

**THE CHINESE UNIVERSITY OF HONG KONG**

**DEPARTMENT OF TRANSLATION**

**2018-19**

**COURSE OUTLINE**

<b>COURSE CODE</b>
TRAN3050
<b>ENGLISH TITLE</b>
Consecutive Interpreting: Cantonese-English
<b>CHINESE TITLE</b>
接續傳譯：粵語－英語
<b>NUMBER OF UNITS</b>
3
<b>DESCRIPTION</b>
This course provides intensive training on consecutive interpreting techniques between Cantonese and English, which include short-term memory training, active listening, paraphrasing, note-taking and message reconstruction. Students are required to conduct research and compile glossaries on prescribed interpreting topics.

**COURSE OVERVIEW**

This course is designed to provide consecutive interpreting training for students with prior knowledge of interpretation. It enables them to grasp the basic skills of interpreting between English and Cantonese and to perform a variety of situational interpretation tasks.
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**LEARNING OUTCOMES**

<b>Expected learning outcomes</b>
Upon completion of the course, students should be able to : <ul style="list-style-type: none"><li>• have a better understanding of the process of consecutive interpreting;</li><li>• enhance their basic skills and techniques of consecutive interpreting between English and Cantonese;</li><li>• perform consecutive interpreting between English and Cantonese on general and specialized topics.</li></ul>
<b>Implication for learning activities</b>
Lectures and interpreting practice will be the dominant activities. Students will be involved in various interpreting exercises and discussion of in-class exercises.

<b>Implication for assessment</b>
As a general rule, students will be assessed on a continuous basis. The range of continuous assessments includes class performance, assignments, participation and a test.

**LIST OF TOPICS**

<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Mnemonic skills</li> <li>• Note taking techniques</li> <li>• Handling numbers and figures</li> <li>• Accent awareness</li> <li>• Preparation for consecutive interpreting</li> <li>• Common problems and solutions</li> </ul>
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**LEARNING ACTIVITIES**

<b>Lecture</b>	<b>Tutorial</b>	<b>Others:</b> Please specify
<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>
<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Assignments</li> <li>• Participation</li> <li>• Test</li> </ul>	<p>20%</p> <p>20%</p> <p>10%</p> <p>50%</p>

**RECOMMENDED LEARNING RESOURCES**

<p>(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.)</p> <ul style="list-style-type: none"> <li>● Gillies, Andrew (2005). <i>Note-taking for consecutive interpreting: a short course</i>. Manchester, UK: St. Jerome Pub.</li> <li>● Jones, Roderick (2002). <i>Conference Interpreting Explained</i>. Manchester, UK: St. Jerome Pub.</li> <li>● Pöchhacker, Franz &amp; Shlesinger, Miriam (2002). <i>The Interpreting Studies Reader</i>. London, New York: Routledge</li> <li>● Gile, Daniel (1995). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam: John Benjamins</li> <li>● Taylor-Bouladon, V. (2000). <i>Conference Interpreting, Principles and Practice</i>. Adelaide, Australia: Crawford House Publishing</li> </ul>
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- Phelan, Mary. (2001). *The Interpreters' Resource*. Clevedon, UK; Buffalo, N.Y., USA: Multilingual Matters
- 張建威(2004)。《出賣口譯天機》。大連:大連理工大學出版社
- Online newspapers and radio stations

## 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	<ul style="list-style-type: none"> <li>➤ Introduction – Scope and objectives of course</li> <li>➤ Sight translation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> </ul>
2	<ul style="list-style-type: none"> <li>➤ Revision of interpreting skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> </ul>
3	<ul style="list-style-type: none"> <li>➤ Handling numbers and figures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> </ul>
4	Public Holiday	<ul style="list-style-type: none"> <li>➤ Home exercise</li> </ul>
5	<ul style="list-style-type: none"> <li>➤ Accent awareness</li> <li>➤ Consecutive interpreting: General</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> <li>➤ Home exercise</li> </ul>
6	<ul style="list-style-type: none"> <li>➤ Preparation for consecutive interpreting</li> <li>➤ Consecutive interpreting: Topical</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> <li>➤ Compilation of glossary</li> <li>➤ Home exercise</li> </ul>
7	<ul style="list-style-type: none"> <li>➤ Common problems and solutions</li> <li>➤ Consecutive interpreting: Topical</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> <li>➤ Compilation of glossary</li> <li>➤ Home exercise</li> </ul>
8	<ul style="list-style-type: none"> <li>➤ Consecutive interpreting: Topical</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> <li>➤ Compilation of glossary</li> <li>➤ Home exercise</li> </ul>
9	<ul style="list-style-type: none"> <li>➤ Consecutive interpreting: Topical</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> <li>➤ Compilation of glossary</li> <li>➤ Home exercise</li> </ul>
10	<ul style="list-style-type: none"> <li>➤ Mock Meeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise</li> <li>➤ Compilation of glossary</li> </ul>

		➤ Home exercise
11	➤ Mock Meeting	➤ Compilation of glossary ➤ Home exercise
12	➤ Consecutive interpreting – revision of skills and practice	➤ Class exercise ➤ Home exercise
13	➤ Test	

### CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	
Name:	Ms Lee Yuk Wah, Patricia
Office Location:	
Telephone:	
Email:	
Teaching Venue:	KKB129
Website (optional):	
Office Hours:	

<b>Teaching Assistant/Tutor</b>	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

### COURSE ANNOUNCEMENTS

<p>Course announcements and materials will be posted on CU eLearning System / distributed in class (please delete as appropriate)</p> <p><b><u>Policy on Absenteeism</u></b> 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.</p> <p><b><u>Policy on Penalties for Late Submission of Written Work</u></b> Late submission of written work 1-7 days: Minus <b>ONE</b> Sub-grade. Late submission of written work beyond 7 days: The work will not be graded and <b>Grade F</b> be given.</p>
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## 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)