

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

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

---

---

**Part I Course Overview**

**Course Title:** Advanced Interpreting

**Course Code:** LT5627

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English is the main medium of instruction and assessment, but Chinese is allowed in situations where English-Chinese translation and interpretation, bilingual legal drafting, or study of Chinese language, literature and culture, is involved.

**Medium of Assessment:** English is the main medium of instruction and assessment, but Chinese is allowed in situations where English-Chinese translation and interpretation, bilingual legal drafting, or study of Chinese language, literature and culture, is involved.

**Prerequisites:**  
*(Course Code and Title)* CTL5605 Interpretation Methodology, LT5605 Interpretation Methodology

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

**Equivalent Courses:**  
*(Course Code and Title)* CTL5627 Advanced Interpreting

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

## Part II Course Details

### 1. Abstract

The course aims to equip students for a professional career in interpreting, building on the foundations laid in CTL5605. It provides intensive training in all aspects of interpreting through laboratory practice as well as simulated scenarios. It empowers students through teacher feedback, peer evaluation and above all, constant self-reflection, to become proficient practitioners who are capable of discovering ingenious solutions to problems encountered while working independently and upgrading themselves continuously.

### 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	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 informed discussion both in Chinese and English of current topics of common interest		✓	✓	
3.	Interpret consecutively for speakers in live discussions requiring informed knowledge			✓	✓
4.	Compile bilingual glossaries of common idioms and specialized terms		✓	✓	✓
5.	Identify and rectify the weaknesses of their peers and themselves as interpreters		✓	✓	✓
		100%			

**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>Weekly sight translation exercises</b> followed by critical discussion of common errors	✓				✓		
2	<b>Mock meeting(s)</b> to be conducted in Chinese and/or English with students playing speakers and interpreters		✓	✓				
3	<b>Weekly consecutive interpretation exercises</b> using materials sourced from live conferences and proceedings of Legislative Council, etc.			✓				
4	Each student to <b>compile and post on Canvasa bilingual glossary</b> on a chosen subject for critical comments and reference of others				✓	✓		
5	<b>Two 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 sight translation exercises</b>	✓						10%	
<b>Playing speakers</b> at mock meeting(s)		✓					15%	
<b>Playing interpreters</b> at mock meeting(s)			✓				25%	
<b>In-class consecutive interpretation exercises</b>				✓			20%	
<b>Class participation</b>	✓	✓	✓	✓	✓		10%	
<b>Quiz</b> (30 minutes – 1 hour)	✓		✓	✓	✓		20%	
Examination: % (duration: , if applicable)								
							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 sight translation exercises	Ability to translate at sight materials in English or Chinese with accuracy, fluency and good language.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Playing speakers at mock meetings	Ability to deliver speeches with clarity, fluency and good language; ability to compile bilingual glossaries	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Playing interpreters at mock meetings	Ability to interpret consecutively for live speeches with accuracy, fluency and good language	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. In-class consecutive interpretation exercises	Ability to interpret consecutively materials with a fair degree of stylistic complexity	High	Significant	Moderate	Basic	Not even reaching marginal levels
5. Class participation	Ability to engage in class activities and discussion of various topics	High	Significant	Moderate	Basic	Not even reaching marginal levels
6. Quiz	Interpret consecutively for speakers in discussions requiring informed knowledge	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
- anticipation of 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.	Jones, Roderick. (2002) <i>Conference interpreting explained</i> . Manchester: St. Jerome Pub.
----	--

##### 2.2 Additional Readings

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

1.	Chau, Simon. (1988) <i>The theory and practice of interpreting</i> . Hong Kong: Commercial Press.
2.	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
3.	Phelan, Mary. (2001) <i>The interpreter's resource</i> . Buffalo: Multilingual Matters.