

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Audiovisual Translation

**Course Code:** LT3355

**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 (Supplemented by Chinese (Cantonese))

**Medium of Assessment:** English (Supplemented by Chinese)

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Any one of B2 / B3 translation courses

**Equivalent Courses:**  
*(Course Code and Title)* CTL3355 Audiovisual Translation

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

Audiovisual translation (AVT) is a fast-growing form of specialised translation to answer the strong demand of society. It includes inter-lingual translation (subtitling, dubbing and voice-over) and intra-lingual translation (audio description for the blind and subtitling for the hard-of-hearing and the deaf).

This is the first of two audiovisual translation courses to be offered in the department. The other is LT4319 Advanced Audiovisual Translation. It aims at helping students discover and evaluate the knowledge, logistics and basic skills in audiovisual translation (AVT), with special emphasis on subtitling; and helping them to apply what they have learned to real-life AVT tasks, especially in relation to the various genres of movies or television programmes like documentaries, dramas, comedies, cartoons, variety shows, and feature films.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Identify, evaluate and formulate the basic theoretical issues and practical procedures in the production of English and Chinese subtitles.	20%	✓	✓	
2.	Analyse and comment critically on subtitles in actual television programmes and movies.	40%	✓	✓	✓
3.	Perform real-life subtitling tasks in relation to the various genres of movies or television programmes in their respective appropriate styles.	40%	✓	✓	✓
		100%			

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

<sup>#</sup> 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.*

### 3. Teaching and Learning Activities (TLAs)

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

**Indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.**

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3			
1	<b>Lectures -</b> Basic techniques and concepts of AVT are introduced in lectures. Authentic examples of simulated cases will be used to highlight the relevant points.	✓	✓	✓			
2	<b>Tutorial discussion -</b> Practical AVT tasks are planned for students to finish in a given period of time. In addition, they will be working on their group project in tutorials.	✓	✓	✓			
3	<b>AVT Journals -</b> Students will submit AVT journals which critically evaluate the AVT phenomena they encounter on television and in movies at a regular interval as announced by the instructor at the beginning of the semester.		✓	✓			
4	<b>eLearning -</b> Students are encouraged to make use of the web (e.g. Canvas) for research and exchange of views.	✓	✓	✓			

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Due to the special nature of the course, there will be no examination.

Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks/Activities	CILO No.					Weighting *	Remarks
	1	2	3				
Continuous Assessment: 100%							
Students to <b>complete practical AVT tasks</b> in a given period of time.	✓	✓	✓			30%	
Students to prepare an AVT <b>journal</b> on an individual basis to record their observation of dubbed or subtitled television programmes and movies to assess their understanding of AVT concepts and application of translation techniques.	✓	✓	✓			15%	
A <b>group project</b> to practice subtitling skills learned. The group to translate a part of an untranslated movie or a television clip, and produce a 5-minute subtitled video clip as in real-life cases.	✓	✓	✓			20%	
Each group to give an <b>oral presentation</b> of their group project to show their understanding of the basic concepts of the discipline, and their application of appropriate strategies of AVT for various genres. Peer evaluation on each presentation encourages participation by all and provides constructive feedback to the presenters.	✓	✓	✓			20%	
A <b>term-end test</b> to test students' comprehensive ability of AVT in a given period of time.	✓	✓	✓			15%	
Examination: % (duration: _____, if applicable)							

\* The weightings should add up to 100%.

