

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2017 / 18**

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**Part I Course Overview**

**Course Title:** Bilingual Reading and Writing for Translators

**Course Code:** LT5617

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English, supplemented with Chinese (Cantonese/Putonghua)

**Medium of Assessment:** English, supplemented with Chinese

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

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

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

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

## Part II Course Details

### 1. Abstract

The course aims to illuminate students of the complex resemblances and interconnections between bilingual reading and writing. It prompts students to investigate the linguistic, cultural, and aesthetic contexts of the two language systems of English and Chinese through the mutually enhancing reading and writing activities. It expands their awareness of the contemporary literary and professional genres and develops the ability to analyse and evaluate functional variation in language use in these genres. And, the critical reading of some translated works will inform the students' own writing and translating and improve their decisions about lexical choices, syntactic patterns, and rhetorical devices to master the element of writing craft in their translation activities.

### 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 special forms and structure in English and Chinese language.		✓		
2.	Describe various genres of English and Chinese literary and/or professional texts.			✓	
3.	Analyse contemporary literary and/or professional texts with a focus on writing craft.		✓	✓	
4.	Identify elements of craft that inform the writing and translating process in producing the literary and/or professional works.		✓	✓	✓
5.	Demonstrate the mastery of translating skills which show an understanding of the salient features of English and Chinese languages and specific genres of literary and/or professional works.		✓	✓	✓
		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 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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	<b>Assigned readings</b> to be completed prior to attending the course.	✓	✓	✓	✓			2 weeks
2	<b>Tutorial</b> - In class discussion and group presentation of the assigned reading stimulates reflection and understanding of writing and translating craft of the specific genre(s).	✓	✓	✓	✓			2 weeks
3	<b>Critical essays or written reflections</b> of specific elements of craft in the assigned readings focus analytical thinking about writing and translating craft and the creative process.	✓	✓	✓	✓			2-4 weeks
4	<b>Translation assignment</b> relating to any specific genre of works discussed in the course.	✓	✓	✓	✓	✓		2 weeks

### 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	5			
Continuous Assessment: 100 %								
<b>Reading journals</b>	✓	✓	✓	✓			30%	
<b>Group presentation</b>	✓	✓	✓	✓			20%	
<b>Critical essay</b>	✓	✓	✓	✓			30%	
<b>Translation assignment</b>	✓	✓	✓	✓	✓		20%	
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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Reading journals		Journal demonstrates notably <b>significant evidence</b> of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a superior level of <b>creative engagement</b> with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.	Journal demonstrates significant evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a good level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.	Journal demonstrates evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates an average level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.	Journal demonstrates limited evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a poor level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.	Journal demonstrates little to no evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a limited to incompetent level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
2. Group presentation		The <b>topic</b> is extremely well-presented and analysed. All <b>relevant information</b> is excellently covered. The purpose of <b>analysing and presenting</b> the material is completely achieved. <b>Style and tone</b> are highly appropriate.	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.	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.	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.	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.

<p>3. Critical essay</p>		<p>Writing demonstrates superior <b>ability to define, describe and analyze the craft elements</b> in the selected text(s) used as examples in the critical writing. Essays are well <b>organized, clear, concise</b> and show evidence of sound and highly <b>original critical thinking and depth of analysis</b>. Text(s) selected for analysis and the analysis demonstrate a superior appreciation of what constitutes literary quality in creative and/or professional works; judgments are supported by excellent examples from the text(s) and secondary sources, if applicable.</p>	<p>Writing demonstrates good ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are organized, clear, concise and show evidence of sound critical thinking, some originality and depth of analysis. Text(s) selected for analysis and the analysis demonstrate a good appreciation of what constitutes literary quality in creative and/or professional works; judgments are supported by good examples from the text(s) and secondary sources, if applicable.</p>	<p>Writing demonstrates average ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are organized and show sound critical thinking and some depth of analysis. Text(s) selected for analysis and the analysis demonstrate an average appreciation of what constitutes literary quality in creative and/or professional works; judgments are supported by reasonable examples from the text(s) and secondary sources, if applicable.</p>	<p>Writing demonstrates poor ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are marginally organized and lack depth in critical thinking and analysis. Text(s) selected for analysis and the analysis demonstrate a poor or limited appreciation of what constitutes literary quality in creative and/or professional works; judgments are not well supported by examples from the text(s) or secondary sources.</p>	<p>Writing is incompetent and demonstrate little or no ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are disorganized and lack critical thinking and analysis. Text(s) selected for analysis and the analysis demonstrate little or no appreciation of what constitutes literary quality in creative and/or professional works; judgments are not supported by examples from the text(s) or secondary sources.</p>
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4. Translation assignment		<p>Display complete <b>understanding of the source text.</b> <b>Translate and write accurately</b> with excellent lexical choice. Convey the meaning effectively with few grammatical mistakes. Render in the target language expressively with <b>appropriate and consistent style.</b></p>	<p>Show good understanding of the source text. Translate and write accurately with good choice of words. Convey the meaning clearly with random grammatical mistakes. Render in the target language expressively with appropriate and consistent style (but not throughout the entire translation).</p>	<p>Show adequate understanding of the source text. Translate and write with average level of accuracy and fidelity. Convey the meaning not clearly with random and systematic errors. Render in the target language not consistently and expressively enough.</p>	<p>Show limited understanding of the source text. Translate and write in the target language with limited degree of accuracy and fidelity. Convey the meaning not clearly with random and systematic errors. Render in the target language with limited consistency and expressiveness.</p>	<p>Show extremely limited understanding of the source text. Translate and write in the target language inaccurately and awkwardly with limited consistency. Convey the meaning poorly with a large number of errors. Render in the target language in an illogical, incoherently way.</p>
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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.)*

Composing and comprehending via literature, receptive and expressive language, shadow writing, the affordances of genres, craft of revision, ideology behind the text, intertextuality, interpreting discourse

**2. Reading List**

**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.	Schulte, Rainer. "Translation and reading". <a href="http://translation.utdallas.edu/essays/reading_essay1.html">http://translation.utdallas.edu/essays/reading_essay1.html</a>
2.	Bassnett, Susan. (2006). "Writing and translating." In Bassnett, Susan and Bush, Peter (eds.). <i>The Translator as Writer</i> . New York: Continuum, pp.173-183. <a href="http://isites.harvard.edu/fs/docs/icb.topic84298.files/Required_Readings/bassnett-transl-as-writer.pdf">http://isites.harvard.edu/fs/docs/icb.topic84298.files/Required_Readings/bassnett-transl-as-writer.pdf</a>
3.	Venuti, Lawrence. "How to read a translation". <a href="http://www.wordswithoutborders.org/article/how-to-read-a-translation">http://www.wordswithoutborders.org/article/how-to-read-a-translation</a>
4. ...	Kavaliauskienė, G. "Skills of reading, writing and translating in English for specific purposes". <a href="http://www.bjll.org/index.php/bjll/article/view/21/54">http://www.bjll.org/index.php/bjll/article/view/21/54</a>
5.	Kavaliauskienė, G. and Kaminskienė, L. (2009). "Proficiency in reading, writing and translation skills: ESP Aspect". <i>Vertimo Studijos</i> , 2009.2:171-184.