LT4380: THEORY OF TRANSLATION

Effective Term
Semester B 2022/23

Part I Course Overview

Course Title
Theory of Translation

Subject Code
LT - Linguistics and Translation
Course Number
4380

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
CTL4380 Theory of Translation

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to acquaint students with the core of modern translation theory, from simpler to more sophisticated concepts and principles, and from practical and empirical to more theoretical approaches to the translator's work. It will also encourage students to discover connections between Chinese and non-Chinese theoretical traditions in a critical and creative manner.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the various traditional translation theories in the west and in China, and explain their respective development.		x	x	x
2	Describe and discuss the major schools of contemporary translation theories.		x	x	x
3	Apply translation theories learned to the description and criticism of translation phenomena.		x	x	x
4	Describe and discuss the ideologies behind various translation practices and theories.		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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Lectures and Discussions are used to explain and clarify how various translation practices and theories emerged in different periods of time; and how to apply these theories to the description and criticism of translation phenomena	1, 2, 3, 4	3 hours

2		Oral Presentations will be arranged for students to articulate their critical understanding of theories and related concepts.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation in class activities including simple translation tasks, text analysis and discussion	1, 2, 3, 4	30	
2	Oral Presentation will be assigned for the explanation and criticism of various theories and concepts.	1, 2, 3, 4	10	
3	DEC Project will be assigned to students for in-depth application, criticism and comparison of various translation theories.	1, 2, 3, 4	30	

Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Additional Information for ATs

Examination
An examination will be set to assess students' awareness of discovery and their application of translation theories in the analysis of translation works.
(CILO No.1, 2, 3)

Assessment Rubrics (AR)

Assessment Task

1. Participation in class activities

Criterion

Attendance and quality of work done. Accuracy and fluency in translation; Organisation and clarity in discussion of theories of translation

Excellent (A+, A, A-)

Very enthusiastic participation of class activities with high attendance of class. Demonstration of excellent command of all translation theories learned; production of very accurate and fluent translation work.

Good (B+, B, B-)

Active participation of class activities with good attendance of class. Demonstration of good command of most translation theories learned; production of generally accurate and fluent translation work.

Fair (C+, C, C-)

Adequate participation of class activities with adequate attendance of class. Demonstration of command of some translation theories learned; production of some fairly accurate and fluent translation work.

Marginal (D)

Inadequate participation of class activities with low attendance of class. Demonstration of insufficient command of most translation theories; production of sloppy translation work with some substantial errors.

Failure (F)

Failure to meet most or all the criteria: poor participation of class activities with poor attendance of class. Demonstration of poor command of translation theories and production of poor translation work with many substantial errors.

Assessment Task

2. Oral presentation

Criterion

Articulation and organisation of ideas and application of translation theories

Excellent (A+, A, A-)

The topic is extremely well-presented and analysed. All relevant information is excellently covered. The purpose of analysing and presenting the material is completely achieved. Style and tone are highly appropriate.

Good (B+, B, B-)

The topic is competently presented and very well analysed. The information is sufficiently covered. The purpose of analysing and presenting the material is achieved. Style and tone are appropriate.

Fair (C+, C, C-)

The topic is adequately presented and is analysed reasonably well. Only part of the information is covered. The purpose of analysing and presenting the material is partially achieved. Style and tone are somewhat appropriate.

Marginal (D)

The topic is sketchily presented and inadequately analysed. Only limited information is included. The purpose of analysing and presenting the material is not fully achieved. Style and tone are inappropriate.

Failure (F)

The topic is very poorly presented and very inadequately analysed. Extremely limited or inaccurate information is included. The purpose of analysing and presenting the material is not achieved in any way. Style and tone are totally inappropriate.

Assessment Task

3. DEC Project

Criterion

Ability to organise and analyse what they have learned and discovered in the course

Excellent (A+, A, A-)

Shown exceptional analysis of the subject matter with excellent discovery of the translation issues.

Good (B+, B, B-)

Shown good analysis of the subject matter with good discovery of the translation issues.

Fair (C+, C, C-)

Shown some analysis of the subject matter with fair discovery of the translation issues.

Marginal (D)

Shown marginally acceptable analysis of the subject matter with fair discovery of the translation issues.

Failure (F)

Shown poor analysis of the subject matter with little discovery of the translation issues.

Assessment Task

4. Examination

Criterion

Accuracy and clarity, organization and fluency in writing and translation

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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 (F)

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.

