

Subject Code	FH6302
Subject Title	Interpreting Studies
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	The subject aims to familiarize students with the state of the art of the newly emerged discipline of Interpreting Studies by guiding them through the evolution of the field, reviewing seminal concepts and models of major schools as well as helping them to identify present and future trends in this fast developing area. It also aims to develop students' critical understanding of the main interpreting theories by encouraging them to apply these theories to analyze their own or other professional's interpreting practices and to reflect on the cross-cultural communication issues arising from different stages of interpreting process.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. understand the evolutionary history of Interpreting Studies; b. grasp the essential difference between Translation Studies and Interpreting Studies; c. develop their knowledge of the main interpreting theories and schools; d. apply interpreting theories to analyze their own or other interpreting activities; e. have a sound understanding of the nature of interpreting research and the interpreting-specific research methods and the tools; f. to develop the ability to work as a team by doing group projects to solve interpreting-specific issues they have observed in real life; <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> g. develop their critical thinking abilities on interpreting as an important social, communicative and cognitive process; h. equip with the fundamental skills needed to perform interpreting research tasks;
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. interpreting and/or versus translation: a brief history of conference interpreting; 2. major concepts of Interpreting Studies;

	<ol style="list-style-type: none"> 3. research methods in Interpreting Studies; 4. models, approaches and paradigms of Interpreting Studies; 5. process-oriented research of Interpreting Studies; 6. product-oriented or performance-oriented research of Interpreting Studies; 7. interpreting pedagogue and corpus-based approach to Interpreting Studies; 8. code of ethics and future trends for Interpreting Studies
--	--

Teaching/Learning Methodology	<p>This subject will be taught through lectures and laboratory exercises. Students will be required to finish the pre-assigned reading materials related to the weekly topic before they come to the class. In addition to listening to instructor’s explanations, students are also required to do some interpreting tasks in the class. It is hoped that their hands-on experience will help them examine and reflect critically on the theories they have learnt. Students’ performance in interpreting will also be recorded for peer review and, if necessary, for further discussion among the class.</p>
--------------------------------------	---

Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Essay 1</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Essay 2</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="8"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h	1. Essay 1	50%	✓	✓	✓	✓	✓	✓	✓	✓	2. Essay 2	50%	✓	✓	✓	✓	✓	✓	✓	✓	Total	100 %								
	Specific assessment methods/tasks			% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
		a	b		c	d	e	f	g	h																																							
	1. Essay 1	50%	✓	✓	✓	✓	✓	✓	✓	✓																																							
	2. Essay 2	50%	✓	✓	✓	✓	✓	✓	✓	✓																																							
Total	100 %																																																
<p>The subject will be assessed by two 2,000-word essays. In the essay, students are required to either review critically on one of the chosen topics in Interpreting Studies or comment on how interpreting theories impact on their practice or expand our knowledge towards certain aspects of interpreting.</p>																																																	

Student Study Effort Expected	Class contact:	
	• Lectures	39 Hrs.
	Other student study effort:	
	• Library search	35 Hrs.
	• Reading relevant literature	58 Hrs.
	Total student study effort	132 Hrs.

**Reading List and
References**

- Danks, Joseph H., Gregory M. Shreve, Stephen B. Fountain & Michael K. McBeath (eds) (1997) *Cognitive Processes in Translation and Interpreting*, Thousand Oaks, London & New Delhi: SAGE Publications.
- Gile, Daniel (ed) (2001) *Getting Started in Interpreting Research: Methodological Reflections, Personal Accounts and Advice for Beginners*, Amsterdam & Philadelphia: John Benjamins Publishing House.
- Garzone, Giulianna and Maurizio Viezzi (2002) *Interpreting in the 21st Century: Challenges and opportunities: Selected papers from the 1st Forli Conference on Interpreting Studies*, Amsterdam/ Philadelphia: John Benjamins Publishing Company.
- Gile, Daniel (1995) *Basic Concepts and Models for Interpreter and Translator Training*, Amsterdam & Philadelphia: John Benjamins Publishing Company.
- Lambert, Sylvie and Barbara Moser-Mercer (1994) *Bridging the Gap: Empirical research in simultaneous interpretation*, Amsterdam: John Benjamins Publishing.
- Nolan, James (2004) *Interpretation: Techniques and Exercises*, Clevedon: Multilingual Matters LTD.
- Phelan, M. (2001) *The Interpreter's Resource*, Clevedon: Multilingual Matters.
- Pöchhacker, Franz (2004) *Introducing Interpreting Studies*, London : Routledge.
- Pöchhacker, Franz and Miriam Shlesinger (2002) *The Interpreting Studies Reader*, London: Routledge.
- Sawyer, David B. (2004) *Fundamental Aspects of Interpreter Education: Curriculum and Assessment*, Amsterdam & Philadelphia: John Benjamins Publishing Company.
- Seleskovitch, Danica and Marianne Lederer (1995) *A Systematic Approach to Teaching Interpretation*, New York: The Registry of Interpreters for the Deaf.