

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 /18

Part I Course Overview

Course Title: Translation Methodology

Course Code: LT5604

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: 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.

Medium of 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:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5604 Translation Methodology

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to give a first introduction to aspects of translation method (both in translation from Chinese to English and from English to Chinese), so as to equip students with a key understanding of commonly recurring translation problems and the various strategies or conceptual approaches that may be used to deal with them. It has a strongly practical focus.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Identify key recurrent problems in the translation of Chinese to English and English to Chinese, using an appropriate terminological framework.		✓	✓	✓
2.	Formulate appropriate strategies for and creative solutions to such problems.		✓	✓	✓
3.	Translate accurately and appropriately in a range of fields and text-types.		✓	✓	✓
4.	Reflect critically on their own translation output, using an appropriate conceptual framework.		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures and teacher-facilitated discussion of key concepts, problems and strategies.	✓	✓	✓				
2	A wide variety of in-class exercises – to be performed in small groups, or where appropriate, individually. These will focus on identification of problems, translation of selected words, sentence patterns and paragraph-length text-samples. Class discussion of students' choices will follow.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 60 %								
Translation assignment , from English-Chinese. Individual assignment. It will involve a translation with critical commentary on translation problems.	✓	✓	✓	✓			20%	
Translation assignment , from Chinese-English. Individual assignment. It will involve a translation with critical commentary on translation problems.	✓	✓	✓	✓			20%	
Group presentation, groups of students will be assigned presentation tasks on translation of variety of text types or topics on translation issues.	✓	✓	✓	✓	✓	✓	20%	
Examination: 40 % (duration: 2 hours) Translation questions: English-Chinese, Chinese-English, plus commentary on translation problems. (CILO No. 1-4)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Translation assignment, from English-Chinese	Identifying recurrent translation problems, formulating appropriate strategies for addressing such problems, generating creative solutions to such problems, translating accurately and appropriately, and reflecting critically on their own translation output, all within an appropriate conceptual framework.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Translation assignment, from Chinese-English	Identifying recurrent translation problems, formulating appropriate strategies for addressing such problems, generating creative solutions to such problems, translating accurately and appropriately, and reflecting critically on their own translation output, all within an appropriate conceptual framework.	High	Significant	Moderate	Basic	Not even reaching marginal levels

3. Group presentation	Identifying recurrent translation problems, formulating appropriate strategies for addressing such problems, generating creative solutions to such problems, translating accurately and appropriately, and reflecting critically on their own translation output, all within an appropriate conceptual framework; or carrying out in-depth research on topics related to translation, such as public notice.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Examination	Identifying recurrent translation problems, formulating appropriate strategies for addressing such problems, generating creative solutions to such problems, translating accurately and appropriately, and reflecting critically on their own translation output, all within an appropriate conceptual framework.	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Ways of approaching translation; Source and Target text; cultural problems in translation; translation strategies, calque, neologism, domestication, foreignization, etc.; paratextual devices; lexical gaps; contrastive sentence patterns in Chinese and English; syntactic structures in translation; genre and text-typological issues.

2. Reading List

Recommended Readings

Text(s)

1.	Baker, Mona, <i>In Other Words: a Coursebook on Translation</i> , London: Routledge, 1992.
2.	Chau, Simon (周兆祥), <i>Fanyi Shiwu 翻譯實務 (Translating in Practice)</i> , Hong Kong, 1986, reprinted Taipei: Taiwan Shangwu Yinshuguan, 1995.
3.	Chen Ding'an 陳定安, <i>Ying Han Bijiao yu Fanyi 英漢比較與翻譯</i> , Beijing: Zhongguo Duiwai Fanyi Chubanshe, 1998.
4.	Fawcett, Peter, <i>Translation and Language: Linguistic Theories Explained</i> , Manchester: St. Jerome, 1997.
5.	Hatim, Basil, <i>Communication Across Cultures: Translation Theory and Contrastive Text Linguistics</i> , Exeter: Exeter University Press, 1997.
6.	Hatim, Basil, and Jeremy Munday, <i>Translation: An Advanced Resource Book</i> , London and New York: Routledge, 2004.
7.	Hervey, S., and I. Higgins, <i>Thinking Translation: A Course in Translation Method, French-English</i> , London: Routledge, 1992.
8.	Newmark, Peter, <i>A textbook of translation</i> , New York: Prentice-Hall, 1988.
9.	Newmark, Peter, <i>Approaches to Translation</i> , Prentice Hall, 1988.