

Course Information					
Course Code	EN317	* Credit Hours	32	* Credits	2
* Course Name	2				
(Course Type)	Interpretation II				
Target Audience					
(Language of Instruction)					
* School	School of Foreign Languages				
Prerequisite					
Instructor		(Course Webpage)			
* Description	1				

* Description	<p>This course is designed to further improve the skills and techniques introduced in Interpretation I.</p> <p>Interpretation II introduces students to comprehensive interpreting techniques and help them develop skills and techniques for summarizing, note-taking, public speaking, and memory enhancement.</p> <p>Through task-oriented classroom activities, this course encourages students exposure to information and knowledge of all subjects, introduces to literature and data research techniques.</p> <p>Lectures, interpreting simulations, and mass media exposure, and other means will be used in this course to familiarize students with necessary skills and requirements for consecutive interpreting tasks regarding different topics and occasions (such as ceremonial occasions, business talks, etc. ). And to provide students with better understanding of China's basic policies and domestic issues.</p> <p>This course is also designed to equip students with cross-cultural communication competence, comprehensive humanistic quality, and reasoning ability, so that they can meet the professional requirements better.</p> <p>This course will reinforce the students' comprehensive ability of interpreting and lay a solid foundation for their study and practice of simultaneous interpretation.</p>
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Course Syllabus

* (Learning Outcomes)	<ol style="list-style-type: none"> <li>1</li> <li>1)</li> <li>2)</li> <li>3)</li> <li>2.</li> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> <li>5)</li> <li>6</li> <li>3.</li> </ol>
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*  (Class Schedule & Requirements)						
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		2				
		4				
		4				
	1	2				

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		4				
	2	2				
		6				
	3	2				
* (Grading)	60%		10%		30%	

<p>* (Textbooks &amp; Other Materials)</p>	<p>Joan Pinkham 2000 <i>The Translator's Guide to Chinglish</i>,  2004</p>
<p>More</p>	
<p>Notes</p>	

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