

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2022 / 23**

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**Part I Course Overview**

**Course Title:** Terminology and Translation

**Course Code:** LT5459

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

The aim of this course is to familiarize students with key concepts, fundamental principles and methodologies, and some advanced topics in modern terminology and terminography, including definition of term in relation to concept and concept system, history of terminology with an origin from nomenclature in science and technology, language for special purposes, analysis of term structure, terminology and ontology, terminology standardization and harmonization, termbank development and management, and basic technologies of computational terminology such as automatic term recognition. The notions, knowledge and methodologies taught to students may be reinforced by field work such as development of concept system, compilation of (mono- or bi-lingual) terms for termbank construction and terminology translation for a small (sub)domain of their interest.

### 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.	Describe the key concepts, principles, methodologies, and the milestones of development of the discipline.		✓	✓	
2.	Apply the principles and methodologies to recognize, examine terms in a subject field or a special domain and analyse interesting terminological phenomena in language for special purpose.		✓	✓	✓
3.	Appreciate, compare and/or criticize the views and underlying thoughts of different schools and/or subfields of terminology.		✓	✓	
4.	Apply learnt knowledge to do field work such as compiling terms for a new (sub)domain, examine issues of one's interest or review in depth a chosen topic in the field.		✓	✓	✓
		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	<b>Readings</b> Reading lecture notes/slides, selected book chapters, ISO standard documents, and articles	✓	✓	✓	✓			
2	<b>Lectures and Class Activities</b> Concepts, principles and methodologies are taught. Typical issues in terminology and terminography are selected for discussion and analysis.	✓	✓	✓				
3	<b>Assignments</b> Assignments are arranged regularly every two or three weeks, mostly in the form of essay, each on a key topic of terminology, to reinforce students' mastery of key concepts, principles and methodologies, and to develop their ability to analyse terms and/or language phenomena concerning language for special purpose.	✓	✓	✓	✓			
4	<b>Course Project</b> Besides regular assignments, a research or field work project is required for all students. The project can involve either field work on a specific (sub)domain or serious research on a significant topic in terminology or a related subject field. Students may be required to give a short presentation, of 10 minutes or less, on their projects to the class.	✓	✓	✓	✓			

### 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: 100%								
<b>Class activity participation</b> Participation in class activities throughout the semester will be evaluated by various means, especially weekly MCQ quizzes on previous lectures.	✓	✓	✓	✓			10%	
<b>Assignments</b> Correct understanding and appropriate application of learned notions, principles and	✓	✓	✓	✓			40%	

methodologies in problem analysis and resolution; Developing critical thinking via appreciating and even criticizing existing work or views, and/or developing and organizing one's own thoughts towards problem resolution or phenomenon analysis.								
<b>Project Report</b> All students will complete a research or field work project and write a project report of about 3000 words (excluding figures, tables, appendix and references). Students are welcome to meet with the course leader in developing and finalizing topics (ideas) of their projects. Students will also be required to give a short presentation on their research project (about 10 minutes or less) to the class. Each student will work individually on a project and turn in a written report of the project.	✓	✓	✓	✓			50%	
Examination: % (duration: , if applicable)							100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class activity participation	Marks of MCQ quizzes	1. Excellent knowledge of main topics, key issues, basic concepts, ideas, principles and theories in the domain. 2. Excellent, creative application of learned knowledge from this course to explore the key issues for sound solutions. 3. Very active participation and high performance.	1. Good knowledge of main topics, key issues, basic concepts, ideas, principles and theories in the domain. 2. Good application of learned knowledge from this course to explore the key issues for sound solutions. 3. Active participation and good performance.	1. Adequate basic knowledge of main topics, key issues, basic concepts, ideas, principles and theories in the domain. 2. Fair or marginal application of learned knowledge from this course to explore the key issues for sound solutions. 3. Adequate participation and fair performance. 4. Basic or marginal familiarity with the subject matter as whole.	1. Poor familiarity with the subject matter. 2. Poor ability or fail to apply learned knowledge from this course to explore the key issues for sound solutions. 3. Poor participation and poor performance.
2. Assignments	Knowledge, attitude, ability, creativity, accomplishment and performance in completing and/or presenting demons and/or assignments				
3. Project Report					

