

# LT4363: SPECIALIZED TRANSLATION FOR GOVERNMENT AND PUBLIC ADMINISTRATION

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## Effective Term

Semester A 2024/25

## Part I Course Overview

### Course Title

Specialized Translation for Government and Public Administration

### Subject Code

LT - Linguistics and Translation

### Course Number

4363

### Academic Unit

Linguistics and Translation (LT)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

Other Languages

### Other Languages for Medium of Instruction

English / Chinese

### Medium of Assessment

Other Languages

### Other Languages for Medium of Assessment

English / Chinese

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

CTL 4363 Specialized Translation for Government and Public Administration

**Exclusive Courses**

Nil

**Part II Course Details****Abstract**

This course, building on the foundations laid in LT3348, aims to enable students to achieve sharpened linguistic and critical skills through translation practice and the critique of translation in order that they may pursue a career in the bilingual civil service of the Hong Kong Special Administrative Region Government.

**Course Intended Learning Outcomes (CILOs)**

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Translate the various documentary genres in government and public administration appropriately.		x	x	x
2	Critique the bilingual governmental documents in terms of purpose and appropriateness.		x	x	x
3	Demonstrate up-to-date knowledge of government policies and their media reportage and public reception.		x	x	x
4	Draft documents such as letters, memos, and speeches with reference to situational requirements.		x	x	x

**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.

**Learning and Teaching Activities (LTAs)**

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will engage in formal lectures on the stylistic issues in writing and translating for government with examples drawn from authentic documents.	1, 2, 3, 4

2	Presentation	Students will present their writing and translation assignments and post in advance these completed assignments on Canvas to invite discussion by all.	1, 2, 3, 4	
3	Quiz	Students will take two quizzes, one at mid-semester, the other by the end of the semester, with elaborate discussion on the strategies to tackle outstanding issues.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 Class participation Students will participate in class activities including translation and discussion of bilingual governmental texts.	1, 2, 3, 4	10	
2 Presentation Students will present their writing and translation assignments and post in advance these completed assignments on Canvas to invite discussion by all.	1, 2, 3, 4	20	
3 Quiz Students will take the two quizzes at mid-term and end of term to translate and critique the texts under time pressure so as to simulate the real working condition in government and public administration.	1, 2, 3, 4	30	

**Continuous Assessment (%)**

60

**Examination (%)**

40

**Examination Duration (Hours)**

2

**Additional Information for ATs**

Examination

A two-hour examination to test students' ability, under time constraints, to translate two short passages and account for their translation of selected parts of the texts.  
(CILO No.1-4)

### **Assessment Rubrics (AR)**

#### **Assessment Task**

1. Class participation and participation in Canvas discussion

#### **Criterion**

Ability to raise interesting points for discussion and contribute to an ongoing discussion

#### **Excellent (A+, A, A-)**

Frequent and quality contribution to the discussion in class and in Canvas discussion. Always raise new points to start discussion.

#### **Good (B+, B, B-)**

Frequent, or occasional quality contribution to the discussion in class and in Canvas discussion. Occasionally raise new points to start discussion.

#### **Fair (C+, C, C-)**

Occasional contribution to the discussion in class and in Canvas discussion. Consistently follow the discussion raised.

#### **Marginal (D)**

Some rare contribution to the discussion in class and in Canvas discussion. Seldom have any new points and occasionally follow the discussion raised.

#### **Failure (F)**

No contribution to the discussion in class and in Canvas discussion. Never raise any new points to start discussion nor follow the discussion raised.

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#### **Assessment Task**

2. Presentation in class

#### **Criterion**

Clear presentation of points of interest in a translation or bilingual writing task

#### **Excellent (A+, A, A-)**

Focused, smooth and inspirational presentation with interesting examples as illustration.

#### **Good (B+, B, B-)**

Significant – Focused and smooth presentation with relevant examples as illustration.

#### **Fair (C+, C, C-)**

Not clearly focused, read-from-script presentation with some examples as illustration.

#### **Marginal (D)**

Rather unfocused, awkwardly scripted presentation with very few relevant examples.

#### **Failure (F)**

Completely unfocused, nearly incomprehensible presentation with no relevant examples raised.

