

Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	CONSECUTIVE 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 ◆ 3 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 course guides students to learn the techniques of Consecutive Interpreting, not only making them aware of the difficulties encountered by the interpreters, but providing them the possible solutions to develop solid interpreting skills. At the same time, through the simulated practices of consecutive interpreting, we try to enhance the students' linguistic communication skills.</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 introduces Translatology as a newly-emergent discipline in recent years. It demonstrates how evolve translation theories during the centuries, including the automatic (machine) translation in the future business markets.	C5	AB
2	The course focuses on the following points: the theory of consecutive interpreting and required professional skills for strengthening the basic ability of interpreting; the practices of Consecutive Interpreting with "live simulations" by showing the students the real work field of interpreters, in order to develop their ability of problem-solving, flexibility and applications of interpreting skills.	C3	AB
3	The course focuses on the following points: the theory of consecutive interpreting and required professional skills for strengthening the basic ability of interpreting; the practices of Consecutive Interpreting with "live simulations" by showing the students the real work field of interpreters, in order to develop their ability of problem-solving, flexibility and applications of interpreting skills.	C3	AB

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	<p>This course introduces Translatology as a newly-emergent discipline in recent years. It demonstrates how evolve translation theories during the centuries, including the automatic (machine) translation in the future business markets.</p>	<p>Lecture, Discussion, Appreciation, Simulation, Practicum, Problem solving</p>	<p>Written test, Practicum, Participation</p>
2	<p>The course focuses on the following points: the theory of consecutive interpreting and required professional skills for strengthening the basic ability of interpreting; the practices of Consecutive Interpreting with "live simulations" by showing the students the real work field of interpreters, in order to develop their ability of problem-solving, flexibility and applications of interpreting skills.</p>	<p>Lecture, Discussion, Simulation, Practicum</p>	<p>Written test, Practicum, Participation</p>
3	<p>The course focuses on the following points: the theory of consecutive interpreting and required professional skills for strengthening the basic ability of interpreting; the practices of Consecutive Interpreting with "live simulations" by showing the students the real work field of interpreters, in order to develop their ability of problem-solving, flexibility and applications of interpreting skills.</p>	<p>Lecture, Discussion, Simulation, Practicum</p>	<p>Written test, Practicum, Participation</p>

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	108/02/18 ~ 108/02/24	Introductory comments 課程簡介 What is Consecutive Interpreting? 何謂逐步口譯?	
2	108/02/25 ~ 108/03/03	Sight translation: vocabulary 視譯練習: 字彙篇	
3	108/03/04 ~ 108/03/10	Sight translation: sentences 視譯練習: 句子篇	
4	108/03/11 ~ 108/03/17	'Shadowing: vocabulary 「跟述」練習: 字彙篇	
5	108/03/18 ~ 108/03/24	'Shadowing: sentences and articles 「跟述」練習: 句子與短文篇	
6	108/03/25 ~ 108/03/31	Paraphrasing 重述練習: 短句練習	
7	108/04/01 ~ 108/04/07	Spring holiday 春假	
8	108/04/08 ~ 108/04/14	Field trip: conference interpretation 校外教學: 國際會議即席口譯實況	
9	108/04/15 ~ 108/04/21	Paraphrasing 「重述」練習 (summary or abstract 摘要技巧)	
10	108/04/22 ~ 108/04/28	Midterm Exam Week	
11	108/04/29 ~ 108/05/05	Note-taking 口譯筆記練習/互動式速記法/短期記憶	

12	108/05/06 ~ 108/05/12	Film : Interpreter (2005) 《雙面翻譯》 by Sydney Pollack	
13	108/05/13 ~ 108/05/19	Multi-tasking 分神練習	
14	108/05/20 ~ 108/05/26	role plays 同學分別擔任講者與口譯員	
15	108/05/27 ~ 108/06/02	Graduate Exam Week	
16	108/06/03 ~ 108/06/09	---	
17	108/06/10 ~ 108/06/16	---	
18	108/06/17 ~ 108/06/23	---	
Requirement	N/A		
Teaching Facility	Computer		
Textbook(s)	郭岱宗 Simultaneous Interpretation 《同步翻譯》 1, 2012.		
Reference(s)	<ol style="list-style-type: none"> 1. Gile, Daniel. Basic concepts and models for interpreter and translator training. Amsterdam: John Benjamins Publishing Company, 1995. 2. 湯麗明·〈大學「口譯入門」課程英譯中視譯練習之運用與建議〉· 1996。 3. 周兆祥, 陳育沾. <口譯的理論與實踐>. 台北: 台灣商務印書館, 1999. 4. 何慧玲·〈大學口譯課程筆記的學習與教法探討〉· 翻譯學研究集刊· 6 : 3-77 · 2001。 5. 楊承淑〈口譯教學的數位化與網路化〉· 200 6. 蔣希敏·《譯口同聲》· 我識出版社· 2003。 7. 陳彥豪·〈英語說服性演說的逐步口譯教學評量機制設計〉· 2003。 8. 林宜瑾、胡家榮、廖柏森·〈口譯課程使用國際模擬會議之成效探討〉· 2004。 9. 林超倫·《實戰口譯》· 台北: 經典傳訊· 2004。 10. 劉敏華·〈逐步口譯與筆記〉· 書林出版社· 2008。 		
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</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>		