

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE
TRAN3040
ENGLISH TITLE
Consecutive Interpreting: Putonghua-English
CHINESE TITLE
接續傳譯: 普通話-英語
NUMBER OF UNITS
3
DESCRIPTION (as stated in the Student Handbook)
This course provides intensive training on consecutive interpreting techniques between Putonghua and English, which include short-term memory training, active listening, paraphrasing, note-taking and message reconstitution. Students are required to conduct research and compile glossaries on prescribed interpreting topics.

COURSE OVERVIEW

This course builds on introductory knowledge and skills students have gained in their introductory course to interpreting. Students will have the chance to explore wider and more challenging CI topics and practice to bring their performance skills to a more solid level. They will also have timely and substantial feedback from the teacher on their performance.

LEARNING OUTCOMES

Expected learning outcomes

After completing the course, students should be able to:

1. Understand the process of interpreting under a unified theoretical framework
2. To be able to improve active listening and concentration skills, memory;
3. Grasp the basic skills and techniques of consecutive interpreting between Putonghua and English

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

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.

LIST OF TOPICS

1. Listening Comprehension: identification of thought groups 聆聽: 辨認意群
2. Active Listening 積極聆聽的方法
3. Short-term memory enhancement 提升短期記憶
4. Shadowing 如影隨行
5. Note-taking 記筆記的方法
6. How to build up glossary for interpreting purpose 如何建立傳譯辭彙庫
7. How to do preparation for interpreting purpose 如何準備傳譯工作
8. Sight translation: newspapers 視閱翻譯: 報紙新聞
9. Summary interpreting 概要傳譯
10. Consecutive interpreting: speeches, reports, interviews, etc. 接續傳譯: 演講, 報告, 訪問等主題

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
1. Reflective journals	20%
2. Mid-term tests	30%
3. Final tests	40%
4. Attendance and participation	10%

RECOMMENDED LEARNING RESOURCES

Recommended readings

1. 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.
2. 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.
3. Dam, Helle V. (2002). "Lexical Similarity vs Lexical Dissimilarity in Consecutive Interpreting: A Product-Oriented Study of Form-Based vs Meaning-Based Interpreting". In Franz Pochhacker and Miriam Shlesinger (eds). *The interpreting studies reader*, London ; New York : Routledge, 266-277.
4. Diriker, Ebru (2004) *De-/re-contextualizing conference interpreting : interpreters in the ivory tower?* Amsterdam ; Philadelphia, Pa. : J. Benjamins.
5. Durban, Chris. (2004). "Demanding clients state their case: Comments on the client round table at La Rochelle (SFT universite d'ete, July 2002)". *JoSTrans - The Journal of Specialised Translation* 01 (Online): <http://www.jostrans.org/issue01/articles/durban.htm>
6. Frishberg, Nancy (1986) *Interpreting: an introduction*. Rockville, Md. : RID Publication.
7. Gile, Daniel (1995) *Basic concepts and models for interpreter and translator training*. Amsterdam : J. Benjamins Pub. Co., .
8. Gillies, Adrew. (2005) *Note-taking for Consecutive Interpreting – A Short Course*. St Jerome Pub.
9. Jones, Roderick (2002) *Conference interpreting explained*. Manchester, UK ; Northampton, MA : St. Jerome Pub.
10. Mikkelson, Holly. (2000) *Introduction to court interpreting*. Manchester, UK ; Northampton, MA : St. Jerome Pub.
11. Roy, Cynthia B. (2002). "The Problem with Definitions, Descriptions, and the Role Metaphors of Interpreters". In Franz Pochhacker and Miriam Shlesinger (eds). *The interpreting studies reader* , London ; New York : Routledge, 344-353.
12. Stern, Ludmila (2004). "Interpreting Legal Language at the International Criminal Tribunal for the Former Yugoslavia: overcoming the lack of lexical equivalents". *JoSTrans - The Journal of Specialised Translation* 02 (Online): http://www.jostrans.org/issue02/articles/1_sterne.htm
13. Tirkkonen, Condit Sonja and Jääskeläinen Riitta (ed.) (2000) *Tapping and mapping the processes of translation and interpreting : outlooks on empirical research*. Amsterdam ; Philadelphia : J. Benjamins.

14. Van Besien, Fred and Meuleman, Chris. (2004). "Dealing with Speakers' Errors and Speakers' Repairs in Simultaneous Interpretation: A Corpus-based Study". *The Translator* 10(1): 59-81.
15. 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.
16. 徐亞男、李建英。《外事翻譯》。北京:世界知識出版社, 1998。
17. 張建威。《出賣口譯天機》。大連:大連理工大學出版社, 2004。
18. 劉和平。《口譯技巧--思維科學與口譯推理教學法》。北京:中國對外翻譯出版公司, 2001。
19. 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
e.g. 1	<ul style="list-style-type: none"> ➤ Overview ➤ Translation market in Hong Kong 	<ul style="list-style-type: none"> ➤ Group exercise ➤ Assignment #1
2	<ul style="list-style-type: none"> ➤ Skopos theory and the manipulation of information ➤ Planning and delivering a final translation for clients 	<ul style="list-style-type: none"> ➤ 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)