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class activity participation	Marks of MCQ quizzes	4. Excellent knowledge of main topics, key issues, basic concepts, ideas, principles and theories in the domain. 5. Excellent, creative application of learned knowledge from this course to explore the key issues for sound solutions. 6. Very active participation and high performance.	4. Good knowledge of main topics, key issues, basic concepts, ideas, principles and theories in the domain. 5. Good application of learned knowledge from this course to explore the key issues for sound solutions. 6. Active participation and good performance.	1. Adequate knowledge of main topics, key issues, basic concepts, ideas, principles and theories in the domain. 2. Fair application of learned knowledge from this course to explore the key issues for sound solutions. 3. Adequate participation and fair performance.	1. Basic familiarity with the subject matter. 2. Marginal ability to apply learned knowledge from this course to explore the key issues for sound solutions. 3. Marginal participation and marginal performance.	4. Poor familiarity with the subject matter. 5. Poor ability or fail to apply learned knowledge from this course to explore the key issues for sound solutions. 6. Poor participation and poor performance.
2. Assignments	Knowledge, attitude, ability, creativity, accomplishment and performance in completing and/or presenting demons and/or assignments					
3. Project Report						

### 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.)

Term and terminology, language for special purpose (LSP), object and concept, conceptualization, designation, concept and concept system, history of terminology, nomenclature in science, schools of terminology, concept/term definition, term structure and term analysis, ambiguity, terminography (vs. lexicography), terminology standardization, terminology translation, termbank and terminology management, computational terminology, automatic term recognition

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Lecture notes/slides for the course
2.	Selected chapters from the recommended reading list as assigned in weekly teaching schedule
3.	Selected online materials as given in weekly teaching schedule

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Relevant chapters in the recommended reading list as provided in weekly teaching schedule
2.	Relevant online materials as provided in weekly teaching schedule.

#### Recommended Reading

##### Text(s):

##### Key references:

- Roger Berry. 2010. *Terminology in English Language Teaching: Nature and Use*. New York: Peter Lang.
- M. Teresa Cabré. 1998. *Terminology; Theory, Methods and Applications*. Amsterdam, Netherlands: John Benjamins.
- Peter L. Elkin (editor). 2012. *Terminology and Terminological Systems*. London: Springer.
- Zhiwei Feng. 1997. *An Introduction to Modern Terminology 《现代术语学引论》*. Beijing: Yuwen Chubanshe. (In Chinese)
- ISO 704:2000. *Terminology Work – Principles and Methods*. Geneva: ISO.
- ISO 1087-1:2000. *Terminology Work – Vocabulary – Part 1: Theory and Application*. Geneva: ISO.
- ISO 12620:1999. *Computer Applications in Terminology – Data Categories*. Geneva: ISO.
- Heribert Picht & Hennifer Draskau. 1985. *Terminology: An Introduction*. England: University of Surrey.
- Juan C. Sager. 1990. *A Practical Course in Terminology Processing*. Amsterdam: John Benjamins.
- Horald L. Somers (ed.). 1996. *Terminology, LSP, and Translation; Studies in Language Engineering in Honour of Juan C. Sager*. Amsterdam, Netherlands & Philadelphia: Benjamins.

*References:*

- Didier Bourigault, Christian Jacquemin, Marie-Claude L'Homme. 2001. *Recent Advances in Computational Terminology*. Amsterdam; Philadelphia, PA: John Benjamins
- Peter L. Elkin and Mark Samuel Tuttle. 2012. History of terminology and terminological logics (pp.2-7). In Peter L. Elkin (ed.), *Terminology and Terminological Systems*, Chapter 2. London: Springer-Verlag.
- Iwao M. Moriyama, Ruth M. Loy & Alastair H.T. Robb-Smith 2011. *History of the Statistical Classification of Diseases and Causes of Death*, Chapter 2 (pp.5-7) and 3 (pp.9-10). Edited & updated by Rosenberg H. M., Hoyert D. L. Hyattsville, MD: National Center for Health Statistics.
- Jean A. T. Pennington, Elizabeth C. Smith, Michele R. Chatfield, and Thomax C. Hendericks. LANGUAL: A food-description language. *Terminology* 1(2):277-289.
- Alain Rey. 1995. Origins and development of terminology. In Alain Rey, *Essays on Terminology*, Chapter 1. Amsterdam: John Benjamins.
- Hartmut Schroder. 1991. Linguistic and text-theoretical research on languages for special purposes. A thematic and bibliographical guide. In Hartmut Schroder (Ed.), *Subject-oriented Texts: Language for Special Purposes and Text Theory*, pp.1-48. Berlin: Water de Gruyter.