

Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	CONSECUTIVE INTERPRETATION	Instructor	JAY WANG
Course Class	TFLXB3P DEPARTMENT OF ENGLISH, 3P	Details	◆ General Course ◆ Selective ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education		
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			
<div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</div> <div>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV. Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div>			
Subject Departmental core competences			
<div>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)</div> <div>B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)</div> <div>C. Strengthen students' workplace English ability.(ratio:25.00)</div> <div>D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00)</div> <div>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)</div>			

Subject Schoolwide essential virtues				
<div>1. A global perspective. (ratio:10.00)</div> <div>2. Information literacy. (ratio:10.00)</div> <div>3. A vision for the future. (ratio:20.00)</div> <div>4. Moral integrity. (ratio:10.00)</div> <div>5. Independent thinking. (ratio:20.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:10.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:10.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:10.00)</div>				
Course Introduction	Students are expected to engage in intensive interpreting practices as well as develop the basic knowledge and skills required for consecutive interpretation.			
<div>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</div> <div>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</div> <div>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</div> <div>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</div> <div>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</div>				
No.	Teaching Objectives		objective methods	
1	Students are expected to engage in intensive interpreting practices as well as develop the basic knowledge and skills required for consecutive interpretation.		Cognitive	
The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment				
No.	Core Competences	Essential Virtues	Teaching Methods	Assessment

1	ABCDE	12345678	Lecture, Discussion, Publication, Practicum, Experience, Imitation	Testing, Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written)
Course Schedule				
Week	Date	Course Contents		Note
1	113/09/09 ~ 113/09/15	Orientation		
2	113/09/16 ~ 113/09/22	Introduction to Interpretation 口譯簡介、市場概況及資源		
3	113/09/23 ~ 113/09/29	Shadowing & Paraphrasing 跟述 & 重述		
4	113/09/30 ~ 113/10/06	Summarizing/Active Listening/Memory Training 摘要/積極聆聽/記憶訓練		
5	113/10/07 ~ 113/10/13	國慶日放假		
6	113/10/14 ~ 113/10/20	Sight Translation I 視譯（一）		
7	113/10/21 ~ 113/10/27	Sight Translation II 視譯（二）		
8	113/10/28 ~ 113/11/03	Note-taking for Consecutive Interpreting I 口譯筆記（一）		
9	113/11/04 ~ 113/11/10	Note-taking for Consecutive Interpreting II 口譯筆記（二）		
10	113/11/11 ~ 113/11/17	Midterm Exam		
11	113/11/18 ~ 113/11/24	Numeric Conversion 數字轉換練習		
12	113/11/25 ~ 113/12/01	Numbers in Consecutive Interpretation 數字逐步口譯		
13	113/12/02 ~ 113/12/08	Consec E-C I 逐步口譯【英 - 中】（一）		
14	113/12/09 ~ 113/12/15	Consec E-C II 逐步口譯【英 - 中】（二）		
15	113/12/16 ~ 113/12/22	Consec C-E I 逐步口譯【中 - 英】（一）		
16	113/12/23 ~ 113/12/29	Consec C-E II 逐步口譯【中 - 英】（二）		
17	113/12/30 ~ 114/01/05	Final Exam		
18	114/01/06 ~ 114/01/12	Flex week: Final feedback & 作業上傳		iClass繳交Practice Log

Key capabilities	International mobility
Interdisciplinary	
Distinctive teaching	
Course Content	語言
Requirement	◆第一節上課即介紹本學期課程，請勿缺席。◆每次缺席直接自總分扣2分(請假扣1分)，且會影響該次平時成績。曠課一小時相當於缺課一次。出席率、課堂參與度及學習態度將列為重要評分考量。◆期中考及期末考採報告或口試型式。◆課程規劃僅供參考，實際內容仍有可能視學生程度及需求調整。
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Videos
References	參考書目: 1.周兆祥、陳育沾(1995)。《口譯的理論與實踐》。台灣商務印書館。2.劉敏華(2008)。《逐步口譯與筆記》。書林出版有限公司。3.林燕玲(2016)。《現代口譯教程:逐步口譯技巧與實踐》。書林出版。4.林超倫(2004)。《實戰口譯 實戰練習》。經典傳訊文化。
Grading Policy	◆ Attendance : 10.0 % ◆ Mark of Usual : 50.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 20.0 % ◆ Other < > : %
Note	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 . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.