

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: Special Topics in Translation & Interpretation

Course Code: LT5630

Course Duration: 1 semester

Credit Units: 3

Level: P5

Medium of Instruction & Assessment: English is the main medium of instruction and assessment, but Chinese is allowed in situations where English-Chinese translation and interpretation, bilingual legal drafting, or study of Chinese language, literature and culture, is involved.

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: CTL5630 Special Topics in Translation & Interpretation

Exclusive Courses: Nil

Part II

Course Aims

This course aims to consolidate and deepen students' knowledge of translation and interpretation studies by providing them with a forum for in-depth discussion conducive to scholarship, originality and the development of their analytical and critical skills.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	Understand and describe the academic and professional attitude towards integration of theory and practice in translation and interpretation	
2.	Evaluate translational quality by applying major contemporary approaches and principles	
3.	Discuss analytically methodologies for tackling practical translation and interpretation tasks with a view to discovering new methodological insights or creating innovative methods	
4.	Pursue a subject area of the discipline to substantial depth	

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&2	Lecture & Tutorial: Discourse, Translation, and Interpreting	
CILOs 1&2	Lecture & Tutorial: Text and Cultural Context in (Re-)Translation and/or Interpreting	
CILO 3	Lecture & Tutorial: Textual accountability in translation and/or Interpreting to understand and evaluate the relationship between source and target text	
CILO 4	Lecture & Tutorial: Demonstration and analysis of research methodology with reference to a selected topic with a view to discovering new methodological insights or creating innovative methods	
CILOs 1-4	Group Project Work: Translation/interpreting, discussion and commentary with a view to demonstrating an analytical understanding of theoretical concepts and application of theory to practice, and to evaluating translations discover any creative methods	

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	Attendance to and participation in tutorials and group projects	50%	
CILOs 1-4	Semester-end test: Multiple questions and essay questions (1 hour)	50%	

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 student performance in assessment tasks/activities.

Excellent (A-, A, A+)	Good (B-, B, B+)	Adequate (C-, C, C+)	Marginal (D)
(i) Clear and critical understanding of key concepts; (ii) perceptive critique of existing literature; (iii) original idea and point of view; (iv) very good management of research processes; (v) personal views comprehensively substantiated and translations effectively supported by relevant theories; (vi) strategic use of other people's ideas and information; (vii) logical organization of	(i) Adequate knowledge of key concepts; (ii) adequate critical literature review; (iii) some originality; (iv) good understanding and practice of the research processes; (v) personal views substantiated and translations theoretically supported; (vi) good use of other people's ideas and information; (vii) logical organization of ideas; (viii) good use of argumentation	(i) Acceptable knowledge of key concepts; (ii) limited critical literature review; (iii) some attempt to derive insights; (iv) acceptable understanding and practice of the research processes; (v) good summary of other people's ideas and information; (vi) logical organization of ideas; (vii) some support for personal views and translations; (viii) appropriate use of argumentation	(i) Poor knowledge of key concepts; (ii) very limited critical literature review; (iii) little attempt to derive insights; (iv) poor understanding and practice of the research processes; (v) mere collection of other people's ideas and information; (vi) poor organization and argumentation; (vii) little support for personal views and translations; (viii) little or inappropriate use of argumentation strategies; (xi)

ideas; (viii) excellent use of argumentation strategies; (ix) writing in an effective academic style and format; (x) excellent command of the English language	strategies; (ix) writing in the appropriate academic style and format; (x) good command of the English language	strategies; (ix) present the academic writing in an acceptable style and format; (x) adequate command of the English language	inappropriate writing style and format for academic discourse; (x) poor command of the English language
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Ten criteria, of equal weighting, are used to define the student's performance.

Part III

Keyword Syllabus

There is no formal syllabus for the seminar. Special topics to be covered will vary from year to year depending on the availability of expertise in the Department, timetable constraint and students' interests and major fields of study. At present the Department offers specialized translation in commerce, law, literature, the media, government and public administration, and science and technology on the one hand, and professional, consecutive and liaison interpreting and interpretation methodology on the other. Other appropriate areas may include history of translation, translation criticism, hermeneutics, contrastive cultural studies, and information presentation in interpretation.

Recommended Reading

Text(s)

The reading list will be periodically updated.

Baker, M. (ed.). 1997. *The Routledge encyclopedia of translation studies*. London: Routledge.

陳德鴻, 張南峰. (編). 2000. *西方翻譯理論精選*. 香港: 香港城市大學出版社.

Chesterman, A. 2002. *Can theory help translators?* Manchester: St. Jerome.

Dollerup, Cay and Vibeke Appel (eds.). 1996. *Teaching Translation and Interpreting 3: New Horizons*. Amsterdam/Philadelphia: Benjamins.

Gentzler, E. 2001. *Contemporary translation theories*. (2nd ed.). Clevedon: Multilingual Matters.

Gile, Daniel. 1995. *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam/Philadelphia: John Benjamins.

Hatim, Basil. 1997. *Communication Across Cultures: Translation theory and contrastive text linguistics*. Exeter: Exeter UP.

Hatim, B. & Mason, I. 1997. *The translator as communicator*. London: Routledge.

- Hung, Eva (ed.) *Teaching Translation and Interpreting: Building Bridges*.
Amsterdam/Philadelphia: John Benjamins.
- Lederer, Marianne. 2007. 'Can theory help translator and interpreter trainers and trainees?'. In *The Interpreter and Translator Trainer* Vol.1:1. 15-35.
- Nord, C. 1997. *Translating as a purposeful activity: Functionalist approaches explained*. Manchester: St. Jerome.
- Robinson, Douglas. 1997. *Becoming a Translator: An accelerated course*. London and New York: Routledge.
- Venuti, Lawrence (ed.). 2000. *The Translation Studies Reader*. London and New York: Routledge.
- 吳冰(主編). 1995. 《漢譯英口譯教程》. 北京: 外語教學與研究.
- 楊恩堂 姚秀清(主編). 1993. 《英語口譯技巧》. 青島: 青島.

Journals

中國翻譯

翻譯季刊

翻譯學報

Babel

Bibliography of Translation Studies

Meta

Perspectives: Studies in Translatology

Target

Translation Studies Abstracts

The Translator

The Interpreter and Translator Trainer