

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2023 / 24**

Part I Course Overview

Course Title: Theory of Translation

Course Code: LT5603

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English is the main medium of instruction and assessment, but Chinese is allowed in situations where English-Chinese translation and interpretation, bilingual legal drafting, or study of Chinese language, literature and culture, is involved.

Medium of Assessment: English is the main medium of instruction and assessment, but Chinese is allowed in situations where English-Chinese translation and interpretation, bilingual legal drafting, or study of Chinese language, literature and culture, is involved.

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5603 Theory of Translation

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to give students an overview of the theory of translation and to introduce them to the fundamental aspects of translation as a profession and academic discipline, encouraging them to discover interfaces between different theories as well as creating new modes of conceptualizing translation as an academic discipline with linguistic, communicational, and above all intellectual significance.

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 and remember the main features of basic theoretical approaches to translation			✓	
2.	Understand and state important theoretical considerations in the process of translation		✓	✓	✓
3.	Explain translation studies as a discipline			✓	
4.	Describe analytically the basic concepts of translation. Stimulate critical thinking skill.		✓	✓	✓
5.	Discuss to discover interfaces between the basic concepts of translation			✓	✓
6.	Apply theory to practice and to the evaluation of such practice		✓	✓	✓
7.	Discuss to create new modes of conceptualizing translation with reference to its academic significance and wider significance for the edification of a cultivated global citizen.		✓	✓	✓
		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	6	7	
1	Lecture and Tutorial: <ul style="list-style-type: none"> - Overview of translation theory - An analytical review of major theorists and models to illustrate interfaces among such models - Translation Studies: Holmes and beyond - European, Chinese and 'non-Western' traditions: Some key concepts examined to create new conceptions of translation, - Tutorial exercises to test understanding of concepts taught. 	✓	✓	✓	✓	✓			

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	6	7		
Continuous Assessment: 100%									
1. Final quiz	✓	✓	✓	✓	✓	✓	✓	40%	
2. Group presentation	✓	✓	✓	✓	✓	✓	✓	40%	
3. Attendance and participation	✓	✓	✓	✓	✓	✓	✓	20%	
								100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Final quiz	Ability to apply translation theories learned to the evaluation of translated texts	High	Medium	Basic	Not even reaching marginal levels
2. Group presentation	Hands-on translation and discussion	High	Medium	Basic	Not even reaching marginal levels
3. Attendance and participation	Attendance and participation in class discussion.	High	Medium	Basic	Not even reaching marginal levels

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Final quiz	Ability to apply translation theories learned to the evaluation of translated texts	Excellent mastery of major schools of traditional and contemporary translation theories. Excellent linguistic competence to present the translation theories effectively and to provide relevant and	Good mastery of major schools of traditional and contemporary translation theories. Good linguistic competence to present the translation theories effectively and to provide relevant and original examples	Adequate mastery of major schools of traditional and contemporary translation theories. Adequate linguistic competence to present the translation theories effectively and to	Fair mastery of major schools of traditional and contemporary translation theories. Fair linguistic competence to present the translation theories effectively and to provide relevant and	Inability to master major schools of traditional and contemporary translation theories. Poor linguistic competence to present the translation theories effectively and to provide relevant and

		original examples when required.	when required	provide relevant and original examples when required.	original examples when required.	original examples when required.
2. Group presentation	Hands-on translation and discussion	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.	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.
3. Attendance and participation	Attendance and participation in class discussion.	High attendance and excellent engagement. Student shows initiative and commitment. Answers are accurate, complete and informative.	Significant attendance and good engagement. Sufficient commitment. Contribution is sufficient and answers adequate.	Moderate attendance and adequate engagement but lacking initiative and follow-up. Contribution meets threshold but does not go beyond it.	basic attendance and barely adequate engagement. Incorrect and confusing contributions.	Inadequate attendance and engagement. Disruptive behaviour. Refusal to commit to tasks. Inadequate answers.

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

1. Keyword Syllabus

Major historical and contemporary approaches to translation; issues central to the theory of translation; issues central to the process of translation; overview of translation as a profession and an academic discipline.

