

City University of Hong Kong

Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester A in 2014 / 2015

Part I

Course Title: Language and Literature in Translation

Course Code: LT5621

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: English supplemented with Chinese (Cantonese/ Putonghua)

Medium of Assessment: English supplemented with Chinese

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: CTL5621 Language and Literature in Translation

Exclusive Courses: Nil

Part II

Course Aims

This course aims to enhance the students' command of English in both understanding and in writing scholarly essays. By reading and analyzing a number of exemplary texts in different literary genres, this course helps students to appreciate the language, the organization, and the style of these exemplary texts, to discover the ways in which effective expression and communication can be achieved, and to have a higher level of understanding by analysis and imitation.

Upon completion of this course, the students should (1) be able to understand complex texts of various kinds; (2) be able to appreciate the sophistication of texts beyond the level of the common daily language; (3) have a sense of style in writing; and (4) be able to creatively write the kind of scholarly essay that will be most useful when they themselves need to write and express themselves in a sophisticated and effective manner.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Analyse the English language used in scholarly writing and in literary expression	
2.	Evaluate and compare the style and effective ways of expression as represented by exemplary texts in English literature	
3.	Analyze the meaning and style of important English texts and develop a good vocabulary and idiomatic usage	
4.	Organize ideas creatively into a coherent argument for a scholarly essay	

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1	Lecture	2
CILO 2	Reading	1
CILO 3	Group discussion	1
CILO 4	Group and individual assignment	1

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 2, 3, 4.	Term paper	80%	The term paper is the most important indication of the student's understanding and performance, it should be around 10 to 15 pages of double-spaced lines.

CILO 1, 2, 3	Class attendance and discussion	20%	Class discussion and presentation are significant indicators of the student's active involvement in the course
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Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: Standard (A+, A, A-...F). Grading is based on students' performance in assessment tasks/activities.

Excellent (A-, A, A+)	Good (B-, B, B+)	Adequate (C-, C, C+)	Marginal (D)
Excellent in analysing the English language used in scholarly writing and in literary expression, in evaluating and comparing the style and effective ways of expression as represented by exemplary texts in English literature, in analysing the meaning and style of important English texts and developing a good vocabulary and idiomatic usage, and in organizing ideas creatively into a coherent argument for a scholarly essay	Good in analysing the English language used in scholarly writing and in literary expression, in evaluating and comparing the style and effective ways of expression as represented by exemplary texts in English literature, and in analysing the meaning and style of important English texts and developing a good vocabulary and idiomatic usage; exhibit good ability in organizing ideas creatively into a coherent argument for a scholarly essay	Adequate in analysing the English language used in scholarly writing and in literary expression, in evaluating and comparing the style and effective ways of expression as represented by exemplary texts in English literature, and in analysing the meaning and style of important English texts and developing a good vocabulary and idiomatic usage; demonstrate some ability in organizing ideas creatively into a coherent argument for a scholarly essay	Poor in analysing the English language used in scholarly writing and in literary expression, in evaluating and comparing the style and effective ways of expression as represented by exemplary texts in English literature, and in analysing the meaning and style of important English texts and developing a good vocabulary and idiomatic usage; show little sign of the ability to organize ideas creatively into a coherent argument for a scholarly essay

Part III

Keyword Syllabus

Linguistic competence and literary competence; exemplariness of good English writing; effective expression; style of writing; creativity, appreciation and analysis of literary texts; literary language and non-literary language; approaches to critical appreciation of literature; Chinese-English parallel texts.

Recommended Reading

Text(s)

The Norton Anthology of English Literature

王佐良 et al (eds.), 《英國文學名篇選注》 [*An Anthology of English Literature Annotated in Chinese*] (Beijing: the Commercial Press, 1983)

Online Resources

<http://www.english.upenn.edu/~traister/texts.html>