

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

**2017–18
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 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. The language combination of the course is Putonghua and English. Classes are conducted in the multimedia classroom.

PRE-REQUISITES/COURSE EXCLUSIONS

Not for students who have taken *TRAN6202 Consecutive Interpreting: C/E or *TRAN6302 Consecutive Interpreting: P/E or 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

In each class, the teacher will give a lecture to introduce and elaborate on the topic assigned for each week. The main purpose is to share hands-on experience as a professional interpreter with students. Following the topic assigned for each week, the class each week is like a mini conference with three related speeches focusing on this topic. Students will practice consecutive interpreting from English to Chinese for two speeches and the last speech is for the practice of consecutive interpreting from Chinese to English. The teacher will be the speaker from time to time or the speeches will be the ones downloaded from the web sites of international conferences or institutions. After students' practices, the teacher will directly share with them her comments and critique. Students will also be guided to improve their performances. A mock conference will be held at the end of the term.

1. Lectures : 10%
2. Students' Practices: 50%
3. Comments and Critique from Teacher: 20%
4. Students' Feedback: 20%

Implication for assessment

In class, students' performances of consecutive interpreting from English to Chinese and from Chinese to English will be both evaluated. Students are encouraged to participate in discussion actively and give constructive comments to their classmates. Their performance in the mock conference will also play an important part in the evaluation for presentation (10%). Students are also required to film their own performances and submit them as homework for evaluation. Lastly, they will take their final exam one by one with the teacher while their performance will be filmed for further evaluation.

- Homework 30%
- Presentation 10%
- Mid-term tests 20%
- Final tests 40%

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;
- Dealing with Agencies and Clients;
- Roles of Interpreter in different settings; and
- Professional Ethics.

ASSESSMENT SCHEME

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

REQUIRED READINGS

- Gillies, Andrew (2005). *Note-taking for Consecutive Interpreting: A Short Course*. Manchester, UK: St. Jerome Pub.
- Gile, Daniel (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins.
- Jones, Roderick (1998). *Conference Interpreting Explained*. Manchester, UK: St. Jerome Pub.
- Phelan, Mary (2001). *The Interpreters' Resource*. Clevedon, UK; Buffalo, N.Y., USA: Multilingual Matters.
- Seleskovitch, Danica 著。黃為忻、錢慧杰譯 (1991)。《口譯技藝》。上海：上海翻譯出版社。
- Taylor-Bouladon, V. (2000). *Conference Interpreting, Principles and Practice*. Adelaide, Australia: Crawford House Publishing.
- 劉敏華 (2008)。《逐步口譯與筆記：理論、實踐與教學》。台北市：書林出版有限公司。
- 周兆祥, 陳育沾 (1988)。《口譯的理論與實踐》。香港：商務。

RECOMMENDED LEARNING RESOURCES

- Ted Talks – short talks
- www.aiic.net
- www.interpreter.info
- Interpreting Asia, interpreting Europe on YouTube
- RTHK interviews

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 Introduction to Consecutive Interpreting Active Listening General Topic	Operation of Language Lab Equipment Self Introduction Speech Preparation
2	Memory Training Short Consecutive Interpreting without Notes General Topic	Speech Delivery Pair Interpreting without Notes Structured Speech Preparation
3	Note-taking Exercise Self-training Methods Interpreting Market in Hong Kong and in the World Topic: Employment	Note-taking Practice Speech Delivery/Interpreting/Preparation

4	Short Interpreting with Notes Note-taking Exercise Topic: Laws International Organizations	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	Evaluation and Assessment Topic: Environment	Speech Delivery/Interpreting/Preparation
8	Handling Fast Speeches and Foreign Accents Topic: Management	Speech Delivery/Interpreting/Preparation
9	Dealing with Agencies and Clients Topic: Current Affairs	Speech Delivery/Interpreting/Preparation
10	Dealing with Dialogues Topic: Tourism	Speech Delivery/Interpreting/Preparation
11	Mock Conference	Speech Delivery/Interpreting/Preparation
12	Final Exams	

CONTACT DETAILS

Professor/Lecturer/Instructor	
Name:	Prof. Sophie Ling-chia Wei
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Teaching Venue:	
Website (optional):	
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 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.