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.	Xuanmin Luo & Hong Lei (2004) Translation theory and practice in China, <i>Perspectives</i> , 12(1), 20-30, DOI: 10.1080/0907676X.2004.9961488
2.	Li, X. (2010). E.A. Nida's translation theory in China (1980-2000). <i>Perspectives</i> 18(4), 287-295. https://doi.org/10.1080/0907676X.2010.490302
3.	Zhang Meifang & Pan Li (2009) Introducing a Chinese Perspective on Translation Shifts, <i>The Translator</i> , 15(2), 351-374, DOI: 10.1080/13556509.2009.10799285
4.	Chen Qiuji (2010). The application of text type in non-literary translation teaching. <i>Translation and Interpreting Studies: The Journal of the American Translation & Interpreting Studies Association</i> , 5(2), 208-29. https://doi-org.eproxy.cityu.edu.hk/10.1075/tis.5.2.04qui
5.	Chang, N. F. (2011). In defence of polysystem theory. <i>Target</i> , 23(2), 311-347. https://doi-org.ezproxy.cityu.edu.hk/10.1075/target.23.2.08cha
6.	Lin, L. (2018). Reclaiming China's past: Sino-Babylonian theory and the translator's (in)visibility in Clement Allen's <i>The Book of Chinese Poetry</i> . <i>The Translator</i> , 24(3), 220-232. https://doi.org/10.1080/13556509.2018.1499073
7.	Tan, Z. (2017). Censorship in Translation: The Dynamics of Non-, Partial and Full Translations in the Chinese Context. <i>Meta</i> , 62(1), 45-68. https://doi.org/10.7202/1040466ar
8.	Yong Zhong & Jie Lin (2007) Are Readers Lost in the Foreign Land? Investigating the Impact of Foreignised Translation in Guangzhou, <i>Perspectives: Studies in Translatology</i> , 15(1), 1-14, DOI: 10.2167/pst001.0
9.	Haikuo, Yu (2015). Film translation in China: Features and technical constraints of dubbing and subtitling English into Chinese. <i>Babel</i> 61(4), 493-510. DOI: https://doi-org.ezproxy.cityu.edu.hk/10.1075/babel.61.4.03hai
10.	Zhang, X. (2012). Censorship and Digital Games Localisation in China. <i>Meta</i> , 57(2), 338-350. https://doi.org/10.7202/1013949ar

2.2 Additional Readings

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

1.	Baker, M. (ed.). 2011. <i>The Routledge encyclopedia of translation studies. (2n Ed.)</i> . London: Routledge.
2.	Bassnett, S. & Lefevere, L. (eds.). 1990. <i>Translation, history and culture</i> . London: Pinter.
3.	Benjamin, A. 1989. <i>Translation and the nature of philosophy: A new theory of words</i> . London: Routledge.
4.	Briggs, K. 2017. <i>This Little Art</i> . London: Fitzcarraldo.
5.	Catford, J.C. 1965. <i>A linguistic theory of translation</i> . London: Oxford University Press.
6.	Chesterman, A. and E. Wagner. 2002. <i>Can theory help translators? : a dialogue between the ivory tower and the wordface</i> . Manchester, UK ; Northampton, MA : St. Jerome.
7.	Gentzler, E. 2001. <i>Contemporary translation theories. (2nd ed.)</i> . Clevedon: Multilingual Matters.
8.	Hatim, B. & Mason, I. 1997. <i>The translator as communicator</i> . London: Routledge.
9.	Hermans, T. 1999. <i>Translation in systems</i> . Manchester: St. Jerome.
10.	House, J. 2018. <i>Translation: The Basics</i> . London: Routledge.
11.	Newmark, P. 1988. <i>A textbook of translation</i> . New York: Prentice Hall.
12.	Nida, E.A. & Taber, C.R. 1969. <i>The theory and practice of translation</i> . Leiden: E.J. Brill.
13.	Nord, C. 1997. <i>Translating as a purposeful activity: Functionalist approaches explained</i> . Manchester: St. Jerome.
14.	Polizzotti, M. 2018. <i>Sympathy for the Traitor. A Translation Manifesto</i> . Cambridge, MIT Press.
15.	Steiner, G. 1998. <i>After Babel: aspects of language and translation. (3rd Ed.)</i> . Oxford: Oxford University Press.
16.	Toury, G. 1995. <i>Descriptive translation studies – And beyond</i> . Amsterdam: John Benjamins.
17.	Venuti, L. 1995. <i>The translator's invisibility: A history of translation</i> . London: Routledge.
18.	Venuti, L. (ed.). 2004. <i>The translation studies reader. (2nd Ed.)</i> . London: Routledge.
19.	陳德鴻, 張南峰. (編). 2000. <i>西方翻譯理論精選</i> . 香港: 香港城市大學出版社.
20.	沈蘇儒. 1998. <i>論信, 達, 雅 : 嚴復翻譯理論研究</i> . 北京: 商務印書館.