

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2017–18

COURSE OUTLINE

COURSE CODE TRAN6206
ENGLISH TITLE Consecutive Interpreting II: C/E
CHINESE TITLE 接續傳譯 II (粵語/英語)
NUMBER OF UNITS 3
DESCRIPTION <p>The course teaches consecutive interpreting at the advanced level. Building on the conceptual and practical knowledge they will have gained in CI (I), students will continue to build up their knowledge about the latest interpreting research to inform their skill acquisition. They will continue to enhance the skills of consecutive interpreting, with a focus on long CI in simulated real-life interpreting context. Students will also be introduced to interpreting in various settings, and develop an understanding of the social and ethical demands on their performance in those settings. Mock conferences and study trips will be organized, as appropriate, to enhance skill and professional development.</p> <p>The language combination of the course is Cantonese and English. Classes are conducted in the multimedia classroom.</p>

PRE-REQUISITES/COURSE EXCLUSIONS

Pre-requisite: *TRAN6201 Principles of Interpreting: C/E, *TRAN6301 Principles of Interpreting: P/E, *TRAN6202 Consecutive Interpreting: C/E or *TRAN6302 Consecutive Interpreting: P/E or TRAN6205 Consecutive Interpreting I: C/E or TRAN 6305 Consecutive Interpreting I: P/E or Division's consent.

Not for students who have taken TRAN6306 Consecutive Interpreting II: P/E
(*only applicable to students admitted in 2016-17 or before)

COURSE OVERVIEW

This course focuses on upgrading students' CI performance to a higher level. They will be exposed to more challenging speech material taken from real situations. The difficulty level will be raised in terms of vocabulary, genre, style, and theme. Student will also be guided to reflect on the professional ethical challenges they may face in various settings of practice. By the end of the course, students should be able to independently take up entry-level interpreting responsibilities.

LEARNING OUTCOMES

- understand how to apply research result to the practice of consecutive interpreting;
- command advanced skills of consecutive interpreting;
- prepare oneself for an interpreting assignment in real-life context;
- develop confident ability and skills to do long consecutive interpreting effectively in different situations.

Implication for learning activities

Throughout the course, students have to do speech preparation and project presentation. They will be putting on the hat of a speaker, so as to enhance their skills in doing quick research and in effective communication. Consecutive interpreting exercises will be conducted in language laboratory for building up the ability to handle long speeches. The challenges faced by interpreters in different setting will be discussed in class. Web-based weekly homework will be assigned to facilitate self-practice.

Implication for assessment

There are three types of assessment: i) homework and classwork are used to ensure all students have participated in active learning; ii) mid-term tests will be used to check the mile-stones of students' learning; and iii) final tests will be conducted to gauge students' ability in delivering effective consecutive interpretation and carry the defining weight in their final grades.

LIST OF TOPICS

- Different self-training methods;
- How to prepare for an interpreting assignment;
- Strategies in tackling crisis during interpreting;
- Dealing with Agencies and Clients;
- Roles of Interpreter in different settings; and
- Professional Ethics.

ASSESSMENT SCHEME

Task nature	Weight
Homework	30%
Classwork	10%
Mid-term tests	20%
Final tests	40%

REQUIRED READINGS

- Albl-Mikasa, M. (2008). "(Non)sense in Note-taking for Consecutive Interpreting". *Interpreting*, 2 (10), 197–231.
- Bellos, David (2011). *Is That a Fish in Your Ear?: Translation and Meaning of Everything*. New York: Faber & Faber.
- Hsieh, E., Kong, H., and Kramer, E. M. (2009). "醫療口譯員與醫護人員如何建構，協調彼此的溝通語意及專業權威" [Constructing Meanings and Authority in Bilingual Health Care]. 翻譯學研究集刊 *Fan I Hsueh Yen Chiu Chi K'an* [Studies of Translation and Interpretation], 12, 87–123.

