

## Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	SIMULTANEOUS INTERPRETATION	Instructor	CHYI SONG-LING
Course Class	TPAXB4A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 4A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
D e p a r t m e n t a l   A i m   o f   E d u c a t i o n			
To Develop Students' Abilities of English Language and Communication.			
D e p a r t m e n t a l   c o r e   c o m p e t e n c e s			
<ul style="list-style-type: none"> <li>A. To Have the Ability of Communicating in English.</li> <li>B. To Have the Ability of Applying Practical English.</li> <li>C. To Have the Ability of Solving Questions.</li> <li>D. To Have the Ability of Analyzing Data.</li> <li>E. To Have the Ability of Understanding Culture.</li> <li>F. To Have the Ability of Teamwork.</li> </ul>			
Course Introduction	<p>This class requests oral fluency in Chinese and English languages, good response, concentration and hard working. Therefore, the first class will have a simple screen test, if it is really hard for your level, you are suggested to read English newspapers, listen to the local English news and so to get familiar with language shifts.</p>		

### The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- |                         |                                     |                           |
|-------------------------|-------------------------------------|---------------------------|
| (i) Cognitive Domain    | : C1-Remembering, C2-Understanding, | C3-Applying,              |
|                         | C4-Analyzing, C5-Evaluating,        | C6-Creating               |
| (ii) Psychomotor Domain | : P1-Imitation, P2-Mechanism,       | P3-Independent Operation, |
|                         | P4-Linked Operation, P5-Automation, | P6-Origination            |
| (iii) Affective Domain  | : A1-Receiving, A2-Responding,      | A3-Valuing,               |
|                         | A4-Organizing, A5-Characterizing,   | A6-Implementing           |

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Most importantly, DO NOT EXPECT that this course could make you an interpretation expert. The interpretation is a specialist training, it needs PRACTICE, PRACTICE and PRACTICE year after year. This class is just the first contact of the field: its origin, development and challenge.	P3	ABE

#### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Most importantly, DO NOT EXPECT that this course could make you an interpretation expert. The interpretation is a specialist training, it needs PRACTICE, PRACTICE and PRACTICE year after year. This class is just the first contact of the field: its origin, development and challenge.	Lecture, Discussion, Simulation, Practicum	Written test, Practicum, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Introductory comments 課程簡介	
2	103/02/24 ~ 103/03/02	Simultaneous Interpretation 同步口譯VS Consecutive Interpretation 逐步口譯	
3	103/03/03 ~ 103/03/09	Sight translation: 中英視譯練習	
4	103/03/10 ~ 103/03/16	Shadowing 「跟述」練習	
5	103/03/17 ~ 103/03/23	Paraphrasing 「重述」練習：中英同義代換演	
6	103/03/24 ~ 103/03/30	Memory training 記憶力訓練(中/英)	
7	103/03/31 ~ 103/04/06	Note-taking 口譯筆記練習/互動式速記法/短期記憶	
8	103/04/07 ~ 103/04/13	Vocabulary and listening	
9	103/04/14 ~ 103/04/20	Conference interpretation 即席演講技巧及演練(中/英)	
10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	Consecutive Interpretation-Short sentences 逐步口譯練習(1)短句	

12	103/05/05 ~ 103/05/11	Consecutive Interpretation-Paragraphs 逐步口譯練習(2)段落	
13	103/05/12 ~ 103/05/18	Consecutive Interpretation-Texts 逐步口譯練習(3)長篇	
14	103/05/19 ~ 103/05/25	跟述干擾口譯練習 Shadowing with Disruption	
15	103/05/26 ~ 103/06/01	Graduate Exam Week	
16	103/06/02 ~ 103/06/08	---	
17	103/06/09 ~ 103/06/15	---	
18	103/06/16 ~ 103/06/22	---	
Requirement			
Teaching Facility	Computer		
Textbook(s)	郭岱宗·《同步翻譯》系列；《翻譯大師教你記單字—基礎篇》、《翻譯大師教你記單字—進階篇》		
Reference(s)	1. 劉宓慶《口筆譯理論研究》(2004) 2. 《口譯教學研究：理論與實踐》·楊承淑·台北：輔大出版社·2000 3. 逐步口譯與筆記·劉敏華·書林出版社·2008 4. 實戰口譯實戰練習·林超倫·經典傳訊出版社·2004。 5. 鮑川運〈同步口譯的過程及分神能力的訓練〉(1998).		
Number of Assignment(s)	5 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 15.0 %    ◆ Mark of Usual : 15.0 %    ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ Other ( ) : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		