

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Advanced Consecutive Interpretation (English – Chinese)

**Course Code:** LT4377

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations  
*(for GE courses only)*  Science and Technology

**Medium of Instruction:** English and Chinese

**Medium of Assessment:** English and Chinese

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** CTL4377 Advanced Consecutive Interpretation (English – Chinese)  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The course aims to consolidate the skills and techniques which students have acquired in previous semesters in order that they may be able to pursue a career in interpreting involving English and Chinese.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Translate at sight texts of a fair degree of stylistic complexity.			✓	✓
2.	Engage in the discovery and discussion both in Chinese and English of a wide spectrum of social topics.		✓	✓	✓
3.	Interpret consecutively for speakers using authentic materials.			✓	✓
4.	Compile bilingual glossaries of common idioms and specialized terms.		✓	✓	✓
5.	Identify the weaknesses of their peers and compare their works with that of the professional interpreters.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	<b>Sight translation exercises</b> followed by creative analysis and critical discussion of common errors.	✓				✓		
2	<b>Two mock meetings</b> to be conducted in Chinese and English respectively with students playing speakers and interpreters.		✓	✓				
3	<b>Weekly consecutive interpretation exercises</b> using authentic materials.			✓				
4	Each student to compile a <b>bilingual glossary</b> on current affairs.				✓	✓		
5	<b>Quizzes</b> to gauge progress and provide special assistance, where necessary.	✓		✓	✓	✓		

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
<b>In-class exercises (sight translation and consecutive interpretation)</b>	✓						30%	
<b>Playing speakers at mock meetings</b>		✓					15%	
<b>Playing interpreters at mock meetings</b>			✓				25%	
<b>Class participation</b>	✓	✓	✓	✓	✓		10%	
<b>Quiz 1</b> (sight translation E-C, consecutive interpretation C-E), <b>Quiz 2</b> (sight translation C-E, consecutive interpretation E-C).	✓		✓	✓	✓		20%	
Examination: % (duration: , if applicable)								
							100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class exercises	Ability to translate at sight and interpret consecutively materials with a fair degree of stylistic complexity	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Playing speakers at mock meetings	Ability to compile bilingual glossaries, compose and deliver speeches in public	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Playing interpreters at mock meetings	Ability to interpret consecutively for speeches with various topics	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Class participation	Willingness to learn and ability to analyse and compare interpreting works by students and professionals; participating in relevant discovery-enriched academic activities organized by the Department of Linguistics and Translation (course instructor's permission required)	High	Significant	Moderate	Basic	Not even reaching marginal levels
5. Quizzes	Ability to interpret consecutively for speakers using authentic materials with various topics	High	Significant	Moderate	Basic	Not even reaching marginal levels

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

- Public speaking
- Oral summarizing
- Note-taking
- At-sight translation
- Consecutive interpretation
- Shadowing
- Glossary compiling
- Creative thinking
- Anticipation and argumentation
- Simulation
- Mock meetings

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	林超倫 (2004). 實戰口譯. 北京：外语教学与研究出版社。
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##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	刘和平编著 (2005) 口译理论与教学 北京市：中国对外翻译出版公司
2.	杨承淑 (2000). 口译教学研究：理论与实践. 台北：辅仁大学出版社, 2000.
3.	仲偉合 (2007). 英語口譯基礎教程 (A Foundation Coursebook of Interpreting between English and Chinese). 北京：高等教育出版社.
4.	Jones, Roderick. (2002) Conference interpreting explained. Manchester: St. Jerome Pub.
5.	Pöchhacker, F. (2004). Introducing interpreting studies. London/New York: Routledge.
6.	Phelan, Mary. (2001) The interpreter's resource. Buffalo: Multilingual Matters
7.	Yan, J. X., Pan, J., Wu, H. & Wang, Y. (2013). Mapping interpreting studies: The state of the field based on articles in nine major translation and interpreting journals (2000-2010). Perspectives: Studies in Translatology, 21(3), 446-473.