

**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: Interpretation Methodology

Course Code: LT5605

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English supplemented by Chinese

Medium of Assessment: English and Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5605 Interpretation Methodology

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The course aims to lay a firm foundation for building and developing students' interpreting skills and techniques. It provides students with an overview of the interpretation profession in Hong Kong and other parts of the world, and inculcates in students the professional ethics of a professional interpreter. This is a course where students use principles derived from the existing theoretical studies to discover for themselves possible solutions to particular problems which an interpreter may encounter in practice.

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.	Use researched materials judiciously in presentations and interpretation practice		✓	✓	✓
2.	Present in an organized way in Chinese and English on topics of general interest			✓	✓
3.	Apply the basic concepts and principles of interpretation to actual practice		✓	✓	✓
4.	Demonstrate the skills and techniques for interpretation of general topics			✓	✓
5.	Proceed to training in interpretation at a more advanced level		✓	✓	✓
		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.)

Final details will be provided to students in their first week of attendance in this course.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	Teacher introduction followed by group presentations by students of researched materials	✓						
2	Short prepared talks individually by students followed by peer evaluation and Blackboard discussion		✓					
3	Teacher introduction of basic concepts such as sight translation and how they relate to the practice of interpreting, followed by weekly practice in sight translation and consecutive interpretation			✓	✓			
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 %								
Presentation	✓						20%	
Attendance and class participation	✓	✓	✓	✓	✓		20%	
In-class drills (sight translation, consecutive interpretation, note-taking, etc.)	✓	✓	✓	✓	✓		20%	
Quiz 1 (30 minutes to 1 hour)	✓	✓	✓	✓	✓		15%	
Quiz 2 (30 minutes to 1 hour)	✓	✓	✓	✓	✓		25%	
Examination: 0% (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. Presentation	Capacity to organize materials relevant to the selected topic and deliver the speech with appropriate language and style.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Attendance and class participation	Willingness to learn, ability to get involved in learning activities and contribute to class discussions.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. In-class drills	Ability to apply various interpreting-related skills to tasks assigned in class.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Quizzes	4.1 Ability to understand the source texts for interpretation. 4.2 Ability to capture clearly and systematically the main points in the message for interpretation. 4.3 Ability to deliver idiomatic interpretation	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.)

- overview of profession
- fundamental principles of translation;
- 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	Jones, Roderick. (2002) <i>Conference interpreting explained</i> . Manchester: St. Jerome Pub.
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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	林超倫 (2004). 實戰口譯. 北京：外語教學與研究出版社。
3	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
4	Phelan, Mary. (2001) <i>The interpreter's resource</i> . Buffalo: Multilingual Matters.
5	楊承淑 (2000). 口譯教學研究：理論與實踐. 臺北：輔仁大學出版社, 2000.