

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2021/22

Part I Course Overview

Course Title: Consecutive Interpretation (English – Chinese)

Course Code: LT3375

Course Duration: One Semester

Credit Units: 3

Level: B3

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: CTL4375 / LT4375 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 provide rigorous training and intensive practice in consecutive interpretation to students on a wide spectrum of topics.

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.	Demonstrate creatively up-to-date knowledge of the professional requirements of real-life interpreting in Hong Kong and the Chinese speaking world.		✓	✓	✓
2.	Conduct an organized presentation and live consecutive interpretation in Chinese and English on topics of general interest or current affairs.		✓	✓	✓
3.	Apply creatively the basic concepts and principles of interpretation to actual practice.		✓	✓	✓
4.	Demonstrate the skills and techniques for interpretation of general topics in real-life situations.			✓	✓
5.	Proceed to training in interpretation at a more advanced level.		✓	✓	✓
		100%			

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

[#] 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	Teacher guided discussion on the professional requirements of interpreting in real-life situations in Hong Kong and the Chinese speaking world.	✓					
2	Short talks designed creatively followed by peer evaluation and discussion with the purpose to discover what makes good presentations and interpretation.		✓				
3	Weekly practice in sight translation and consecutive interpretation with authentic materials.			✓	✓		
4	Weekly practice in active listening, note-taking and consecutive interpretation, with constructive feedback by teacher and in-class discussion.			✓	✓		
5	Two quizzes, in addition to above activities, to gauge progress of students, with assistance to individual needs 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%							
Mock meeting	✓	✓	✓	✓	✓	30%	
Class participation	✓	✓	✓	✓	✓	20%	
Assignments	✓	✓	✓	✓	✓	10%	
Quizzes	✓	✓	✓	✓	✓	40%	

* The weightings should add up to 100%.

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. Mock meeting: (Playing the role of a speaker and playing the role of an interpreter)	Capacity to build up a glossary for a selected topic and organize relevant materials. Ability to deliver the speech with appropriate language and style. Ability to apply specific consecutive interpreting techniques to the live simulated interpreting service for peers.	Excellent presenting and interpreting skills	Good presenting and interpreting skills	Acceptable presenting and interpreting skills	Marginally acceptable presenting and interpreting skills	Poor presenting and interpreting skills
2. In-class participation	Willingness to learn, ability to get involved in learning activities and contribute to class discussions; participating in relevant discovery-enriched academic activities organized by the Department of Linguistics and Translation (course instructor's permission required)	Excellent record of class attendance, frequent contributions to class discussion	Good record of class attendance, frequent contributions to class discussion	Acceptable record of class attendance, frequent or occasional contributions to class discussion	Marginally acceptable record of class attendance, occasional contributions to class discussion	Poor record of class attendance, no contributions to class discussion
3. Assignments	Ability to apply creatively principles and concepts acquired to tasks assigned by the instructor.	Excellent interpreting and analysis ability	Good interpreting and analysis ability	Acceptable interpreting and analysis ability	Marginally acceptable interpreting and analysis ability	Poor interpreting and analysis ability

	Ability to reflect on and assess works by interpreters of various levels.					
4. Quizzes	<p>Ability to perform consecutive interpreting with accuracy, confidence and ease.</p> <p>Ability to render the messages in the interpreting tasks with good language skills in both English and Chinese.</p>	Excellent interpreting and language ability	Good interpreting and language ability	Acceptable interpreting and language ability	Marginally acceptable interpreting and language ability	Poor interpreting and language ability

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.)

- Overview of profession.
- Fundamental principles of translation.
- Creative thinking ability
- Oral speaking skills.
- Active listening skills.
- Note-taking techniques.
- Oral summary.
- Consecutive interpretation of general topics.

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.	Gile, D. (2009). <i>Basic concepts and models for interpreter and translator training</i> . Amsterdam; Philadelphia: John Benjamins Publishing.
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2.2 Additional Readings

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

1.	Jones, Roderick. (2002) <i>Conference interpreting explained</i> . Manchester: St. Jerome Pub.
2.	雷天放、陳菁 (2011). 口譯教程 (Challenging Interpreting: A Coursebook of Interpreting Skills). 上海: 上海外語教育出版社.
3.	林超倫 (2004). 實戰口譯. 北京: 外語教學與研究出版社。
4.	劉和平 (2005). 口譯理論與教學. 北京: 中國對外翻譯出版公司
5.	Phelan, Mary. (2001) <i>The interpreter's resource</i> . Buffalo: Multilingual Matters.
6.	楊承淑 (2000). 口譯教學研究: 理論與實踐. 臺北: 輔仁大學出版社.
7.	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.
8.	仲偉合、王斌華 (2009). 基礎口譯 (A foundation Coursebook of Interpreting). 北京: 外語教學與研究出版社.