

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2019 / 2020**

---

---

**Part I Course Overview**

<b>Course Title:</b>	Advanced Topics in Translation and Interpretation Research
<b>Course Code:</b>	LT8807
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	3
<b>Level:</b>	R8
<b>Medium of Instruction:</b>	English is the primary medium of instruction and assessment, but where necessary, Chinese is used for discussing issues relating to Translation and Interpretation research.
<b>Medium of Assessment:</b>	English is the primary medium of instruction and assessment, but where necessary, Chinese is used for discussing issues relating to Translation and Interpretation research.
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to provide a forum for teachers and students to explore and discuss ideas, themes, issues and problems in selected areas of translation and interpretation research. By doing so, it helps to consolidate and deepen students' knowledge of translation and interpretation studies and it is conducive to scholarship, originality and the development of students' analytical and critical skills.

### 2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify research problems in a specific area and topic		✓	✓	
2.	Understand and describe the academic and professional attitude towards integration of theory and practice in translation and interpretation		✓	✓	
3.	Apply the research methods learned and express their views about the ideas and themes concerned in an intelligent and informed manner		✓	✓	✓
4	Pursue a subject area of the discipline to substantial depth and undertake some preliminary research in an area of interest		✓	✓	✓
		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)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Weekly reading assignments	Relevant book chapters and journal articles on translation and interpretation research will be assigned to students.	✓	✓	✓	✓			
Lectures	Theoretical concepts, hypothesis and framework in different areas of translation and interpretation studies are introduced.	✓	✓	✓	✓			
Class discussion and assignments	Class discussion and assignments on the weekly reading assignments on translation and interpretation studies will be designed. Students will be required to complete the assignments after discussion.	✓	✓	✓	✓			
Written assignment	Written assignment will require textual analysis, translation/interpreting data analysis, theory/hypothesis evaluation and hypothesis formulation.	✓	✓	✓	✓			

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

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Class discussion and assignments	✓	✓	✓	✓			30%	
One written assignment: the assignment will require text analysis, research finding evaluation and hypothesis formulation.	✓	✓	✓	✓			30%	
Semester-end test (2 hours) Translation concepts, theories, and framework will be covered in the test. The test will require students to demonstrate their analytical and evaluative abilities in answering questions relating to translation and interpretation studies.	✓	✓	✓	✓			40%	
Examination: ____% (duration: _____, if applicable)							100%	

## 5. Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. class discussion and assignments	Participation in discussion  Accuracy of answers given to questions; depth and breadth of discussion	Strong evidence of active participation  Strong evidence to support accuracy, depth and breadth of the given answers.	Good evidence of active participation  Good evidence to support accuracy, depth and breadth of the given answers.	Moderate evidence of active participation  Moderate evidence to support accuracy, depth and breadth of the given answers.	Basic evidence of active participation  Basic evidence to support accuracy, depth and breadth of the given answers.	Not even reaching marginal levels in all the categories.
2. Written assignment	Textual/Data analysis  Evaluation of theories and hypotheses  Formulation of translation/interpretation hypothesis  Clarity of written presentation	Excellent analysis  Excellent evaluation of theories and hypotheses  Excellent formulation of translation/interpretation hypothesis  Excellent presentation	Good analysis  Good evaluation of theories and hypotheses  Good formulation of translation/interpretation hypothesis  Good presentation	Adequate analysis  Adequate evaluation of theories and hypotheses  Adequate formulation of translation/interpretation hypothesis  Adequate presentation	Marginally acceptable analysis  Marginally acceptable evaluation of theories and hypotheses  Marginally acceptable formulation of translation hypothesis  Marginally acceptable presentation	Not even reaching marginal levels in all the categories.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3.Semester-end test	Knowledge of translation/interpretation concepts, theories and framework	Excellent mastery of such knowledge	Good mastery of such knowledge	Adequate mastery of such knowledge	Marginally acceptable mastery of such knowledge	Not even reaching marginal levels in all the categories.
	Analytical ability	Excellent analytical performance	Good analytical performance	Adequate analytical performance	Marginally acceptable analytical performance	
	Problem-solving skills	Excellent performance in the application of theoretical frameworks in problem-solving.	Good performance in the application of theoretical frameworks in problem-solving	Adequate performance in the application of theoretical frameworks in problem-solving	Marginally acceptable performance in the application of theoretical frameworks in problem-solving.	

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

Special topics to be covered will vary from year to year depending on the availability of expertise in the Department, and students' interests and major fields of study. At present, the Department offers specialized translation in commerce, law, literature, the media, government and public administration, and science and technology on the one hand, and professional, consecutive and liaison interpreting and interpretation methodology on the other. Other appropriate areas may include history of translation, translation criticism, hermeneutics, contrastive cultural studies, and information presentation in interpretation.

#### 2. Reading List

##### 2.1 Compulsory Readings

The reading list will vary with the topics to be covered. Weekly reading assignments will be given by lecturers.

##### 2.2 Additional Readings

1.	Baker, M. (ed.). (2009) <i>The Routledge Encyclopaedia of Translation Studies</i> (2 <sup>nd</sup> edition). London: Routledge.
2.	Gentzler, E. (2001) <i>Contemporary Translation Theories</i> (2 <sup>nd</sup> edition). Clevedon: Multilingual Matters.
3.	Munday, J. (2013) <i>Introducing Translation Studies</i> (4 <sup>th</sup> edition). London: Routledge.
4.	Gile, D. (2009) <i>Basic Concepts and Models for Interpreter and Translator Training</i> . (Revised edition). Amsterdam/Philadelphia: John Benjamins.
5.	Venuti, Lawrence (eds.). (2000) <i>The Translation Studies Reader</i> . London and New York: Routledge.
6.	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。
7.	Journals: 中國翻譯 翻譯季刊 翻譯學報 The Translator Target Meta Babel Translation and Interpreting Studies Perspectives: Studies in Translatology The Interpreter and Translator Trainer etc.