

THE CHINESE UNIVERSITY OF HONG KONG
DEPARTMENT OF TRANSLATION

2018–19
COURSE OUTLINE

COURSE CODE TRAN6308
ENGLISH TITLE Simultaneous Interpreting II: P/E
CHINESE TITLE 即時傳譯 II (普通話/英語)
NUMBER OF UNITS 3
DESCRIPTION This course teaches simultaneous interpreting at the advanced level. Students will build on skills acquired at the introductory level and work on more challenging speech types in various subject domains. They will build up their knowledge and language proficiency in major domains, including political, economic, social, environmental affairs, among others. They will also be exposed to real-life working conditions to enhance their resilience. SI with text will also be introduced and trained as a regularly used form of interpreting in the professional practice. Mock conferences and study trips will be organized, as appropriate, to enhance skill and professional development. The language combination of the course is Putonghua and English. Classes are conducted in the multimedia classroom.

PRE-REQUISITES/COURSE EXCLUSIONS

Pre-requisite: TRAN6207 Simultaneous Interpreting I: C/E or TRAN6307 Simultaneous I: P/E or Division's consent

Not for students who have taken TRAN6208 Simultaneous Interpreting II: C/E

COURSE OVERVIEW

This course builds on students' prior learning of simultaneous interpreting. It uses more demanding speech material for practice. Students will enhance their performance to meet real-life standards. By successfully completing the course, students will be ready as entry-level professional interpreters.

LEARNING OUTCOMES

- Gain knowledge of interpreting research and its application to SI practice;
- Command advanced skills of simultaneous interpreting;
- Command advanced skills of simultaneous interpreting with text;
- Gain knowledge and experience of real-life SI performance;
- Develop teamwork and professional booth practices.

Implication for learning activities:

- Lectures on interpreting studies
- In-class practice
- Group work on SI preparations
- Peer feedback
- Self-reflection and practice
- Critiquing and learning from professionals

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

- Research in interpreting studies and its implication for the practice
- Domain specific knowledge and language
- Interpreting in the real conference setting
- Dealing with speeches with challenging features
- SI with text
- Relay in interpreting
- Professional practices and ethics

ASSESSMENT SCHEME

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

REQUIRED READINGS

- Anderson, R. and W. Bruce (2002). "Perspectives on the Role of Interpreter". In Franz Pochhacker and Miriam Shlesinger (eds.). *The Interpreting Studies Reader*. London; New York: Routledge, 208–217.
- Chernov, G. V. (2004). *Inference and Anticipation in Simultaneous Interpreting: A Probability-Prediction Model*. Amsterdam; Philadelphia: John Benjamins Pub. Co.
- Chiaro, Delia and Nocella Guiseppe (2004). "Interpreters' Perception of Linguistic and NonLinguistic Factors Affecting Quality: A Survey through the World Wide Web." *Meta* 49(2): 278–293.
- Liu, M., D.L. Scharlert, and P.J. Carrol (2004). "Working Memory and Expertise in Simultaneous Interpreting." *Interpreting*, 6(1), 19-42.
- Moser-Mercer, B., U. Frauenfelder, B. Casado, and A. Künzli (2000). "Searching to Define Expertise in Interpreting." In B. E. Dimitrova and K. Hyltenstam (eds.), *Language Processing and Simultaneous Interpreting: Interdisciplinary Perspectives*, 107-131. Amsterdam/Philadelphia: John Benjamins Publishing Company.

- Pöchhacker, Franz (2003). *Introducing Interpreting Studies*. London; New York: Routledge
- Riccardi, A. (2005). “On the Evolution of Interpreting Strategies in Simultaneous Interpreting.” *Meta*, L(2), 753-767.
- 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
- Seeber, K. (2011). “Cognitive Load in Simultaneous Interpreting.” *Interpreting* 13(2), 176-204.
- Van Besien, Fred and Chris Meuleman (2004). “Dealing with Speakers’ Errors and Speakers’ Repairs in Simultaneous Interpretation: A Corpus-based Study.” *The Translator* 10(1): 59–81.

RECOMMENDED LEARNING RESOURCES

Online recourses on China and Hong Kong: political, economic, social, cultural, science and technology themes.

Online resources on political systems in major countries of the world: Wikipedia, websites of foreign ministries and embassies.

Online resources on major issues of the world, e.g. climate change, migration, population again, business development, conflict zones, terrorism, etc.

COURSE SCHEDULE

Week	Topic	Activities/ Requirements
1	Introducing interpreting studies	Discuss issues relating to SI and their research-based solutions Homework 1: one article, my response. (10 points)
2	Dealing with challenges: speed and read-out texts	SI with speeches of normal and fast speeds
3	Dealing with challenges: accents	SI with accented speeches
4	Dealing with challenges: information density	SI with dense speeches
5	Dealing with challenges: complex and long sentences	SI with speeches using long and complex sentences Homework 2: reflective journal – transcribe and comment your in-class exercise (10 points)
6	Working with real conference: World Economic Forum	Glossary work SI exercises Instructor/peer feedback Midterm tests: SI with text (20 points)
7		

8	Working with real conference: One Belt One Road	Glossary work SI exercises Instructor/peer feedback Classwork: SI C-E (10 points)
9	Working with real conference: Digital economy	Glossary work SI exercises Instructor/peer feedback
10		
11	Working with real conference: Green economy	Glossary work SI exercises Instructor/peer feedback
12	Working with real conferences: United Nations Relay in interpreting	Glossary work SI exercises Instructor/peer feedback Homework 3: self-reflective journal (10 points)
13		
14	Final tests	SI PHT < > Eng. on a given topic (40 points)

(Tentative)

CONTACT DETAILS

Professor/Lecturer/Instructor	
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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.