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#### **Assessment Task**

### 3. Quiz

#### **Criterion**

Ability to accomplish time-limited translation or bilingual writing tasks

#### **Excellent (A+, A, A-)**

All points effectively captured in highly readable target language.

#### **Good (B+, B, B-)**

Main points captured clearly and grammatically in target language.

#### **Fair (C+, C, C-)**

Main points captured essentially but not always smoothly in target language.

#### **Marginal (D)**

Some main points are lost and those “captured” are clumsy to read in target language.

#### **Failure (F)**

Nearly all main points are lost and the target text is full of grammatical errors.

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### **Assessment Task**

#### 4. Examination

#### **Criterion**

Ability to accomplish time-limited translation or bilingual writing tasks

#### **Excellent (A+, A, A-)**

All points are effectively captured in highly readable target language.

#### **Good (B+, B, B-)**

The main points are captured clearly and grammatically in target language.

#### **Fair (C+, C, C-)**

The main points are captured essentially but are not always smoothly in target language.

#### **Marginal (D)**

Some main points are lost and those “captured” are clumsy to read in target language.

#### **Failure (F)**

Nearly all main points are lost and the target text is full of grammatical errors.

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## **Part III Other Information**

### **Keyword Syllabus**

Drafting and translating

Mock meeting. Drafting and translating the circular with agenda, papers and minutes, press releases and reports.

Critique of government documents and their translations

Critique of selected sections of public consultation papers, Government commissioned reports, Policy Addresses, Budget Speeches, etc, and their translations.

Drafting of replies to public enquiries and criticisms

Critical reading of letters of complaints and press commentaries published in the Chinese and English press. Drafting of hypothetical replies to such complaints and commentaries.

## Evaluation of bilingual writing versus translation

Critical assessment of bilingual production of post-1997 policy addresses and budget speeches. Similarities and differences between bilingual writing and translation. Comparison of the English versions of policy addresses before and after 1997.

## Reading List

## Compulsory Readings

Title	
1	政府公文寫作手冊 [electronic resource] / 香港特別行政區政府, 公務員事務局法定語文事務部 2016.( <a href="http://library1.hkct.edu.hk/bin/webopac.exe?lan=all&amp;encode=UTF-8&amp;idx=idxid2&amp;rcn=ALFd&amp;lact=HS&amp;ffn=2016081501530524oB7.flg&amp;pbr=all&amp;mat=all&amp;sidx=1&amp;hpg=1&amp;loc=%E6%94%BF%E5%BA%9C%E5%85%AC%E6%96%87%E5%AF%A6%E4%BE%8B+%3A+%E8%A1%8C%E6%94%BF%E5%8F%8A%E4%BA%BA%E4%BA%8B&amp;arg2=&amp;csc=t&amp;pby=all&amp;dbc=&amp;arg1ex=&amp;lang=1">http://library1.hkct.edu.hk/bin/webopac.exe?lan=all&amp;encode=UTF-8&amp;idx=idxid2&amp;rcn=ALFd&amp;lact=HS&amp;ffn=2016081501530524oB7.flg&amp;pbr=all&amp;mat=all&amp;sidx=1&amp;hpg=1&amp;loc=%E6%94%BF%E5%BA%9C%E5%85%AC%E6%96%87%E5%AF%A6%E4%BE%8B+%3A+%E8%A1%8C%E6%94%BF%E5%8F%8A%E4%BA%BA%E4%BA%8B&amp;arg2=&amp;csc=t&amp;pby=all&amp;dbc=&amp;arg1ex=&amp;lang=1</a> )
2	Style Guide on Official Writing, Official Languages Division, Civil Service Bureau, 2003
3	Crystal, D. and Derek Davy (1969) Investigating English Style. Harlow: Longman.

## Additional Readings

Title	
1	陳志誠(2002) 《新世紀應用文選》 香港: 香港城市大學語文學部。
2	Eagleson, R. (1991) Writing in Plain English. Canberra: Australian Government Public Service.
3	白雲開(2001) 《21世紀商用中文書信寫作手冊》 香港: 香港城市大學出版社。