100%
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## 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. Practical AVT tasks	Translation skills	Excellent translation skills performed in the practical AVT tasks.	Good translation skills performed in the practical AVT tasks.	Acceptable translation skills performed in the practical AVT tasks.	Marginally acceptable translation skills performed in the practical AVT tasks.	Poor translation skills performed in the practical AVT tasks.
2. AVT journal	Ability to analyse and critically appreciate the skills of ATV in the movies or TV programmes analysed	Insightful analysis on the various idiomatic expressions or wordplay in the movies or TV programmes analysed.	Clear and logical analysis on the various idiomatic expressions or wordplay in the movies or TV programmes analysed.	Adequate analysis on the various idiomatic expressions or wordplay in the movies or TV programmes analysed.	Marginally adequate analysis on the various idiomatic expressions or wordplay in the movies or TV programmes analysed.	Sloppy and inadequate analysis on the various idiomatic expressions or wordplay in the movies or TV programmes analysed.
3. Group project	Ability to organise and analyse what they have learned and discovered in the course	Shown exceptional analysis of the subject matter with excellent discovery of the issues in AVT.	Shown good analysis of the subject matter with good discovery of the issues in AVT.	Shown some analysis of the subject matter with fair discovery of the issues in AVT.	Shown marginally acceptable analysis of the subject matter with fair discovery of the issues in AVT.	Shown poor analysis of the subject matter with little discovery of the issues in AVT.
4. Oral presentation	Presentation skills	Excellent presentation skills to demonstrate an understanding of the nature of AVT and in-depth analysis of the issues encountered in the project.	Good presentation skills to demonstrate an understanding of the nature of AVT and in-depth analysis of the issues encountered in the project.	Acceptable presentation skills to demonstrate an understanding of the nature of AVT and in-depth analysis of the issues encountered in the project.	Marginally acceptable presentation skills to demonstrate an understanding of the nature of AVT and in-depth analysis of the issues encountered in the project.	Poor presentation skills to demonstrate an understanding of the nature of AVT and in-depth analysis of the issues encountered in the project.

5. Term-end Test	Translation skills under time constraint	Excellent translation skills performed in the practical AVT tasks under time constraint.	Good translation skills performed in the practical AVT tasks under time constraint.	Acceptable translation skills performed in the practical AVT tasks under time constraint.	Marginally acceptable translation skills performed in the practical AVT tasks under time constraint.	Poor translation skills performed in the practical AVT tasks under time constraint.
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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.)

Audiovisual translation; Subtitling; Diagonal translation; Discover and analyze the logistics and strategies of subtitling; History of subtitling; Spatial and temporal constraints; Synchronisation of image and subtitles; Linguistic and cultural constraints; Audience design; Discover and analyze the subtitling skills for different genres; Dialects in subtitling; Culture-specific items in subtitling.

#### 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	Díaz Cintas, Jorge and Aline Remael. 2007. <i>Audiovisual Translation: Subtitling</i> . Manchester: St. Jerome.
2	Fong, Gilbert CF and Kenneth KL Au. 2009. <i>Dubbing and Subtitling in a World Context</i> . Hong Kong: The Chinese University Press.

##### 2.2 Additional Readings

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

1	de Linde, Zoe and Neil Kay. 1999. <i>The Semiotics of Subtitling</i> . Manchester: St. Jerome.
2	Díaz Cintas, Jorge and Gunilla Anderman (ed.). 2009. <i>Audiovisual Translation: Language Transfer on Screen</i> . Basingstoke [England] and New York: Palgrave Macmillan.
3	Díaz Cintas, Jorge (ed.) (2009) <i>New trends in audiovisual translation 1st ed</i> . Bristol: Multilingual Matters.
4	Díaz Cintas, Jorge, Anna Matamala, and Josélia Neves (ed.). 2010. <i>New Insights into Audiovisual Translation and Media Accessibility : Media for All 2</i> . Amsterdam : Rodopi.
5	Gambier, Yves and Henrik Gottlieb. (ed.) 2001. <i>(Multi) Media Translation: Concepts, Practices, and Research</i> . Amsterdam/Philadelphia: John Benjamins.
6	Karamitroglou, Fotios. 2000. <i>Towards a Methodology for the Investigation of Norms in Audiovisual Translation: The Choice between Subtitling and Revoicing in Greece</i> , Amsterdam/Atlanta: Rodopi.
7	Orero, Pilar. (ed.) 2004. <i>Topics in Audiovisual Translation</i> . Amsterdam/Philadelphia: John Benjamins.
8	Pérez-González, Luis (2014) <i>Audiovisual translation : theories, methods and issues</i> . Milton Park, Anington, Oxon ; New York : Routledge.
9	Piette, Alain. 2002. "Translation onscreen: the economic, multicultural, and pedagogical challenges of subtitling and dubbing." <i>Teaching Translation and Interpreting 4: Building Bridges</i> . Ed. Eva Hung. Amsterdam/Philadelphia: John Benjamins. 189-196.
10	麻争旗. 2005. 《影視譯製概論》(Scenario Translation & Dubbing). 北京：中國傳媒大學出版社.
11	顧鐵軍. 2006. 《外國新影片翻譯與研究》( <i>New Scenarios Translation and Review</i> ). 北京：中國傳媒大學出版社.