

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2021 / 22

Part I Course Overview

Course Title: Reading Bilingual Literature

Course Code: LT3322

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English / Chinese

Medium of Assessment: English / Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL3322 Reading Bilingual Literature

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to empower students to critically study selected writings by authors famous and anonymous published bilingually on a range of identical topics, and to discover the ways in which the discourse features of such literature may inform the practice of translation. The emphasis is on the development of a more flexible attitude towards the role of the translator as a bilingual writer.

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.	Analyze the different discourse strategies in Chinese and English as manifested in the bilingual text pairs.		✓	✓	✓
2.	Compare these strategies vis-à-vis the strategies of the translator.		✓	✓	✓
3.	Describe and explain the stylistic differences between a bilingual text pair.		✓	✓	✓
4.	Achieve a critical bilingual reading habit.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group presentation	Ability to collaborate with team members, present critical ideas clearly and respond intelligently to questions from the floor.	High – Focused, smooth and inspirational presentation	Significant – Focused and smooth presentation	Moderate – Not clearly focused, read-from-script presentation	Basic – Rather unfocused, awkwardly scripted presentation	Not even reaching marginal levels – Completely unfocused, nearly incomprehensible presentation
2. Participation in class discussion	Ability to raise sensible questions or present ideas to further a discussion	High – Frequent and quality contribution	Significant – Frequent, or occasional quality contribution	Moderate – Occasional contribution	Basic – Some rare contribution	Not even reaching marginal levels – No contribution
3. Short in-class quizzes (MC questions)	Ability to digest issues and concepts covered in the course	High – 75% correct	Significant – 65-74% correct	Moderate – 50-64% correct	Basic – 40-49% correct	Not even reaching marginal levels – Less than 40% correct
4. Term essay	Ability to apply critical skills taught to tackle one assigned and one self-chosen bilingual text pairs	High – Original application of critical skills learnt and good English	Significant – Good application of critical skills learnt	Moderate – Not very successful application of critical skills	Basic – Not able to apply critical skills but evidence of basic comprehension of text(s)	Not even reaching marginal levels – Not able to apply critical skills and not even evidence of basic comprehension of text(s)

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.)

Literature with a small ‘l’

Effective writing. Close reading. The language of imaginative writing. The language of scripted and unscripted commentary. The language of advertising. The language of journalism. Political discourse.

Bilingual literature and translation

Skopos. Functional translation. The issue of equivalence. The “invisibility” of the translator. The politics of language and translation. The bilingual author. The professional (bilingual?) writer. The market for bilingual literature/ translation.

The organization of discourse

Metaphor and Metonymy. Ellipsis and Presupposition. Cohesion and Coherence. Receptive reading and critical response. The bilingual writer’s license vs the translator’s constraints.

Bilingual literature (excerpts) critical reading

Works by bilingual authors of diverse backgrounds in the Chinese speaking world. English translation of works by Bo Yang and Wu Zhuoliu. Commentarial pieces by bilingual authors published in local newspapers. Advertisements. The Policy Address of the Chief Executive, etc. Readings to be consolidated by lecturer.

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.	Pirozzi, Richard (2003) <i>Critical Reading Critical Thinking: A Contemporary Issues Approach</i> , New York: Longman.
2.	Hatim, B. (1997) <i>The Translator as Communicator</i> , London and New York: Routledge.
3.	McRae, J. (1992) <i>Literature with a small l</i> , New York: Prentice Hall.

2.2 Additional Readings

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

1.	Hatim, B. and I. Mason (1990) <i>Discourse and the Translator</i> , London and New York: Longman.
2.	Lakoff, G. and M. Johnson (1980) <i>Metaphors we live by</i> , Chicago: University of Chicago Press.
3.	Spivak, G. (1993/ 2000) “The politics of translation”, in L. Venuti (ed.) (2000) <i>The Translation Studies Reader</i> , London and New York: Routledge, pp. 297-416.
4.	Venuti, L. (1995). <i>The Translator’s Invisibility: A History of Translation</i> , London and New York: Routledge.
5.	Vermeer, H. J. (1996) <i>A Skopos theory of translation: some arguments for and against</i> , Heidelberg (Germany): Textcontext.