

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2024 / 25**

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**Part I Course Overview**

**Course Title:** Consecutive Interpretation

**Course Code:** LT5615

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English and Putonghua/ English and Cantonese (2 clusters)

**Medium of Assessment:** English and Putonghua/ English and Cantonese (2 clusters)

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

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

**Equivalent Courses:**  
*(Course Code and Title)* CTL5615 Consecutive Interpretation

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

## Part II Course Details

### 1. Abstract

This course aims to develop students' skills in consecutive interpretation between English and Putonghua in various social contexts.

### 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.	Discover and analyse various problems related to real- life consecutive interpreting between English and Putonghua		✓	✓	✓
2.	Master basic skills required for consecutive interpreting between English and Putonghua			✓	✓
3.	Apply creatively problem solving and basic interpreting skills in performing consecutive interpretation between English and Putonghua in different situations.		✓	✓	✓
		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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	Discussing and comparing works of interpretation by professional and student interpreters	✓						
2	Listening and speaking practice with topics related to real-life situations		✓					
3	Note-taking and memory training practice		✓					
4	Translating terms in reports on current affairs using authentic materials		✓					
5	Consecutive interpretation practice			✓				

### 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					
Continuous Assessment: 100%								
<b>Peer evaluation exercises</b> The students are required to listen to works of their peers, and write an evaluation report. The evaluation report will be graded by the teacher.	✓						10%	
<b>Presentation on selected topics or current affairs</b>		✓					20%	
<b>Quizzes</b> Quizzes involve both English to Putonghua and Putonghua to English interpretation	✓	✓	✓				40%	
<b>Class participation</b>	✓	✓	✓				10%	
<b>In-class consecutive interpretation exercises</b>	✓	✓	✓				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.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<b>1. Peer evaluation exercises</b>	Ability to identify and analyse problems in interpreting works	Excellent ability in interpreting, analysis and language skills	Good ability in interpreting, analysis and language skills	Acceptable ability in interpreting, analysis and language skills	Marginally acceptable ability in interpreting, analysis and language skills	Poor ability in interpreting, analysis and language skills
<b>2. Presentation</b>	Ability to compile bilingual glossaries of current affair terms; Ability to deliver the speech with clarity, good language skills and appropriate style.	Excellent presenting skills	Good presenting skills	Acceptable presenting skills	Marginally acceptable presenting skills	Poor presenting skills
<b>3. Quizzes</b>	Ability to understand the source text with various topics and deliver in the target language fluently with consistent pace; ability to translate expressively with appropriate style and good choice of words; ability to convey the meaning effectively with few grammatical mistakes.	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
<b>4. Class participation</b>	Willingness to engage in learning activities and contribute to class discussions.	Excellent record of class attendance, frequent	Good record of class attendance, frequent	Acceptable record of class attendance, occasional	Marginally acceptable record of class attendance, occasional	Poor record of class attendance, few contributions to class

		contributions to class discussion	contributions to class discussion	contributions to class discussion	contributions to class discussion	discussion
<b>5. In-class consecutive interpretation exercises</b>	Ability to apply various consecutive interpreting skills to tasks assigned in class.	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

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
<b>1. Peer evaluation exercises</b>	Ability to identify and analyse problems in interpreting works	Excellent ability in interpreting, analysis and language skills	Good ability in interpreting, analysis and language skills	Marginally acceptable ability in interpreting, analysis and language skills	Poor ability in interpreting, analysis and language skills
<b>2. Presentation</b>	Ability to compile bilingual glossaries of current affair terms; Ability to deliver the speech with clarity, good language skills and appropriate style.	Excellent presenting skills	Good presenting skills	Marginally acceptable presenting skills	Poor presenting skills
<b>3. Quizzes</b>	Ability to understand the source text with various topics and deliver in the target language fluently with consistent pace; ability to translate expressively with appropriate style and good choice of words; ability to convey the meaning effectively with few grammatical mistakes.	Excellent interpreting and language ability	Good interpreting and language ability	Marginally acceptable interpreting and language ability	Poor interpreting and language ability
<b>4. Class participation</b>	Willingness to engage in learning activities and contribute to class discussions.	Excellent record of class attendance, frequent contributions to	Good record of class attendance, frequent contributions to class discussion	Marginally acceptable record of class attendance, occasional contributions to	Poor record of class attendance, few contributions to class discussion

		class discussion		class discussion	
<b>5. In-class consecutive interpretation exercises</b>	Ability to apply various consecutive interpreting skills to tasks assigned in class.	Excellent interpreting and language ability	Good 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.)*

Consecutive interpretation, note-taking, memorizing strategy, work under stressful conditions, shadowing, language skills, public speaking, oral summarizing, glossary compiling, simulation, mock meetings, at-sight translation, interpreting for interviews, interpreting for conference and seminars, interpreting for business negotiations, interpreting for social political affairs, interpreting for court proceedings.

#### 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.	梅德明 (2007). 通用口譯教程 (Interpreting for General Purposes). 北京: 北京大學出版社
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##### 2.2 Additional Readings

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

1.	林超倫 (2004). 《實戰口譯》. 北京: 外語教學與研究出版社.
2.	任文(2009). 交替傳譯. (A Coursebook of Consecutive Interpreting). 北京: 外語教學與研究出版社.
3.	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.
4.	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.
5.	Miscellaneous materials compiled by the instructor