

LT5603: TRANSLATION STUDIES

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Translation Studies

Subject Code

LT - Linguistics and Translation

Course Number

5603

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for 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

Other Languages

Other Languages for Medium of Assessment

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Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5603 Theory of Translation

Exclusive Courses

Nil

Part II Course Details**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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and explain the main features of basic theoretical approaches to translation			x	
2	Discuss and apply important theoretical considerations in the process of translation		x	x	x
3	Explain and demonstrate translation studies as a discipline			x	
4	Describe analytically the basic concepts of translation. Stimulate critical thinking skills.		x	x	x
5	Discuss to discover interfaces between the basic concepts of translation			x	x
6	Apply theory to practice and to the evaluation of such practice		x	x	x
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.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	- Students will have an overview of translation and Translation Studies; - Students will understand the history of translation starting from Holmes and beyond; - Students will review analytically major theorists and models to illustrate interfaces among such models.	1, 2, 3, 4, 5	
2	In-class activities	- Students will engage in in- class exercise and discussion in assignments to examine some key concepts inside the European, Chinese and 'non-Western' traditions: Some key concepts examined to create new conceptions of translation; - Students will understand key concepts taught by attempting in-class work. Tutorial exercises to test understanding of concepts taught.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class final test (2 hours): 2 questions to attempt: one on history of Translation Studies and one on essential translation approaches/ concepts/ principles/theories.	1, 2, 3, 4, 5, 6, 7	40	No E tools are allowed to be used.	No

2	Group presentation: Reading materials will be provided, and students will engage, in small groups, in evaluating the validity of various translation approaches, principles, theories and key concepts.	1, 2, 3, 4, 5, 6, 7	40	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
3	Class participation: Students will participate actively in class work and discussion, to demonstrate their understanding of the history of translation and the key concepts, principles and theories of translation and Translation Studies.	1, 2, 3, 4, 5, 6, 7	20	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

Continuous Assessment (%)

100

Additional Information for ATs

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Assessment Rubrics (AR)

Assessment Task

1. In-class final test

Criterion

Ability to apply translation theories learned to the evaluation of translated texts.

Excellent (A+, A, A-)

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 original examples when required.

Good (B+, B, B-)

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 when required.

Fair (C+, C, C-)

Adequate mastery of major schools of traditional and contemporary translation theories. Adequate linguistic competence to present the translation theories effectively and to provide relevant and original examples when required.

Marginal (D)

Marginal mastery of major schools of traditional and contemporary translation theories. Fair linguistic competence to present the translation theories effectively and to provide relevant and original examples when required.

Failure (F)

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.

Assessment Task

2. Group presentation

Criterion

Hands-on translation and discussion

Excellent (A+, A, A-)

Excellent presentation and analysis of the research issues. All relevant information is excellently covered. The purpose of analysing and presenting the material is completely achieved. Style and tone are highly appropriate.

Good (B+, B, B-)

Good presentation and analysis of the research issues. . The information is sufficiently covered. The purpose of analysing and presenting the material is achieved. Style and tone are appropriate.

Fair (C+, C, C-)

Adequate presentation and analysis of the research issues. Only part of the information is covered. The purpose of analysing and presenting the material is partially achieved. Style and tone are somewhat appropriate.

Marginal (D)

Marginal presentation and analysis of the research issues. Only limited information is included. The purpose of analysing and presenting the material is not fully achieved. Style and tone are inappropriate.

Failure (F)

Poor presentation and analysis of the research issues. 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.

Assessment Task

3. Class participation

Criterion

Participation in class discussion.

Excellent (A+, A, A-)

Excellent engagement. Student shows initiative and commitment. Answers are accurate, complete and informative.

Good (B+, B, B-)

Good engagement. Sufficient commitment. Contribution is sufficient and answers adequate.

Fair (C+, C, C-)

Adequate engagement but lacking initiative and follow-up. Contribution meets threshold but does not go beyond it.

Marginal (D)

Barely adequate engagement. Incorrect and confusing contributions.

Failure (F)

Inadequate engagement. Disruptive behaviour. Refusal to commit to tasks. Inadequate answers.

Additional Information for AR

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Students should not present texts generated or translated by GenAI tools as their own original work.

Part III Other Information**Reading List****Compulsory Readings**

Title	
1	The handouts and readings uploaded to Canvas by the subject lecturer.

Additional Readings

Title	
1	Baker, M. (ed.). 2011. The Routledge encyclopedia of translation studies. (2n Ed.). London: Routledge.
2	Bassnett, S. & Lefevere, L. (eds.). 1990. Translation, history and culture. London: Pinter.
3	Benjamin, A. 1989. Translation and the nature of philosophy: A new theory of words. London: Routledge.
4	Briggs, K. 2017. This Little Art. London: Fitzcarraldo.
5	Catford, J.C. 1965. A linguistic theory of translation. London: Oxford University Press.
6	Chesterman, A. and E. Wagner. 2002. Can theory help translators? : a dialogue between the ivory tower and the wordface. Manchester, UK ; Northampton, MA : St. Jerome.

7	Gentzler, E. 2001. Contemporary translation theories. (2nd ed.). Clevedon: Multilingual Matters.
8	Hatim, B. & Mason, I. 1997. The translator as communicator. London: Routledge.
9	Hermans, T. 1999. Translation in systems. Manchester: St. Jerome.
10	House, J. 2018. Translation: The basics. London: Routledge.
11	Newmark, P. 1988. A textbook of translation. New York: Prentice Hall.
12	Nida, E.A. & Taber, C.R. 1969. The theory and practice of translation. Leiden: E.J. Brill.
13	Nord, C. 1997. Translating as a purposeful activity: Functionalist approaches explained. Manchester: St. Jerome.
14	Steiner, G. 1998. After Babel: aspects of language and translation. (3rd Ed.). Oxford: Oxford University Press.
15	Polizzotti, M. 2018. Sympathy for the traitor. A Translation Manifesto. Cambridge, MIT Press.
16	Toury, G. 1995. Descriptive translation studies – And beyond. Amsterdam: John Benjamins.
17	Venuti, L. 1995. The translator's invisibility: A history of translation. London: Routledge.
18	Venuti, L. (ed.). 2004. The translation studies reader. (2nd Ed.). London: Routledge.
19	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.
20	沈蘇儒. 1998. 論信, 達, 雅: 嚴復翻譯理論研究. 北京: 商務印書館.
21	Online journals: Perspectives: Studies in Translatology, Babel, Meta, The Translator, Target, Translation Today, Translation and Interpreting Studies: The Journal of the American Translation & Interpreting Studies Association, Journal of Translation Studies, Translation Quarterly, Studies of Translation and Interpretation, International Journal of Translation, Interpretation, and Applied Linguistics, The Journal of Specialised Translation: JoSTrans, The International Journal of Translation and Interpreting Research, Chronotopos: A Journal of Translation History, International Journal of Comparative Literature and Translation Studies, Translation. A Transdisciplinary Journal, Translation and Interpreting Studies : TIS, Computers and Translation, Machine translation, 中國翻譯, 翻譯學研究集刊.