

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

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:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5621 Language and Literature in Translation

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

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.

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.	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		✓	✓	✓
		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	Lecture	✓						2 hours
2	Reading		✓					1 hour
3	Group discussion			✓				1 hour
4	Group and individual assignment				✓			1 hour

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%								
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.
Class attendance and discussion	✓	✓	✓				20%	Class discussion and presentation are significant indicators of the student's active involvement in the course
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. Term paper	Ability to appreciate complex texts related but not limited to translation and offer lucid commentary for a critical audience	Abundant evidence of such ability as demonstrated in critical and eloquent argumentation	Significant evidence of such ability as demonstrated in clear argumentation	Some evidence of such ability as demonstrated in the argumentation	Little to no evidence of such ability, poor argumentation
2. Class attendance and discussion	Ability to attend class regularly and engage in class and online discussions enthusiastically	Abundant evidence of quality input as observed in in-class and online participation	Significant evidence of in-class and online participation	Some evidence of in-class and online participation	Little to no evidence of in-class and online participation

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. Term paper	Ability to appreciate complex texts related but not limited to translation and offer lucid commentary for a critical audience	Abundant evidence of such ability as demonstrated in critical and eloquent argumentation	Significant evidence of such ability as demonstrated in clear argumentation	Some evidence of such ability as demonstrated in the argumentation	Little evidence of such ability as demonstrated in the argumentation	Little to no evidence of such ability, poor argumentation
2. Class attendance and discussion	Ability to attend class regularly and engage in class and online discussions enthusiastically	Abundant evidence of quality input as observed in in-class and online participation	Significant evidence of in-class and online participation	Some evidence of in-class and online participation	Little evidence of in-class and online participation	Little to no evidence of in-class and online participation

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.)

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.

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.	Rivkin, J & Ryan, M. (ed.). 2004. <i>Literary Theory: An Anthology. (2n Ed.)</i> . Oxford: Blackwell.
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2.2 Additional Readings

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

1	Bakhtin, M. (1984). <i>Rabelais and his world</i> (1st Midland book ed.). Bloomington: Indiana University Press.
2	Barthes, R. (1993). <i>Mythologies</i> . London: Vintage.
3	Benjamin, W. (2008). <i>The work of art in the age of mechanical reproduction</i> (Great ideas). London: Penguin.
4	Bourdieu, P., & Johnson, R. (1993). <i>The field of cultural production : Essays on art and literature</i> (European perspectives). New York: Columbia University Press.
5	Butler, J. (2011). <i>Bodies That Matter : On the Discursive Limits of Sex</i> . London: Routledge.
6	Culler, J. (1997). <i>Literary Theory : A Very Short Introduction</i> . Oxford University Press.
7	Derrida, J., & Spivak, G. (2016). <i>Of grammatology</i> (Fortieth Anniversary ed.). Baltimore: Johns Hopkins University Press.
8	Foucault, M. (2002). <i>The order of things : An archaeology of the human sciences</i> (Routledge classics). London ; New York: Routledge.
9	Holland, E., Deleuze, G., & Guattari, F. (1999). <i>Deleuze and Guattari's Anti-Oedipus : Introduction to schizoanalysis</i> . London ; New York: Routledge.
10	Said, E., Bayoumi, M., & Rubin, A. (2000). <i>The Edward Said reader</i> . New York: Vintage Books.
11	Steiner, G. (1998). <i>After Babel: Aspects of language and translation</i> (3rd ed.). Oxford: Oxford University Press.