

**THE CHINESE UNIVERSITY OF HONG KONG**

**DEPARTMENT OF TRANSLATION**

**2017–18  
COURSE OUTLINE**

<b>COURSE CODE</b> TRAN6306
<b>ENGLISH TITLE</b> Consecutive Interpreting II: P/E
<b>CHINESE TITLE</b> 接續傳譯 II (普通話/英語)
<b>NUMBER OF UNITS</b> 3
<b>DESCRIPTION</b> <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 Putonghua 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 TRAN6206 Consecutive Interpreting II: C/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:

- Lectures
- Pair work
- Group discussions and practice
- Individual practice
- Peer feedback
- Self-reflection and practice

Implication for assessment:

Performance will be assessed on a continuous basis, giving consideration to:

- Effort: attendance and participation.
- Progress: homework and classwork
- Achievement: periodic tests

## LIST OF TOPICS

- Consecutive interpreting: context and implications
- Clarity in presentation
- Coherence and consistence in meaning
- Coping with challenging situations
- Domain specific knowledge
- 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.
- 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.
- 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.

### RECOMMENDED LEARNING RESOURCES

- Hospital websites: bilingual resources: e.g. [http://www.ha.org.hk/visitor/ha\\_index.asp](http://www.ha.org.hk/visitor/ha_index.asp)
- UNHCR: online multilingual resources
- Court interpreters’ associations in the US and Australia.

### 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	Scenarios of consecutive interpreting and client expectations	Discussions of scenarios and client expectations
2	Revision of CI process and taking stock of current level of performance; set goals Long CI practice: interpreting into same language	Discussions & practice long CI note-taking and re-presentation Homework: reflective journal
3	Enhancing long CI note-taking: <ul style="list-style-type: none"> <li>•Structures</li> <li>•Links</li> <li>•Symbols</li> <li>•Coherence</li> </ul>	Long CI note-taking and re-presentation practice Homework: peer feedback on notes
4	Enhancing long CI	Long CI note-taking and interpreting practice
5	CI in academic and training setting	In-class practice Feedback: teacher and peers Discussions
6	CI for press conferences	In-class practice Feedback: teacher and peers Discussions  Midterm tests: CI PTH-Eng

7	CI in medical context	In-class practice Feedback: teacher and peers Discussions  Homework: glossary of a medical interpreter
8	CI in science and technology	In-class practice Feedback: teacher and peers Discussions
9	CI in business negotiations	In-class practice Feedback: teacher and peers Discussions
10	CI in the official setting	In-class practice Feedback: teacher and peers Discussions
11		
12	CI on social occasions and interpreter as cultural mediator	In-class practice Feedback: teacher and peers Discussions
13	Mock negotiations	In-class practice Feedback: teacher and peers
14	Final tests	Tests: CI PHT < > Eng

### CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	
Name:	Ms. Jiang Hong
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Email:	jianghong@arts.cuhk.edu.hk
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.