

**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:** Translation and Comparative Literature

**Course Code:** LT5626

**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, 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, literature and culture, is involved.

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

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

**Equivalent Courses:**  
*(Course Code and Title)* CTL5626 Translation and Comparative Literature

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

## Part II Course Details

### 1. Abstract

This course aims to enable students, through intensive reading and discussion of representative works of major scholars in translation/cultural studies and comparative literature, to achieve a critical awareness of social, cultural, as well as literary issues crucial to comparative studies through translation as an academic discipline. Instead of technical details, the study will look into some fundamental issues in translation and comparative literature studies, such as translatability, cross-cultural differences and commonalities, language and enunciation, translation and nationalism, Orientalism, translation and modern Chinese language, etc. Creative and original application of concepts learned is a primary goal of the course.

### 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.	Devise descriptions of a system of knowledgeable of social and historical issues involved in translation and in a culture's perception of literature and translation;		✓	✓	✓
2.	Identify key cultural issues in regards to translation from both Western and Chinese cultural traditions;		✓	✓	✓
3.	Analyze and understand literary and cultural issues from a translation perspective;		✓	✓	✓
4.	Analyze and understand translation issues from literary and cultural perspectives;		✓	✓	✓
5.	Conduct independent research on certain topics in these areas of translation and comparative literature;		✓	✓	✓
6.	Communicate effectively on these topics, both verbally and in writing.		✓	✓	✓
		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	5	6	
1	<b>Readings</b> One or two essays or book chapters per week before each lecture.	✓	✓	✓	✓			
2	<b>Lectures</b> Theories, concepts, synthesis of readings, classroom discussions	✓	✓	✓	✓			
3	<b>Tutorial presentations</b> Teamwork and public communication by tutorial groups, preferably each consisting of 3 to 4 students.	✓	✓	✓	✓	✓	✓	
4	<b>Translation exercises with Commentary</b> Productions that show linguistic command and critical awareness	✓	✓	✓	✓	✓	✓	
5	<b>Essay-writing</b> Production of a written presentation of information and analysis in a coherent and accessible manner	✓	✓	✓	✓	✓	✓	

### 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	5	6		
Continuous assessment: 100%								
<b>2 Tutorial presentations (Group work):</b> One oral presentation on translation and one on comparative literature. Students are expected to show linguistic sensitivity, critical awareness, and grasp of concepts.	✓	✓	✓	✓	✓	✓	10% x 2=20%	Graded as a group
<b>2 Translation exercises (individual work):</b> Students are required to hand in one translation from English to Chinese, and one from Chinese to English, with a commentary of about 300 words for each piece.	✓	✓	✓	✓	✓	✓	15% x 2=30%	Graded individually
<b>3. Term Essays:</b> Students are required to write an 8-page (double-spaced) term paper in English, on any topic(s) covered in the course.	✓	✓	✓	✓	✓	✓	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. Tutorial presentations	Ability to present ideas clearly and answer questions intelligently	Eloquent presentation leading to spirited floor discussion	Clear presentation leading to some floor discussion	Presentation not easy to follow and not followed by any discussion	Presentation not making any sense and not followed by any discussion
2. Translation exercise	a. Ability to produce fluent and accurate translation b. Critical awareness of issues regarding translation	Translation is nuanced and theoretically informed	Translation is accurate but not quite informed by theory	Translation is not quite accurate and not informed at all by any theory	Translation is inaccurate, unreadable and completely arbitrary
3. Term Essay	Grasp of important issues of the topics covered in the course	Full grasp of important issues and evidence of original insights	Adequate grasp of important issues and evidence of some insights	Inadequate grasp of important issues and no evidence of any insights	No understanding of important issues and no evidence of any insights

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. Tutorial presentations	Ability to present ideas clearly and answer questions intelligently	Eloquent presentation leading to spirited floor discussion	Clear presentation leading to some floor discussion	Presentation not easy to follow and not followed by any discussion	Presentation extremely hard to follow and not followed by any discussion	Presentation not making any sense and not followed by any discussion
2. Translation exercise	a. Ability to produce fluent and accurate translation	Translation is nuanced and theoretically informed	Translation is accurate but not quite informed by theory	Translation is not quite accurate and not informed at all by any theory	Translation is inaccurate and not informed by any theory	Translation is inaccurate, unreadable and completely arbitrary

	b. Critical awareness of issues regarding translation					
3. Term Essay	Grasp of important issues of the topics covered in the course	Full grasp of important issues and evidence of original insights	Adequate grasp of important issues and evidence of some insights	Inadequate grasp of important issues and no evidence of any insights	Nearly non-existent understanding of important issues and no evidence of any insight	No understanding of important issues and no evidence of any insights

### 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.)

Major interfaces between translation and literatures in the contexts of historical development of civilizations and cross-cultural interaction, as well as the establishment of national language and cultural identity; works by cultural critics and literary and translation scholars in the late 19th and the 20th centuries.

#### 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.	Selections from literary works (prose, poetry, and drama); samples of translations and their criticism
2.	Selected essays or book chapters on translation and comparative literature by Apter, Auden, Dominguez, Lefevere, Ouyang, Rorty, Zhang, etc.
3.	張隆溪，著。《比較文學研究入門》。復旦大學出版社：上海，2008。

##### 2.2 Additional Readings

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

1.	Bellos, David. <i>Is That a Fish in Your Ear?—Translation and the Meaning of Everything</i> . New York: Faber and Faber, 2011.
2.	Wong, Laurence K. P., and Chan Sin-wai, eds. <i>The Dancer and the Dance: Essays in Translation Studies</i> . Cambridge Scholars Publishing: New Castle upon Tyne, UK, 2013.
3.	陳德鴻、張南峰，編。《西方翻譯理論精選》。香港城市大學出版社：香港，2000。
4.	彭鏡禧，主編。《文學翻譯自由談》。書林：臺北，2016。