

**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: Special Topics in Translation & Interpretation

Course Code: LT5630

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) CTL5630 Special Topics in Translation & Interpretation

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

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.

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.	Understand and describe the academic and professional attitude towards integration of theory and practice in translation and interpretation	10%	✓	✓	
2.	Evaluate translational quality by applying major contemporary approaches and principles	20%		✓	✓
3.	Discuss analytically methodologies for tackling practical translation and interpretation tasks with a view to discovering new methodological insights or creating innovative methods	60%		✓	✓
4.	Pursue a subject area of the discipline to substantial depth	10%	✓	✓	
		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 & Class Activities: Discourse, Translation, and Interpreting	✓	✓					
2	Lecture & Class Activities: Text and Cultural Context in (Re-)Translation and/or Interpreting	✓	✓					
3	Lecture & Class Activities: Textual accountability in translation and/or Interpreting to understand and evaluate the relationship between source and target texts			✓				
4	Lecture & Class Activities: Demonstration and analysis of research methodology with reference to a selected topic with a view to discovering new methodological insights or creating innovative methods				✓			
5	DEC Project: Translation/interpreting, discussion and commentary with a view to demonstrating an analytical understanding of theoretical concepts and application of theory to practice	✓	✓	✓	✓			

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: 70 %								
Attendance to and participation in class activities including translation tasks, text analysis and discussion	✓	✓	✓	✓			30%	
DEC Project for in-depth analysis and application of the concepts of translation and interpretation	✓	✓	✓	✓			40%	
Examination: 30 % (duration: 2 hours, 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. Attendance to and participation in class activities	Level of class attendance. Degree of participation and mastery of subject matter in all class activities	Very high level of class attendance. Very enthusiastic participation of class activities. Demonstration of excellent command of the subject matter.	High level of class attendance. Active participation of class activities. Demonstration of good command of the subject matter.	Fair level of class attendance. Inadequate participation of class activities. Demonstration of insufficient command of most issues of the subject matter.	Failure to meet most or all the criteria: low level of class attendance; poor participation of class activities. Demonstration of poor command of the subject matter.
2. DEC project	Understanding of key concepts; personal views substantiated and translations supported by relevant theories; organization of ideas; argumentation strategies; writing in an effective academic style and format; command of the English language	Shown exceptional analysis of the subject matter with excellent discovery of the translation or interpretation issues. Excellent organisation of ideas and arguments presented in excellent language and proper academic writing format.	Shown good analysis of the subject matter with good discovery of the translation or interpretation issues. Good organisation of ideas and arguments presented in proper language and proper academic writing format.	Shown marginally acceptable analysis of the subject matter with fair discovery of the translation or interpretation issues. Below par organisation of ideas and arguments presented in weak language and marginally acceptable academic writing format.	Shown poor analysis of the subject matter with little discovery of the translation or interpretation issues. Messy organisation of ideas with arguments presented in poor language and poor academic writing format.
3. Examination	Clear and critical understanding of key concepts; personal views substantiated and translations supported by relevant theories;	Demonstration of excellent command of subject matter taught in the course. Excellent application of concepts and theories taught in class. Demonstration of excellent analytical, problem solving and	Demonstration of good command of subject matter taught in the course. Good application of concepts and theories taught in class. Demonstration of good analytical, problem solving and evaluative	Demonstration of marginal command of subject matter taught in the course. Marginal application of concepts and theories taught in class. Demonstration of marginal analytical, problem solving and	Failure to meet most or all the criteria: demonstration of poor command of subject matter taught in the course. Poor application of concepts and theories taught in class. Demonstration of poor

