

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2024/2025**

Part I Course Overview

Course Title:	<u>Advanced Topics in Translation and Interpretation Research</u>
Course Code:	<u>LT8807</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>R8</u>
Medium of Instruction:	<u>English is the primary medium of instruction and assessment, but where necessary, Chinese is used for discussing issues relating to Translation and Interpretation research.</u>
Medium of Assessment:	<u>English is the primary medium of instruction and assessment, but where necessary, Chinese is used for discussing issues relating to Translation and Interpretation research.</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to provide a forum for teachers and students to explore and discuss ideas, themes, issues and problems in selected areas of translation and interpretation research. By doing so, it helps to consolidate and deepen students' knowledge of translation and interpretation studies and it is conducive to scholarship, originality and the development of students' 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.	Identify research problems in a specific area and topic		✓	✓	
2.	Understand and describe the academic and professional attitude towards integration of theory and practice in translation and interpretation		✓	✓	
3.	Apply the research methods learned and express their views about the ideas and themes concerned in an intelligent and informed manner		✓	✓	✓
4	Pursue a subject area of the discipline to substantial depth and undertake some preliminary research in an area of interest		✓	✓	✓
		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 real-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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Weekly reading assignments	Relevant book chapters and journal articles on translation and interpretation research will be assigned to students.	✓	✓	✓	✓			
Lectures	Theoretical concepts, hypothesis and framework in different areas of translation and interpretation studies are introduced.	✓	✓	✓	✓			

Class discussion and assignments	Class discussion and assignments on the weekly reading assignments on translation and interpretation studies will be designed. Students will be required to complete the assignments after discussion.	✓	✓	✓	✓			
Written assignment	Written assignment will require textual analysis, translation/interpreting data analysis, theory/hypothesis evaluation and hypothesis formulation.	✓	✓	✓	✓			

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%								
Class discussion and assignments	✓	✓	✓	✓			30%	
One written assignment: the assignment will require text analysis, research finding evaluation and hypothesis formulation.	✓	✓	✓	✓			30%	
Semester-end test (2 hours) Translation concepts, theories, and framework will be covered in the test. The test will require students to demonstrate their analytical and evaluative abilities in answering questions relating to translation and interpretation studies.	✓	✓	✓	✓			40%	
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 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class discussion and assignments	Participation in discussion Accuracy of answers given to questions; depth and breadth of discussion	Strong evidence of active participation Strong evidence to support accuracy, depth and breadth of the given answers.	Good evidence of active participation Good evidence to support accuracy, depth and breadth of the given answers.	Basic evidence of active participation Basic evidence to support accuracy, depth and breadth of the given answers.	Not even reaching marginal levels in all the categories.
2. Written assignment	Textual/Data analysis Evaluation of theories and hypotheses Formulation of translation/interpretation hypothesis Clarity of written presentation	Excellent analysis Excellent evaluation of theories and hypotheses Excellent formulation of translation/interpretation hypothesis Excellent presentation	Good analysis Good evaluation of theories and hypotheses Good formulation of translation/interpretation hypothesis Good presentation	Marginally acceptable analysis Marginally acceptable evaluation of theories and hypotheses Marginally acceptable formulation of translation hypothesis Marginally acceptable presentation	Not even reaching marginal levels in all the categories.
3. Semester-end test	Knowledge of translation/interpretation concepts, theories and framework Analytical ability Problem-solving skills	Excellent mastery of such knowledge Excellent analytical performance Excellent performance in the application of theoretical frameworks in problem-solving.	Good mastery of such knowledge Good analytical performance Good performance in the application of theoretical frameworks in problem-solving	Marginally acceptable mastery of such knowledge Marginally acceptable analytical performance Marginally acceptable performance in the application of theoretical frameworks in problem-solving.	Not even reaching marginal levels in all the categories.

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. class discussion and assignments	Participation in discussion Accuracy of answers given to questions; depth and breadth of discussion	Strong evidence of active participation Strong evidence to support accuracy, depth and breadth of the given answers.	Good evidence of active participation Good evidence to support accuracy, depth and breadth of the given answers.	Moderate evidence of active participation Moderate evidence to support accuracy, depth and breadth of the given answers.	Basic evidence of active participation Basic evidence to support accuracy, depth and breadth of the given answers.	Not even reaching marginal levels in all the categories.
2. Written assignment	Textual/Data analysis Evaluation of theories and hypotheses Formulation of translation/interpretation hypothesis Clarity of written presentation	Excellent analysis Excellent evaluation of theories and hypotheses Excellent formulation of translation/interpretation hypothesis Excellent presentation	Good analysis Good evaluation of theories and hypotheses Good formulation of translation/interpretation hypothesis Good presentation	Adequate analysis Adequate evaluation of theories and hypotheses Adequate formulation of translation/interpretation hypothesis Adequate presentation	Marginally acceptable analysis Marginally acceptable evaluation of theories and hypotheses Marginally acceptable formulation of translation hypothesis Marginally acceptable presentation	Not even reaching marginal levels in all the categories.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3.Semester-end test	Knowledge of translation/interpretation concepts, theories and framework	Excellent mastery of such knowledge	Good mastery of such knowledge	Adequate mastery of such knowledge	Marginally acceptable mastery of such knowledge	Not even reaching marginal levels in all the categories.
	Analytical ability	Excellent analytical performance	Good analytical performance	Adequate analytical performance	Marginally acceptable analytical performance	
	Problem-solving skills	Excellent performance in the application of theoretical frameworks in problem-solving.	Good performance in the application of theoretical frameworks in problem-solving	Adequate performance in the application of theoretical frameworks in problem-solving	Marginally acceptable performance in the application of theoretical frameworks in problem-solving.	

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.)

Special topics to be covered will vary from year to year depending on the availability of expertise in the Department, 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, 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, and information presentation in interpretation.

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.)

The reading list will vary with the topics to be covered. Weekly reading assignments will be given by lecturers.

2.2 Additional Readings

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

1.	Baker, M. (ed.). (2009) <i>The Routledge Encyclopaedia of Translation Studies</i> (2 nd edition). London: Routledge.
2.	Gentzler, E. (2001) <i>Contemporary Translation Theories</i> (2 nd edition). Clevedon: Multilingual Matters.
3.	Munday, J. (2013) <i>Introducing Translation Studies</i> (4 th edition). London: Routledge.
4.	Gile, D. (2009) <i>Basic Concepts and Models for Interpreter and Translator Training</i> . (Revised edition). Amsterdam/Philadelphia: John Benjamins.
5.	Venuti, Lawrence (eds.). (2000) <i>The Translation Studies Reader</i> . London and New York: Routledge.
6.	陳德鴻，張南峰。（編）(2000) 西方翻譯理論精選。香港：香港城市大學出版社。
7.	Journals: 中國翻譯 翻譯季刊 翻譯學報 The Translator Target Meta Babel Translation and Interpreting Studies Perspectives: Studies in Translatology The Interpreter and Translator Trainer etc.