Part III Other Information

Keyword Syllabus

Holmes' map of translation studies; the Chinese tradition; the western tradition; linguistic approach; equivalence; translation shifts; Skopos theory; descriptive translation studies; cultural turn; translation as rewriting; polysystem theory; post-colonialism; translation studies in mainland China and Hong Kong.

Reading List

Compulsory Readings

	Title
1	Chang Nam Fung (1998) Politics and Poetics in Translation, The Translator, 4:2, 249-272, DOI: 10.1080/13556509.1998.10799022

2	Chen Qiujin (2010) The application of text type in non-literary translation teaching. Translation and Interpreting Studies: The Journal of the American Translation & Interpreting Studies Association, 5(2), 208-29. https://julac.hosted.exlibrisgroup.com/permalink/f/1pqrrkl/CUH_IZ51455532090003408
3	Hu, Qian (1992) On the Implausibility of Equivalent Response (Part I). Meta, 37 (2), 289–301. https://doi.org/10.7202/003148ar
4	Lai Tzu-yun. (2011) Reliability and Validity of a Scale-based Assessment for Translation Tests. Meta, 56, (3), 713–722. https://doi.org/10.7202/1008341ar
5	Luo Xuanmin & Hong Lei (2004) Translation theory and practice in China, Perspectives: Studies in Translatology, 12:1, 20-30, DOI: 10.1080/0907676X.2004.9961488
6	Tan Zaixi (2017) Censorship in Translation: The Dynamics of Non-, Partial and Full Translations in the Chinese Context. Meta, 62 (1), 45–68. https://doi.org/10.7202/1040466ar
7	Wong, Lawrence Wang-chi, (2006). From "controlling the barbarians" to "wholesale westernization" In Asian Translation Traditions. Ed. Eva Hung and Judy Wakabayashi. London & New York: Routledge. 109-134.https://doi.org/10.4324/9781315759876
8	Zhang Meifang & Pan Li (2009) Introducing a Chinese Perspective on Translation Shifts, The Translator, 15:2, 351-374, DOI: 10.1080/13556509.2009.10799285
9	Zhong Yong & Lin Jie (2007) Are Readers Lost in the Foreign Land?Investigating the Impact of Foreignised Translation in Guangzhou, Perspectives: Studies in Translatology, 15:1, 1-14, DOI: 10.2167/pst001.0

Additional Readings

	Title
1	Baker, Mona (ed) (2011) The Routledge Encyclopedia of Translation Studies. (2nd Ed) London: Routledge.
2	Bassnett, Susan & Lefevere, André (eds) (1990) Translation, History and Culture. London: Pinter.
3	Benjamin, A. 1989. Translation and the Nature of Philosophy: A New Theory of Words. London: Routledge.
4	Briggs, Kate (2017) This Little Art. London: Fitzcarraldo.
5	Catford, J.C. (1965) A Linguistic Theory of Translation. London: Oxford University Press.
6	Chesterman, Andrew. and Emma Wagner (2002) Can Theory Help Translators? A Dialogue between the Ivory Tower and the Wordface. Manchester, UK; Northampton, MA: St. Jerome.
7	Gentzler, Edwin (2001) Contemporary Translation Theories. (2nd ed). Clevedon: Multilingual Matters.
8	Hatim, Basil & Mason, Ian (1997) The Translator as Communicator. London: Routledge.
9	Hermans, Theo (1999) Translation in Systems. Manchester: St. Jerome.
10	House, Juliane (2018) Translation: The Basics. London: Routledge.
11	Newmark, Peter (1988) A Textbook of Translation. New York: Prentice Hall.
12	Nida, Eugene A. & Taber, Charles R. (1969) The Theory and Practice of Translation. Leiden: E.J. Brill.
13	Nord, Christiane (1997) Translating as a Purposeful Activity: Functionalist Approaches Explained. Manchester: St. Jerome.
14	Polizzotti, Mark (2018) Sympathy for the Traitor. A Translation Manifesto. Cambridge, MIT Press.
15	Steiner, George (1998) After Babel: Aspects of Language and Translation. (3rd Ed.). Oxford: Oxford University Press.
16	Toury, Gideon (1995) Descriptive Translation Studies – And Beyond. Amsterdam: John Benjamins.
17	Venuti, Lawrence (1995) The Translator's Invisibility: A History of Translation. London: Routledge.
18	Venuti, Lawrence (ed) (2004). The Translation Studies Reader. (2nd Ed) London: Routledge.
19	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.
20	沈蘇儒 (1998) 論信, 達, 雅: 嚴復翻譯理論研究. 北京: 商務印書館.