Hong Kong Shue Yan University

Department of English Language & Literature

1st Semester, 2021 - 2022

**Course Title:** Interpreting II

### Course Code: ENG 366

**Year of Study:** 4th

**Number of Academic Credits:** 3

**Number of QF Credits:** 12

**Duration in Weeks:** 15

**Contact Hours Per Week:** Lecture (1 Hour)

Language lab drills(2 Hours)

**Pre-requisite(s):** Interpreting I

**Prepared by:** Dr. WONG Chi Keung

**Course Aims**

This course aims to equip students with the E-C and C-E professional interpreting skills, knowledge and ability, through intensive and rigorous training in the language laboratory, with the support of take-home assignments in vocabulary and glossary building, plus reading of academic papers by scholars and veteran interpreters about interpreting in specific fields.

**Course Outcomes, Teaching Activities and Assessment**

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| **Course Intended Learning Outcomes (ILOs)** |
| Upon completion of this course students should be able to: |
| **CILO1** | describe the essential qualities of a professional interpreter.  |
| **CILO2** | apply professional skills in handling the interpreting job independently. (E-C and C-E) |
| **CILO3** | design plans of research and glossary building in preparation for assigned interpreting tasks |

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| **Teaching and Learning Activities (TLAs)** |
| **TLA1** | Lecture: elucidation of professional interpreting skills, such as phonetic identification of spoken English words, idea grasping, note-taking, transcription, sight translation, etc. |
| **TLA2** | Listening comprehension: skills enhancement through linguistic approaches (linked thinking, educated guess, collocation and trunk expressions) and transcription practice. |
| **TLA3** | Sight translation: excerpts from newspapers, court judgments, minutes of Legco meetings are to be translated at sight.  |
| **TLA4** | Laboratory drills on interpreting skills: authentic materials covering the disciplines of law, healthcare, public administration, business and finance will be used. |
| **TLA5** | Glossary building: gleaning of terms pertaining to a specific field in preparation of assigned interpreting tasks.  |

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| **Assessment Tasks (ATs)** |
|  | Group | Individual |
| **AT1** | Interpreting & sight translation exercises *Students are required to translate/interpret from Chinese to English and vice versa.* **(due in Week 3, 5, 8, 10 & 12)** |  | 50%(10%\*5) |
| **AT2** | Term paper **(to be handed in by Week 11)***Students will write a 2000-word essay on problems encountered in professional interpretation settings and possible solutions therefor.* |  | 20% |
| **AT3** | Interpreting project **(to be delivered in class in Week 13)***Students in groups of 4 or 5 have to undertake consecutive interpretation for an authentic public lecture of around 10 minutes. A video recording of the assigned lecture will be made available on moodle at least a week beforehand.* | 30% |  |
|  | TOTAL | 100% |

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| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks**  |
| **Course Intended Learning Outcomes** | **Teaching and Learning Activities** | **Assessment Tasks** |
| CILO1 | TLA1, 2, 3, 4, 5 | AT 1, 2, 3 |
| CILO2 | TLA2, 3, 4, 5 | AT 1, 3 |
| CILO3 | TLA1, 2, 3, 4, 5 | AT 1, 2, 3 |

**Distribution of Notional Learning Hours/ QF Credits**

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| **Activity** | **Notional Learning Hours (NLHs)** |
| **Contact Hours (a)** |
| Lecture | 13 |
| Language Lab Drills | 26 |
| Consultation | 1 |
| **TOTAL:** | **40** |
| **Self-Study Hours (b)** |
| Home Practice *(including completion of exercises)* | 35 |
| Reading | 15 |
| Term Paper | 20 |
| Preparation for Interpreting Project | 10 |
| **TOTAL:** | **80** |
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| **Total NLHs:****(a)+(b)** | **120** |
| **QF Credits:** **(Total NLHs/10)** | **12** |

