

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

**2018-19
COURSE OUTLINE**

COURSE CODE TRAN6305
ENGLISH TITLE Consecutive Interpreting I: P/E
CHINESE TITLE 接續傳譯 I (普通話/英語)
NUMBER OF UNITS 3
DESCRIPTION <p>The course teaches consecutive interpreting at the introductory level. Students will gain general conceptual knowledge about the process and practice of consecutive interpreting. They will be trained in the basic skills of consecutive interpreting, including voice and speech skills, active listening, memory, re-presentation of messages, short consecutive interpreting without notes, note-taking and short interpreting with notes. Students will also be guided to develop deliberate practice habits, including reflection, goal-setting, peer-feedback and journaling.</p> <p>The language combination of the course is Putonghua and English. Classes are conducted in the multimedia classroom.</p>

PRE-REQUISITES/COURSE EXCLUSIONS

Not for students who have taken TRAN6205 Consecutive Interpreting I: C/E.

COURSE OVERVIEW

This course lays the foundation of consecutive interpreting. The interpreting process is decomposed into separate tasks, giving students the chance to gradually add and integrate tasks as they build up their capacity to perform. By the end of the course, student should have a clear conceptual understanding of CI and hands-on experience, enabling them to continue to the next level of learning and skill development.

LEARNING OUTCOMES

- Understand the common applications of consecutive interpreting;
- Understand the fundamental concepts and process of consecutive interpreting;
- Acquire basic skills for consecutive interpreting such as active listening, paraphrasing, note-taking and glossary building;
- Do consecutive interpreting of speeches of general topics between Putonghua and English at short intervals.

Implication for learning activities

- Learn basic concepts from teacher’s lectures;
- Guided practice in class and learning from teacher’s feedback
- Peer learning from other students’ performance and feedback
- Outside class practice: self-practice, practice with peers
- Reading to enhance theoretical knowledge of consecutive interpreting
- Reading to enhance general knowledge

Implication for assessment:

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

- Memory Training
- Short Consecutive Interpreting
- Long Consecutive Interpreting
- Different self-training methods
- How to prepare for an interpreting assignment
- Strategies in tackling crisis during interpreting
- Roles of Interpreter in different settings
- Professional Ethics

LEARNING ACTIVITIES

Lecture	Tutorial	Others:
Hours per week 2 hours 15 minutes	Hours per week	Hours per week

ASSESSMENT SCHEME

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

RECOMMENDED LEARNING RESOURCES

Gile, Daniel (2002). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: J. Benjamins Pub. Co.

Gillies, Andrew (2005). *Note-taking for Consecutive Interpreting: A Short Course*. Manchester, UK: St. Jerome Pub.

Hatim, Basil and Ian Mason (1997). “Interpreting: a text linguistic approach.” In *The Translator as Communicator*. London, New York: Routledge.

Jones, Roderick (2002). *Conference Interpreting Explained*. Manchester: St. Jerome Pub.

劉敏華 (2008) 。《逐步口譯與筆記：理論、實踐與教學》。書林出版社。

周兆祥，陳育沾 (1988) 。《口譯的理論與實踐》。香港：商務。

Other resources:

- www.aiic.net
- Interpreting Asia, Interpreting Europe on YouTube.
- <http://www.nationalnetworkforinterpreting.ac.uk/>

Running and special reports and analytical articles on current affairs.

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 of CI Learning requirements Understanding the nature of oral speech	Get to know your learning environment and study goals; Get to know your learning peers. Tool kit for CI: notepads and digital devices. Homework 1: prepare an outline and make a 3-minute speech.
2	The listening effort: - Speech types - Active listening	Listen to speeches - Produce outline - Produce summaries - Retelling
3	The memory effort: - the memory model - practice memorizing	Practice recall with video material and student presentations. Homework 2: Transcribe in-class exercise and Peer review of summary exercise
4	Short CI into A language, without notes on general topics	Practice CI with video material and student presentations. Presentation 1
5	Short CI into B language, without notes on general topics	Practice CI with video material and student presentations. Presentation 2 Midterm test 1: CI without notes on general topics Eng - PTH
6	Interpreting speakers with accents	Practice listening, summarizing and interpreting speakers with accents.
7	Introducing note-taking	Note-taking practice in class. Presentation 3
8	Longer CI into A language with notes	Midterm test 2: CI with notes on general topics PTH - Eng

9	Dealing with performance breakers: - Numbers - Dates - Names	Practice with PTH-Eng numbers, dates and names. Presentation 4
10	Introducing the glossary	Presentation 5 Practice building a glossary.
11	Longer CI	Practice with 3-4 minutes of speeches
12		Homework 3: Self-reflection journal
13	Summary and tests	Tests: CI C < > E (40%)

CONTACT DETAILS

Professor/Lecturer/Instructor	
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Teaching Venue:	
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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 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

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.