

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: Bilingual Reading and Writing for Translators

Course Code: LT5617

Course Duration: 1 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: NIL

Exclusive Courses: NIL

Part II

Course Aims

The course aims to illuminate students of the complex resemblances and interconnections between bilingual reading and writing. It prompts students to investigate the linguistic, cultural, and aesthetic contexts of the two language systems of English and Chinese through the mutually enhancing reading and writing activities. It expands their awareness of the contemporary literary and professional genres and develops the ability to analyse and evaluate functional variation in language use in these genres. And, the critical reading of some translated works will inform the students' own writing and translating and improve their decisions about lexical choices, syntactic patterns, and rhetorical devices to master the element of writing craft in their translation activities.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	Identify special forms and structure in English and Chinese language.	
2.	Describe various genres of English and Chinese literary and/or professional texts.	
3.	Analyse contemporary literary and/or professional texts with a focus on writing craft.	
4.	Identify elements of craft that inform the writing and translating process in producing the literary and/or professional works.	
5.	Demonstrate the mastery of translating skills which show an understanding of the salient features of English and Chinese languages and specific genres of literary and/or professional works.	

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)
CILOs 1-4	Assigned readings to be completed prior to attending the course.	
CILOs 1-4	Tutorial - In class discussion and group presentation of the assigned reading stimulates reflection and understanding of writing and translating craft of the specific genre(s).	
CILOs 1-4	Critical essays or written reflections of specific elements of craft in the assigned readings focus analytical thinking about writing and translating craft and the creative process.	
CILOs 1-5	Translation assignment relating to any specific genre of works discussed in the course.	

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
CILOs 1-4	Reading journals	30%	
CILOs 1-4	Group presentation	20%	
CILOs 1-4	Critical essay	30%	
CILOs 1-5	Translation assignment	20%	

Grading of Student Achievement

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

Assessment Criteria

The tables below set out the assessment criteria for the reading journals, group presentation, critical essay and translation assignment. All students are expected to submit their work on time in accordance to the schedule agreed upon with the faculty mentor for the semester. Late submissions may result in the reduction of one minus grade for each late submission to the final grade (i.e.: B+ becomes B; B becomes B-; etc.).

Assessment Criteria: Reading Journals (total 30%)

Grade	
A	Journal demonstrates notably significant evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a superior level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
B	Journal demonstrates significant evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a good level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
C	Journal demonstrates evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates an average level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
D	Journal demonstrates limited evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a poor level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
F	Journal demonstrates little to no evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a limited to incompetent level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.

Assessment Criteria: Group Presentation (20%)

Grade	
A	The topic is extremely well-presented and analysed. All relevant information is excellently covered. The purpose of analysing and presenting the material is completely achieved. Style and tone are highly appropriate.
B	The topic is competently presented and very well analysed. The information is sufficiently covered. The purpose of analysing and presenting the material is achieved. Style and tone are appropriate.
C	The topic is adequately presented and is analysed reasonably well. Only part of the information is covered. The purpose of analysing and presenting the material is partially achieved. Style and tone are somewhat appropriate.
D	The topic is sketchily presented and inadequately analysed. Only limited information is included. The purpose of analysing and presenting the material is not fully achieved. Style and tone are inappropriate.
F	The topic is very poorly presented and very inadequately analysed. Extremely limited or inaccurate information is included. The purpose of analysing and presenting the material is not achieved in any way. Style and tone are totally inappropriate.

Assessment Criteria: Critical Essay (30%)

Grade	
A	Writing demonstrates superior ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are well organized, clear, concise and show evidence of sound and highly original critical thinking and depth of analysis. Text(s) selected for analysis and the analysis demonstrate a superior appreciation of what constitutes literary quality in creative and/or professional works; judgments are supported by excellent examples from the text(s) and secondary sources, if applicable.
B	Writing demonstrates good ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are organized, clear, concise and show evidence of sound critical thinking, some originality and depth of analysis. Text(s) selected for analysis and the analysis demonstrate a good appreciation of what constitutes literary quality in creative and/or professional works; judgments are supported by good examples from the text(s) and secondary sources, if applicable.
C	Writing demonstrates average ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are organized and show sound critical thinking and some depth of analysis. Text(s) selected for analysis and the analysis demonstrate an average appreciation of what constitutes literary quality in creative and/or professional works; judgments are supported by reasonable examples from the text(s) and secondary sources, if applicable.
D	Writing demonstrates poor ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are marginally organized and lack depth in critical thinking and analysis. Text(s) selected for analysis and the analysis demonstrate a poor or limited appreciation of what constitutes literary quality in creative and/or professional works; judgments are not well supported by examples from the text(s) or secondary sources.

F	Writing is incompetent and demonstrate little or no ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are disorganized and lack critical thinking and analysis. Text(s) selected for analysis and the analysis demonstrate little or no appreciation of what constitutes literary quality in creative and/or professional works; judgments are not supported by examples from the text(s) or secondary sources.
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Assessment Criteria: Translation Assignment (20%)

Grade	
A, A-	Display complete understanding of the source text. Translate and write accurately with excellent lexical choice. Convey the meaning effectively with few grammatical mistakes. Render in the target language expressively with appropriate and consistent style.
B+, B, B-	Show good understanding of the source text. Translate and write accurately with good choice of words. Convey the meaning clearly with random grammatical mistakes. Render in the target language expressively with appropriate and consistent style (but not throughout the entire translation).
C+, C, C-	Show adequate understanding of the source text. Translate and write with average level of accuracy and fidelity. Convey the meaning not clearly with random and systematic errors. Render in the target language not consistently and expressively enough.
D	Show limited understanding of the source text. Translate and write in the target language with limited degree of accuracy and fidelity. Convey the meaning not clearly with random and systematic errors. Render in the target language with limited consistency and expressiveness.
F	Show extremely limited understanding of the source text. Translate and write in the target language inaccurately and awkwardly with limited consistency. Convey the meaning poorly with a large number of errors. Render in the target language in an illogical, incoherently way.

Part III

Keyword Syllabus

Composing and comprehending via literature, receptive and expressive language, shadow writing, the affordances of genres, craft of revision, ideology behind the text, intertextuality, interpreting discourse

Recommended Reading

Ball, Cheryl E. and Kalmbach, James. 2010. *RAW (Reading and Writing) New Media*. Cresskill: Hampton Press.

Bromley, Karen D. 1992. *Language Arts: Exploring Connections (2nd Ed.)*. Boston: Allyn and Bacon.

Buss, K. and Karnowski, L. 2002. *Reading and Writing: Nonfiction Genres*. Delaware: International Reading Association.

English, Fiona. 2011. *Student Writing and Genre: Reconfiguring Academic Knowledge*. London and New York: Continuum.

Forman, Janis. 1990. Rethinking reading and writing from the perspective of translation. *College English*, Vol.52, No.6 (Oct.1990), pp.676-682.

Goatly, Andrew. 2000. *Critical Reading and Writing: An Introductory Coursebook*. London and New York: Routledge.

- Hoy II, Pat C. 1992. *Reading and Writing Essays: The Imaginative Tasks*. New York: McGraw-Hill.
- Muller, Jake. 2010. *Writing in the Social Sciences: A Guide for Term Papers and Book Reviews*. Ontario: Oxford University Press.
- Perl, S. and Schwartz, M. 2014. *Writing True: The Art and Craft of Creative Nonfiction* (2nd Ed.). Boston: Wadsworth.
- Roberts, Edgar V. 1991. *Writing Themes About Literature*. Englewood Cliffs: Prentice-Hall.