

**THE CHINESE UNIVERSITY OF HONG KONG  
DEPARTMENT OF TRANSLATION**

**2016-17  
COURSE OUTLINE**

<b>COURSE CODE</b> TRAN6302
<b>ENGLISH TITLE</b> Consecutive Interpreting: P/E
<b>CHINESE TITLE</b> 接續傳譯 (普通話/英語)
<b>NUMBER OF UNITS</b> 3
<b>DESCRIPTION</b>  This course aims at providing training in Putonghua-English consecutive interpreting techniques. 本科旨在訓練學生掌握普通話－英語接續傳譯的各種技巧。 (The prerequisite for this course is TRAN6201 Principles of Interpreting: C/E, TRAN6301 Principles of Interpreting: P/E or approval of instructor.)

**COURSE OVERVIEW**

In this class, students practice on consecutive interpretation techniques and put into practice in real scenarios, such as interpreting for various topics, including law, health, environment, etc.

The course focuses on professional topics, with emphasis on issues and speeches related to actual consecutive interpreting market in Hong Kong and in the world. Students are exposed to different styles of addresses and talks. Students learn to apply general concepts to real-world scenarios, thereby improving their command of professional consecutive interpreting strategies. Students also learn to solve stylistic, syntactic, cultural and terminological problems and deal with speaker's speed and accent as well as the interpreter's concentration and note-taking skills pertaining to professional consecutive interpretation.

**LEARNING OUTCOMES**

**Expected learning outcomes**

- understand the unique nature and areas of application of consecutive interpreting;
- command basic skills of consecutive interpreting;
- prepare oneself and clients for an interpreting assignment;
- know how to do consecutive interpreting effectively in different situations.

**Implication for learning activities**

In each class, the teacher will give a lecture to introduce the topic assigned for each week and explain what skills and preparation are required. Students' brainstorming is also encouraged to increase their anticipation for professional interpretation in real-world scenarios. Speeches will be

delivered by the teacher or the recorded speech will be played. Students are required to demonstrate their interpretation in class. Their outputs and performances will be evaluated and the teacher will give comments and critiques for them to make further improvements. The teacher will also point out what strategies or skills could be adopted to overcome the difficulties in consecutive interpretation.

1. Lectures (Explanation of the Consecutive Interpretation Skills): 20%
2. Speeches and Students' Practices: 40%
3. Comments and Critiques : 40%

**Implication for assessment**

In each class, students' participation will be evaluated to see whether they are fully prepared for each assigned topic. Peer reviews will also be a solid proof to see whether they are attentive to the class and whether they could learn from other students' errors. Most importantly, their interpretation outputs and performances in each class will be assessed in two aspects: fidelity and fluency. On one hand, fidelity to the meaning of the original will be graded. On the other hand, they are also required to demonstrate good presentation skills as professional interpreters. At the end of the semester, final exam will be held to evaluate their improvement.

1. In-class participation and attendance (peer reviews) : 10%
2. In-class performances: 30%
3. Mid-Term: 30%
4. Final Exam: 30%

**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.

**LEARNING ACTIVITIES**

<b>Lecture</b>	<b>Tutorial</b>	<b>Others:</b> Please specify
<b>Hours per week</b> 2 hrs. 15 mins.	<b>Hours per week</b>	<b>Hours per week</b>

**ASSESSMENT SCHEME**

<b>Task nature</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>• In-class participation and attendance (peer reviews)</li> <li>• In-class performances</li> <li>• Mid-Term</li> <li>• Final Exam</li> </ul>	<p>10%</p> <p>30%</p> <p>30%</p> <p>30%</p>

## RECOMMENDED LEARNING RESOURCES

- Bellos, David (2011). *Is That a Fish in Your Ear?: Translation and Meaning of Everything*. New York: Faber & Faber.
- Chiaro, Delia and Nocella, Guiseppe (2004). “Interpreters’ Perception of Linguistic and Non-Linguistic Factors Affecting Quality: A Survey through the World Wide Web”. *Meta* 49(2): 278–293.
- Gillies, Andrew (2005). *Note-taking for Consecutive Interpreting – A Short Course*. Manchester, [England]; Northampton, MA: St Jerome Pub.
- Gillies, Andrew (2013). *Conference Interpreting: A Student’s Practice Book*. Milton Park, Abingdon, Oxon: Routledge.
- Hsieh, E., Kong, H., 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”. *Communication, Comparative Cultures and Civilizations (Vol. 2; pp. 19–44)*. C. Callahan (Ed.), Cresskill, NJ: Hampton Press.
- 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: Techniques and Exercises (Professional Interpreting in the Real World)*. Clevedon: 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](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.
- Various publications in Chinese on Translation and Interpreting
- Online publication and radio stations.
- TV programmes with subtitles.

### 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
Jan 11	Introduction to the Course Arrangement Memory Training General Topic	Operation of Language Lab Equipment Self Introduction Speech Preparation
Jan 18	Memory Training Note-taking Skills General Topic	Speech Delivery Pair Interpreting without Notes Structured Speech Preparation
Jan 25	Note-taking Exercise Self-training Methods Interpreting Market in Hong Kong and in the World Topic: Employment	Shadowing Sight Interpreting Note-taking Practice Speech Delivery/Interpreting/Preparation
Feb 1	HOLIDAY	
Feb 8	Note-taking Exercise Deposition Formal documents Topic: Laws	Sight Interpreting Note-taking Practice Speech Delivery/Interpreting
Feb 15	Working with Glossaries Professional Ethics Topic: Health	Speech Delivery/Interpreting/Preparation

Feb 22	Strategies in Action Topic: Figures	Speech Delivery/Interpreting/Preparation
Mar 1	Evaluation and Assessment Handling Fast Speeches and Foreign Accents Topic: Environment	Speech Delivery/Interpreting/Preparation
Mar 8	Mid-Term	
Mar 15	Extra-linguistic Factors Topic: Tourism	Speech Delivery/Interpreting/Preparation
Mar 22	Dealing with Agencies and Clients Topic: Management	Speech Delivery/Interpreting/Preparation
Mar 29	Dealing with Speaker's Errors Topic: Current Affairs	Speech Delivery/Interpreting/Preparation
Apr 5	Dealing with Dialogues Topic: Current Affairs	Speech Delivery/Interpreting/Preparation
Apr 12	Relaxation and Concentration Skills Topic: Religions	Speech Delivery/Interpreting/Preparation
Apr 19	Final Exams	Speech Interpreting E-C Speech Interpreting C-E

### CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	
Name:	Prof. Sophie Ling-chia Wei
Office Location:	LKK Building Room 118
Telephone:	39438635
Email:	sophielcwei@cuhk.edu.hk
Teaching Venue:	LKK 129
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 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.

(rev. 06/2015)