- Hsieh, E, & Kramer, E. M. (2012). “The clashes of expert and layman talk: Constructing meanings of interpreter-mediated medical encounters”. In C. Callahan (ed.) *Communication, Comparative Cultures and Civilizations*, vol. 2. Cresskill, NJ: Hampton Press, 19–44.
- Jones, Roderick (2002). *Conference Interpreting Explained*. Manchester, UK; Northampton, MA: St. Jerome Pub.
- Kelly, Nataly (2008). *Telephone Interpreting: A Comprehensive Guide to the Profession*. Trafford Publishing.
- Kelly, Nataly (2012). *Found in Translation: How Language Shapes Our Lives and Transforms the World*. New York: Perigee Trade.
- Mikkelson, Holly (2000). *Introduction to Court Interpreting*. Manchester, UK; Northampton, MA: St. Jerome Pub.
- Mouzourakis, Panayotis (2006). “Remote interpreting: A Technical Perspective on Recent Experiments”. *Interpreting* 8(1): 45–66.
- Nolan, James (2005). *Interpretation (Professional Interpreting in the Real World)*. Clevedon; Buffalo; Toronto: Multilingual Matters.
- Obst, Harry (2010). *White House Interpreter: The Art of Interpreting*. Bloomington, Ind.: Author House.
- Pöchlackner, Franz (2003). *Introducing Interpreting Studies*. London; New York: Routledge.
- Pöchhacker, Franz and Shlesinger, Miriam (eds.) (2002). *The Interpreting Studies Reader*. London; New York: Routledge.
- Pöchhacker, Franz and Shlesinger, Miriam (eds.) (2007). *Healthcare Interpreting: Discourse and Interaction*. Amsterdam; Philadelphia: John Benjamins.
- Salama-Carr, Myriam (ed.) (2007). *Translating and Interpreting Conflict*. Amsterdam: Rodopi, BV.
- 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 Specialized Translation* 02 (Online): http://www.jostrans.org/issue02/art_stern.php
- Taylor-Bouladon, Valerie (2007). *Conference Interpreting: Principles and Practice*. Charleston, S.C.: BookSurge Publishing.
- 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.

RECOMMENDED LEARNING RESOURCES

- Hospital websites: bilingual resources: e.g. http://www.ha.org.hk/visitor/ha_index.asp
- UNHCR: online multilingual resources
- Court interpreters’ associations in the US and Australia.
- Bilingual websites of various government departments of HKSAR

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	Introduction to the course arrangement Memory Training General Topic	Operation of language lab equipment Self-introduction Speech preparation
2	Memory Training Note-taking explained General Topic	Speech delivery Pair interpreting without notes Structured speech preparation
3	Note-taking Exercise Self-training methods Interpreting Market in Hong Kong Topic: Employment	Shadowing At-sight interpreting Note-taking practice Speech delivery/interpreting/preparation
4	Note-taking Exercise Deposition Formal documents Topic: Laws	At-sight interpreting Note-taking practice Speech delivery/interpreting
5	Working with glossaries Professional Ethics Topic: Health	Speech delivery/interpreting/preparation
6	Strategies in action Topic: Figures	Speech delivery/interpreting/preparation
7	Getting Opinions and Facts Topic: Environment (Mid-term tests)	Speech delivery/interpreting/preparation
8	Handling Fast Speeches Topic: Arts and Culture	Speech delivery/interpreting/preparation
9	Extra-linguistic Factors Topic: Tourism	Speech delivery/interpreting
10	Dealing with Agencies and Clients Topic: Management	Speech delivery/interpreting/preparation
11	Dealing with Dialogues Topic: Current Affairs (Project Presentation)	Speech delivery/interpreting/preparation
12	Relaxation and Concentration Skills Topic: Religions (Project Presentation)	Speech delivery/interpreting/preparation
13	Final Tests	At-sight interpreting E-C At-sight interpreting C-E Speech interpreting E-C Speech interpreting C-E

CONTACT DETAILS

Professor/Lecturer/Instructor	
Name:	Ms Vivian Lai
Office Location:	
Telephone:	
Email:	hkvivian@gmail.com
Teaching Venue:	
Website (optional):	http://notesoninterpreting.blogspot.hk
Office Hours:	

COURSE ANNOUNCEMENTS

Course announcements and materials will be posted on CU eLearning System / distributed in class

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 a failure grade 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 be given a failure grade.

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/>.

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.