

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE TRAN3050A
ENGLISH TITLE Consecutive Interpreting (C-E)
CHINESE TITLE 接續傳譯(中譯英)
NUMBER OF UNITS 3
DESCRIPTION (as stated in the Student Handbook) This course aims to provide the students with the necessary skills and techniques of consecutive interpreting from Chinese to English. Students will be trained through intensive practices in order to develop and consolidate their skills and techniques for consecutive interpretation.

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 consecutive interpreting training for students with prior knowledge of interpretation. It enables them to grasp the basic skills for consecutive interpretation from Chinese to English, and thus be able to perform a variety of consecutive interpretation tasks.

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.)

- Understand the process of consecutive interpreting under a unified theoretical framework
- To be able to improve active listening and concentration skills, memory;
- Grasp the basic skills and techniques of consecutive interpreting from Chinese to English

- ◇ 在統一的理論架構下理解接續傳譯的過程
- ◇ 增強接續傳譯所需的記憶, 聆聽及專注能力
- ◇ 掌握中譯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 (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, 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

- Listening Comprehension: identification of thought groups
- Active Listening
- Short-term memory enhancement
- Shadowing
- Note-taking
- How to build up glossary for interpreting purpose
- How to do preparation for interpreting purpose
- Sight translation: newspapers
- Summary interpreting
- Consecutive interpreting: speeches, reports, interviews, etc.

LEARNING ACTIVITIES

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

ASSESSMENT SCHEME

Task nature	Weight
● Classwork	20%

• Assignment	30%
• Participation	10%
• *Final Test	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.)

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 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.

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.

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., .

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

Mikkelson, Holly. (2000) Introduction to court interpreting. Manchester, UK ; Northampton, MA : St. Jerome Pub.

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.

Easter

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

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

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

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"> ●Lecture 01 ●Introduction 	Self-introduction Text vs Speeches Preparing Glossaries
2	<ul style="list-style-type: none"> ●Lecture 02 ●Sight translation and Listening comprehension 	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.
3	<ul style="list-style-type: none"> ●Lecture 03 Everyday Topic 	Shadowing Exercise Memory Exercise: Short Text & Speech
4	<ul style="list-style-type: none"> ●Lecture 04 ●Memory training 	Classwork1
5	<ul style="list-style-type: none"> ●Lecture 05 Note-taking 	Adrew Gillies. Note-taking for Consecutive Interpreting – A Short Course
6	<ul style="list-style-type: none"> ●Lecture 06 Reconstruction of information 	Drills and skills
7	<ul style="list-style-type: none"> ●Lecture 07 Special topic—World News 	Drills and skills
8	<ul style="list-style-type: none"> ●Lecture 08 Special topic --Sports 	Class work 2
9	<ul style="list-style-type: none"> ●Lecture 09 Special topic ---Travel 	Drills and skills
10	<ul style="list-style-type: none"> ●Lecture 10 Special topic--Business 	Drills and skills
11	<ul style="list-style-type: none"> ●Lecture 11 Special topic--Education 	Project (A)
12	<ul style="list-style-type: none"> ●Lecture 12 Special topic--Conferences 	Project (B)
13		Final Test

CONTACT DETAILS

Professor/Lecturer/Instructor	Instructor
Name:	Ling WANG

Office Location:	LKK 112
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Email:	ling@arts.cuhk.edu.hk
Teaching Venue:	
Website (optional):	
Office Hours:	

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

(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.