**Course Outline**

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| **Week** | **Topics** | **Activities** |
| 1 | Interpretation: job requirements as demanded by the professions; Training needs of interpreters;The interpretation profession in Hong Kong;Qualities essential to a professional interpreter | Class discussion on the rights, responsibilities, challenges and essential qualities of the professional interpreter**Reading:** Baigorri-Jalón, J. (1999). Conference Interpreting: From Modern Times to Space Technology. *Interpreting*, 4(1), pp.29–40. |
| 2-4 | Legal interpreting: criminal cases, such as theft, assault, unlawful assembly, possession of dangerous drugs, sexual abuse & rape, etc. | Sight translation and consecutive interpreting drills;Glossary building: gleaning of terms (matched pairs) related to various criminal offences; Practice on note-taking techniques;Transcription drills to enhance skills in phonetic identification, idea grasping and listening comprehension**Readings:** Mikkelson, Holly (2017). *An Introduction to Court Interpreting* (2nd ed.). New York, NY: Routledge, pp.97-125.Ng, Eva N.S. (2009). The Tension Between Adequacy and Acceptability in Legal Interpreting and Translation. In S. Hale, U. Ozolins & L. Stern (Eds.), *The Critical Link 5: Quality Interpreting, A Shared Responsibility*. Amsterdam: John Benjamins, pp.37-54.Poon, Emily Wai-yee (2006). The Translation of Judgments. *Meta*, 51(3), pp.551-569. |
| 5-6 | Legal interpreting: civil cases, such as commercial / employment / tenancy disputes, as well as claims for personal injury / medical malpractice  | Sight translation and consecutive interpreting drills;Glossary building: gleaning of terms (matched pairs) related to various civil disputes; Practice for enhancement of memory power, linked thinking & educated guesses;Searching for relevant reference materials and tool books related to the subject matter of interpreting**Readings:**Hale, Sandra Beatriz (2004). *Discourse of Court Interpreting*. Amsterdam: John Benjamins, pp.31-86.Leung, Ester & John Gibbons (2011). Interpreting Cantonese Utterance-Final Particles in Bilingual Courtroom Discourse. In Robin Setton (Ed.), *Interpreting Chinese, Interpreting China*. Amsterdam: John Benjamins, pp.81-105. |
| 7 | Reading Week |
| 8-9  | Interpreting for public administration (with special emphasis on the Hong Kong scene);Interpretation problems pertaining to a specific field or subject matter;Skills in knowledge management; Orientation of language proficiency for the purpose of interpreting  | Practice in simulated simultaneous interpretation using authentic materials from Legco meetings;Identifying sources of the relevant radio & TV programs as learning materials;Designing appropriate training strategies on the basis of individual training needs in terms of language capacity and knowledge ofsubject matter; Discussions on academic views on interpretation**Readings:**Gile, D. (2001). Consecutive vs. Simultaneous: Which is More Accurate?. *Interpretation Studies*, 1, pp.8-20.Seeber, K. G. (2001). Intonation and Anticipation in Simultaneous Interpreting. *Cahiers de Linquistique Francaise*, 23, pp.61-97. |
| 10-11 | Interpreting for business and finance: negotiations; mediations; press conferences, etc. | Sight translation, consecutive and/or simultaneous interpreting drills;Compiling reference materials relevant to the subject matter, in light of short and long term preparation needs for interpretation jobs;Discussions on various approaches towards solving interpretation problems & the use of linguistic analysis**Readings:**Roy, Cynthia B. (2000). *Interpreting as a Discourse Process*. Oxford: Oxford University Press, pp.36-52.Wadensjö, Cecilia (2016). *Interpreting as Interaction*. New York, NY: Routledge, pp.21-47. |
| 12-13 | Healthcare interpreting;The interpreter as mediator in cross-cultural communication;Interpreting & interpretation technology | Sight translation and consecutive interpreting drills; Practice for enhancement of immediate response or quick wit through compilation of bilingual glossaries;Designing interpretation projects pertaining to specific fields;**Readings:**Angelelli, Claudia V. (2004). *Medical Interpreting and Cross-cultural Communication*. Cambridge: Cambridge University Press, pp.15-43.Bot, Hanneke (2007). Dialogue Interpreting as a Specific Case of Reported Speech. In Franz Pöchhacker & Miriam Shlesinger (Eds.), *Healthcare Interpreting: Discourse and Interaction*. Amsterdam: John Benjamins, pp.77-100.  |
| 14 | Recapitulation |
| 15 | Reading week |

**Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your university degree. Engaging in dishonest or unethical behaviour is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behaviour include, but not limited to:

* Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include, but not limited to:
	+ Copying or allowing another to copy a test, quiz, paper, or project;
	+ Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor;
	+ Turning in written assignments that are not your own work (including homework);
* Plagiarism – the act of representing the work of another as one’s own without giving credit:
	+ Failing to give credit for ideas and material taken from others;
	+ Representing another’s artistic or scholarly work as one’s own;
* Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

**To comply with the University’s policy, any written work has to be submitted to VeriGuide.**

**Resources**

Principal Readings

Diriker, Ebru (2004). *De-/Re-Contextualizing Conference Interpreting: Interpreters in the Ivory Tower?*. Amsterdam: John Benjamins.

Hale, Sandra Beatriz (2004). *Discourse of Court Interpreting*. Amsterdam: John Benjamins.

Pöchhacker, Franz & Miriam Shlesinger (Eds.). (2007). *Healthcare Interpreting: Discourse and Interaction*. Amsterdam: John Benjamins.

Roy, Cynthia B. (2000). *Interpreting as a Discourse Process*. Oxford: Oxford University Press.

Setton, Robin (Ed.) (2011). *Interpreting Chinese, Interpreting China*. Amsterdam: John Benjamins.

Wadensjö, Cecilia (2016). *Interpreting as Interaction*. New York, NY: Routledge.

李宗諤、何冠驥、呂哲盈、潘慧儀（編）：《英漢法律大詞典（修訂版）》香港，商務印書館，2015年。

陳兆愷、何美歡（編）：《香港英漢雙解法律詞典》香港，LexisNexis Butterworths，2005年。

薛波（編）：《元照英美法詞典（重排版）》北京，北京大學出版社，2017年。

Supplementary Readings

Angelelli, Claudia V. (2004). *Medical Interpreting and Cross-cultural Communication*. Cambridge: Cambridge University Press.

Chernov, Ghelly V. (2004). *Inference and Anticipation in Simultaneous Interpreting*. Amsterdam: John Benjamins.

Mikkelson, Holly (2017). *An Introduction to Court Interpreting* (2nd ed.). New York, NY: Routledge.

Setton, Robin (1999). *Simultaneous Interpretation: A Cognitive-Pragmatic Analysis*. Amsterdam: John Benjamins.

Tiersma, Peter Meijes & Lawrence Solan (Eds.). (2016). *The Oxford Handbook of Language and Law*. Oxford: Oxford University Press.