		evaluative abilities and creativity.	abilities and creativity.	evaluative abilities and creativity.	analytical, problem solving and evaluative abilities and creativity.
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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. Attendance to and participation in class activities	Level of class attendance. Degree of participation and mastery of subject matter in all class activities	Very high level of class attendance. Very enthusiastic participation of class activities with high attendance of class. Demonstration of excellent command of the subject matter.	High level of class attendance. Active participation of class activities with good attendance of class. Demonstration of good command of the subject matter.	Fair level of class attendance; fair participation of class activities. Demonstration of adequate command of most issues of the subject matter.	Marginal level of class attendance. Inadequate participation of class activities. Demonstration of insufficient command of most issues of the subject matter.	Failure to meet most or all the criteria: low level of class attendance. Poor participation of class activities with poor attendance of class. Demonstration of poor command of the subject matter.
2. DEC project	Understanding of key concepts; personal views substantiated and translations supported by relevant theories; organization of ideas; argumentation strategies; writing in an effective academic style and format; command of the English language	Shown exceptional analysis of the subject matter with excellent discovery of the translation or interpretation issues. Excellent organisation of ideas and arguments presented in excellent language and proper academic writing format.	Shown good analysis of the subject matter with good discovery of the translation or interpretation issues. Good organisation of ideas and arguments presented in proper language and proper academic writing format.	Shown fair analysis of the subject matter with some discovery of the translation or interpretation issues. Fair organisation of ideas and arguments presented in proper language and proper academic writing format.	Shown marginally acceptable analysis of the subject matter with fair discovery of the translation or interpretation issues. Below par organisation of ideas and arguments presented in weak language and marginally acceptable academic writing format.	Shown poor analysis of the subject matter with little discovery of the translation or interpretation issues. Messy organisation of ideas with arguments presented in poor language and poor academic writing format.

3. Examination	Clear and critical understanding of key concepts; personal views substantiated and translations supported by relevant theories;	Demonstration of excellent command of subject matter taught in the course. Excellent application of concepts and theories taught in class. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.	Demonstration of good command of subject matter taught in the course. Good application of concepts and theories taught in class. Demonstration of good analytical, problem solving and evaluative abilities and creativity.	Demonstration of adequate command of subject matter taught in the course. Adequate application of concepts and theories taught in class. Demonstration of adequate analytical, problem solving and evaluative abilities and creativity.	Demonstration of marginal command of subject matter taught in the course. Marginal application of concepts and theories taught in class. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.	Failure to meet most or all the criteria: demonstration of poor command of subject matter taught in the course. Poor application of concepts and theories taught in class. Demonstration of poor analytical, problem solving and evaluative abilities and creativity.
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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.)

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, audiovisual texts, 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, globalization, and information presentation in interpretation.

2. Reading List 2.1 Additional Readings

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

1.	Baker, M. and Saldanha, G. (ed.). 2019. <i>The Routledge encyclopedia of translation studies</i> . 3 rd ed., London: Routledge. https://doi-org.ezproxy.cityu.edu.hk/10.4324/9781315678627
2.	陳德鴻, 張南峰. (編). 2000. <i>西方翻譯理論精選</i> . 香港: 香港城市大學出版社.
3.	Gile, D.. 1995. <i>Basic Concepts and Models for Interpreter and Translator Training</i> . Amsterdam/Philadelphia: John Benjamins.
4.	Jones, R. 2014. <i>Conference interpreting explained</i> . 2 nd ed. London : Routledge.
5.	Hatim, B. & Mason, I. 1997. <i>The translator as communicator</i> . London: Routledge. [CityU eBook Accession Number: 139191. P306 .H38 1997].
6.	劉和平(編著) 2005. <i>口譯理論與教學</i> . 北京市: 中國對外翻譯出版公司.
7.	Munday, J. 2016. <i>Introducing translation studies</i> . 4 th ed., Abingdon, Oxon : Routledge. [CityU eBook Accession Number:1166164]
8.	Nord, C. 2018. <i>Translating as a purposeful activity: Functionalist approaches explained</i> . 2 nd ed., London and New York: Routledge. [https://doi-org.ezproxy.cityu.edu.hk/10.4324/9781351189354.]
9.	Robinson, D. 2020. <i>Becoming a translator: An introduction to the theory and practice of translation</i> . 4 th ed., London and New York: Routledge. [P306 .R6 2020]
10.	Venuti, Lawrence (ed.). 2021. <i>The Translation Studies Reader</i> , 4 th ed., London and New York: Routledge.

11.	<p>Journals</p> <p>中國翻譯 翻譯季刊 翻譯學報 <i>Babel</i> <i>Bibliography of Translation Studies</i> <i>Meta</i> <i>Perspectives: Studies in Translatology</i> <i>Target</i> <i>Translation Studies Abstracts</i> <i>The Translator</i> <i>The Interpreter and Translator Trainer</i></p>
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