

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	SIMULTANEOUS INTERPRETATION	Instructor	CHYI SONG-LING
Course Class	TQAXB4A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 4A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
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 student's English proficiency and communication skills.			
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"> A. The ability to communicate in English. B. The ability to use practical English. C. The ability to identify critical issues. D. The ability to analyze data. E. The ability to understand connotations of culture. F. The ability to work as a team. 			
Course Introduction	<p>This class requests oral fluency in Chinese and English languages, good response, concentration and hard working. It is the first contact of the field: its origin, development and challenge.</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	This course makes the students aware of problems connected with interpreting. The scope of the course is to make the students know the basic techniques of interpreting. It makes them aware of translating procedures, of solving problems, of retrieval of information. It contains the practices from the elaboration of a glossary on a given topic to consecutive interpreting.	C5	BE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course makes the students aware of problems connected with interpreting. The scope of the course is to make the students know the basic techniques of interpreting. It makes them aware of translating procedures, of solving problems, of retrieval of information. It contains the practices from the elaboration of a glossary on a given topic to consecutive interpreting.	Lecture, Discussion, Appreciation, Practicum, Problem solving	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	106/02/13 ~ 106/02/19	Introductory comments 課程簡介	
2	106/02/20 ~ 106/02/26	Simultaneous Interpretation VS Consecutive Interpretation 同步口譯與逐步口譯	
3	106/02/27 ~ 106/03/05	Sight translation: 中英視譯練習	
4	106/03/06 ~ 106/03/12	Shadowing 「跟述」練習	
5	106/03/13 ~ 106/03/19	Paraphrasing 「重述」練習	
6	106/03/20 ~ 106/03/26	Listening分段聽力訓練 Memory training 記憶力訓練	
7	106/03/27 ~ 106/04/02	Field work: Conference interpretation 校外教學: 會議即席口譯	
8	106/04/03 ~ 106/04/09	Note-taking 口譯筆記練習/互動式速記法/短期記憶	
9	106/04/10 ~ 106/04/16	Note-taking 口譯筆記練習/互動式速記法/短期記憶	
10	106/04/17 ~ 106/04/23	Midterm Exam Week	
11	106/04/24 ~ 106/04/30	Film : Interpreter (2005) 《雙面翻譯》 by Sydney Pollack	

12	106/05/01 ~ 106/05/07	Consecutive Interpreting practice: sentences 逐步口譯練習(1)短句 (2)段落	
13	106/05/08 ~ 106/05/14	Consecutive Interpreting practice: texts 逐步口譯練習(3)長篇	
14	106/05/15 ~ 106/05/21	Tourism interpreting 旅行/導遊之視譯暨逐步口譯實況模擬 ; Business interpreting 商務談判之視譯暨逐步口譯實況模擬	
15	106/05/22 ~ 106/05/28	Graduate Exam Week	
16	106/05/29 ~ 106/06/04	---	
17	106/06/05 ~ 106/06/11	---	
18	106/06/12 ~ 106/06/18	---	
Requirement			
Teaching Facility	Computer, Other (Films)		
Textbook(s)	郭岱宗 · Simultaneous Interpretation 《同步翻譯》 1, 2012.		
Reference(s)	<ol style="list-style-type: none"> 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. 穆雷《中國翻譯教學研究》(1999)。 4. 譯口同聲· 蔣希敏· 我識出版社· 2003。 5. 逐步口譯與筆記· 劉敏華· 書林出版社· 2008。 6. 實戰口譯實戰練習· 林超倫· 經典傳訊出版社· 2004。 7. 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	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other () : %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		