王永秋：《漢英同聲傳譯的壓縮策略》北京，外語教學與研究出版社，2010年。

江曉梅（編）：《漢英同聲傳譯教程》武漢，武漢大學出版社，2010年。

胡開寶、潘峰、李鑫：《基於語料庫的記者招待會漢英口譯研究》北京，外語教學與研究出版社，2015年。

高巍：《論同聲傳譯過程中語篇連貫》北京，外語教學與研究出版社，2016年。

張發勇：《源語語速與英漢同聲傳譯質量關係的實證研究》汕頭，汕頭大學出版社，2019年。

陳可欣（編）：《兩岸三地公司法主要詞彙》香港，城市大學出版社，2017年。

陳可欣（編）：《兩岸三地合約法主要詞彙》香港，城市大學出版社，2014年。

陳可欣（編）：《兩岸三地侵權法主要詞彙》香港，城市大學出版社，2015年。

**Rubric for Interpreting & Sight Translation Exercises / Interpreting Project**

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| **Criteria** | **Exemplary** | **Satisfactory** | **Developing** | **Unsatisfactory** |
| **Accuracy**Weight: 45% | Interprets or sight translates the propositional content and intent of the message accurately, with no unjustified omissions, insertions and distortions. | Interprets or sight translates the propositional content and intent of the message with a few instances of minor unjustified omissions, insertions and distortions. | Interprets or sight translates the propositional content and intent of the message with several major and/or minor unjustified omissions, insertions and distortions.. | Interprets or sight translates the propositional content and intent of the message with frequent instances of unjustified omissions, insertions and distortions. |
| **Linguistic Competency**Weight: 40% | Consistently uses language competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style and register. | Mostly uses language competently and idiomatically, with only a few minor errors in the use of pragmatics, lexicon, grammar, syntax, style and register. | Some ability to use language competently and idiomatically, with several major and/or minor errors in the use of pragmatics, lexicon, grammar, syntax, style and register. | Limited ability to use language competently and idiomatically, with frequent errors in the use of pragmatics, lexicon, grammar, syntax, style and register. |
| Excellent voice projection. Consistently demonstrates clear pronunciation, fluent delivery, good tone & volume. | Good voice projection. Mostly demonstrates clear pronunciation, fluent delivery, good tone & volume. | Some ability to project voice adequately, with instances of unclear pronunciation, hesitant delivery and inappropriate tone & volume. | Limited ability as evidenced by inadequate voice projection, unclear pronunciation, hesitant delivery and inappropriate tone & volume. |
| **Professional Communication****Skills**Weight: 15% | Skillful application of accepted techniques relevant to the translation/interpreting mode & setting. | Mostly applies accepted techniques relevant to the translation/interpreting mode & setting. | Some ability in the application of accepted techniques relevant to the translation/interpreting mode & setting. | Limited competence in the application of accepted techniques relevant to the translation/interpreting mode & setting. |

**Rubric for Term Paper**

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|  | **Exemplary** | **Satisfactory** | **Developing/ Emerging** | **Unsatisfactory** |
| **Focus**Weight: 10% | Presents an insightful and focused thesis statement. | Presents a thesis statement with adequate insight and focus. | Presents a thesis statement with minimal insight and focus. | Presents a thesis statement with no insight or focus. |
| **Organization**Weight: 15% | Effectively provides a logical progression of related ideas & supporting information in the body of the paper. | Adequately provides a progression of ideas & supporting information in the body of the paper. | Provides a poorly organized progression of ideas & supporting information in the body of the paper.  | Does not provide a progression of ideas & supporting information in the body of the paper. |
| Effectively uses transitions to connect supporting information clearly. | Adequately uses transitions to connect supporting information. | Ineffectively uses transitions to connect supporting information. | Does not use transitions to connect supporting information. |
| Arrives at a well-documented, logical conclusion, involving critical thinking. | Arrives at an adequately documented conclusion. | Arrives at an insufficiently documented conclusion. | Does not arrive at a documented conclusion. |
| **Support/ Elaboration**Weight: 25% | Effectively synthesizes complex ideas from research sources. | Sufficiently synthesizes ideas from research sources. | Ineffectively synthesizes ideas from research sources. | No evidence of synthesizing ideas from research sources.  |
| Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Lacks supporting information clearly relevant to thesis and its related ideas. |
| **Conventions**Weight: 10% | Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations. |
| **Information Literacy**Weight: 25% | Conscientiously and consistently demonstrates integrity in citing practices. | Generally demonstrates integrity in citing practices. | Inconsistently demonstrates integrity in citing practices. | Does not demonstrate integrity in citing practices. |
| Effectively employs an extensive variety of primary & secondary sources, including a significant amount of current information.  | Adequately employs a sufficient variety of primary & secondary sources including a sufficient amount of current information.  | Employs a limited variety of primary & secondary sources including an insufficient amount of current information. | Does not employ a variety of primary & secondary sources and/or does not include current information. |
| Demonstrates strong evaluation skills in determining resource credibility and reliability. | Demonstrates sufficient evaluation skills in determining resource credibility and reliability. | Demonstrates limited evaluation skills in determining resource credibility and reliability. | Demonstrates no evaluation skills to determine resource credibility and reliability. |
| **Mechanics and Style** Weight: 15% | Essay is flawlessly written with a flair for academic style. Excellent word choice and sentence variety.  | Essay is well written with a solid academic style. Some strong word choice and sentence variety.  | Essay is acceptably written with some academic style.Word choice and sentence variety are ordinary.  | Essay is poorly written with a little academic style. Word choice and sentence variety are below expectations.  |