DESCRIPTION</b>
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.

**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 a variety of situational interpretation tasks.

**LEARNING OUTCOMES**

**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**

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**

- Sight Interpreting and Consecutive Interpreting
- Active listening
- Memory skills
- Paraphrasing
- Numbers
- Note-taking
- Preparation for general and specific topics
- Ethics for the profession of interpreting
- Interpreter's self-training and self-evaluation

### **LEARNING ACTIVITIES**

<b>Lecture</b>	<b>Tutorial</b>	<b>Others: Please specify</b>
<b>Hours per week</b> 2	<b>Hours per week</b> 1	<b>Hours per week</b>

### **ASSESSMENT SCHEME**

<b>Task nature</b>	<b>Weight</b>
Attendance and Participation	10%
Classwork	20%
Assignments	30%
Final test	40%

### **RECOMMENDED LEARNING RESOURCES**

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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., .

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.

香港特區政府新聞資料處 <http://www.isd.gov.hk/pr/chi/>

**FEEDBACK FOR EVALUATION**

Students are welcome to provide feedback on the course through  
mid-term questionnaires  
end-of-term questionnaires  
emails

**COURSE SCHEDULE**

<b>Week</b>	<b>Topics</b>	<b>Activities</b>
1	Interpreting: Types and Principles Sight translation E-C	
2	Active listening and paraphrasing Sight translation E-C	
3	Memory strategies and paraphrasing Sight translation E-C Interpreting Figures	Assignment 1 (10%)

4	Sight translation C-E Interpreting Figures	
5	Sight translation C-E; Note-taking	Classwork 1: Sight E-C (10%)
6	Sight translation C-E; Note-taking	
7	CI E-C: ceremonial speeches	Assignment 2 (10%)
8	CI E-C: governmental and cultural affairs	
9	CI E-C: arguments and debates Interpreting for accented speakers	
10	CI C-E: ceremonial speeches Intro to SI	
11	CI C-E: governmental and cultural affairs SI for slow, simple speeches	Classwork 2: Sight C-E (10%) Assignment 3 (10%)
12	CI C-E: arguments and debates Interpreting for illogical speakers	
13	Final Test (40%)	

### CONTACT DETAILS

Professor/Lecturer/Instructor	Professor
Name:	YE Jia
Office Location:	Room 121, Leung Kau Kui Building
Telephone:	3943 7690
Email:	trapeers@gmail.com
Teaching Venue:	TBC

### 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**

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/>.

All assignments must be submitted via the **VeriGuide** (<https://veriguide1.cse.cuhk.edu.hk/cuhk/>) for plagiarism detection. A declaration, in the form of a receipt, will be issued by the system upon uploading your assignment. Please submit the signed declaration statement together with the hard copy of the assignment to the course teacher, according to the instructions as stipulated by him/her. For group projects, all students of the same group should be asked to sign on the declaration.

Only the final version of the assignment should be submitted via VeriGuide. **Assignments without the receipt will not be graded.**