

LT5633: PERFORMANCE AND TRANSLATION

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Performance and Translation

Subject Code

LT - Linguistics and Translation

Course Number

5633

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

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

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details**Abstract**

The overall aim of the course is to provide students with a firm grounding in the theory and practice of translation for live performance. With a specific focus on theatre translation, learners will be introduced to translation and performance theory, and given an historical overview of practices across a range of cultures. They will be encouraged to think critically about what it means to translate across languages, literary and performance traditions. Through practical enquiry and experimentation, they will discover their own way of approaching the complexities of translating for the stage. They will hone their academic writing skills through analytical and interpretative writing. They will also develop their practical translation skills by putting together a translation portfolio. Throughout the course, students will be encouraged to actively monitor their own learning by engaging in critical self-reflection.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)		DEC-A1	DEC-A2	DEC-A3
1	Identify and summarise key developments in the practice and theorisation of translation for performance.				x	
2	Discuss set issues in relation to translation for performance as a process and activity.		x		x	
3	Analyse critically existing theatre translations and comment self-reflectively on their own practice.		x		x	
4	Produce a body of creative work that demonstrates engagement with theoretical and practical issues covered in course.					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	1	Lectures outline the development of theatre translation as a practice and provide an overview of related theories and debates.	1, 2, 3	1

2	2	Tutorial classwork in the form of group and individual learning activities provide students with opportunities to explore practically issues relating to performance and translation. They also provide opportunities to critically evaluate translations in light of set theories.	1, 2, 3, 4	2
3	3	Assigned home readings facilitate the acquisition of complex notions and theories.	1, 2, 3	3
4	4	E-Learning extends debates beyond the classroom in the shape of online fora and discussion topics. Students will be actively encouraged to keep blogs charting their learning journeys.	1, 2, 3, 4	3

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	1. Staged Reading.	1, 2, 4	30	Students will be required to give a small-group performance in the second part of the course. This will involve producing a translation portfolio of an English or Chinese source text for live performance.
2	2. Oral Presentation.	1, 2, 4	20	Students will be asked to give an orally delivered analysis of problems encountered and strategies used for their staged performances. They will also be asked to comment on and assess each other's performances and presentations.

3	3. Final Quiz.	1, 2, 4	30	Students produce two short translations of scenes or parts of scenes as assigned by the instructor and write a commentary for each task that explains their choices in light of issues and debates covered in class and in readings.
4	4. Attendance and Participation.	1, 2, 3, 4	20	A further twenty percent is awarded to assess students' general performance through the semester, for instance in-class activities and discussions in class or on Canvas or other eLearning platforms.

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Staged Reading (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Command of subject matter in relation to performance and translation.

Excellent

(A+, A, A-) Excellent command of the course content in relation to performance and translation.

Good

(B+, B, B-) Good command of the course content in relation to performance and translation.

Fair

(C+, C, C-) Fair command of the course content in relation to performance and translation.

Marginal

(D) Limited command of the course content in relation to performance and translation.

Failure

(F) Inadequate command of the course content in relation to performance and translation.

Assessment Task

Oral Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

1. Content of presentation and presentation skills 2. Response to questions.

Excellent

(A+, A, A-) 1. Very rich content in the presentation. Very coherent and highly eloquent presentation. 2. Perfect response to questions from the audience.

Good

(B+, B, B-) 1. Rich content in the presentation. Coherent and eloquent presentation. 2. Good response to questions from the audience.

Fair

(C+, C, C-) 1. Adequate content in the presentation. Fair presentation. 2. Adequate response to questions from the audience.

Marginal

(D) 1. Marginally adequate content in the presentation. Below average presentation skills. 2. Marginally adequate response to questions from the audience.

Failure

(F) 1. Inadequate content in the presentation. Sloppy presentation. 2. Poor response to questions from the audience.

Assessment Task

Final Quiz (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Practical application of issues discussed in class to produce creative translations and accompanying commentaries.

Excellent

(A+, A, A-) 1. Excellent command of subject matter as demonstrated by theoretically inflexed translations. 2. Commentaries are written in academic English of a very high standard, with ideas expressed lucidly.

Good

(B+, B, B-) 1. Good command of subject matter as demonstrated by theoretically inflexed translations. 2. Commentaries are written in academic English of a high standard, with ideas expressed lucidly.

Fair

(C+, C, C-) 1. Fair command of subject matter as demonstrated by translations that are somewhat theoretically inflexed. 2. Commentaries are written in academic English of a fair standard.

Marginal

(D) 1. Basic command of subject matter with very limited relationship to theory. 2. Commentaries are written in poor academic English.

Failure

(F) 1. Little evidence of engagement with task. 2. Very poor expression.

Assessment Task

Attendance and Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Attendance and participation in class discussion.

Excellent

(A+, A, A-) High attendance and very enthusiastic participation in class discussion.

Good

(B+, B, B-) Significant attendance and active participation in class discussion.

Fair

(C+, C, C-) Moderate attendance and some participation in class discussion.

Marginal

(D) Basic attendance and inadequate participation in class discussion.

Failure

(F) Not even reaching marginal levels.

Assessment Task

Staged Reading (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Command of subject matter in relation to performance and translation.

Excellent

(A+, A, A-) High

Good

(B+, B) Medium

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Oral Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

1. Content of presentation and presentation skills 2. Response to questions.

Excellent

(A+, A, A-) High

Good

(B+, B) Medium

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Final Quiz (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Practical application of issues discussed in class to produce creative translations and accompanying commentaries.

Excellent

(A+, A, A-) High

Good

(B+, B) Medium

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Attendance and Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Attendance and participation in class discussion.

Excellent

(A+, A, A-) High

Good

(B+, B) Medium

Marginal

(B-, C+, C) Basic

Failure

(F) Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Performability; speakability; embodiment; crib translations; translation (in)visibility; celebrity translators; cultural specificity; reception theory; semiotics; classics; indirect translation; collaborative translation

Reading List**Compulsory Readings**

Title	
1	Nil

Additional Readings

Title	
1	Baines, R., Marinetti, C., & Perteghella M. (2011). Staging and performing translation: Text and theatre practice. Palgrave Macmillan.
2	Brodie, G. (2017). The translator on stage. Bloomsbury Academic.

3	Brodie, G., Cole, E. (Eds.). (2017). Adapting translation for the stage. Routledge.
4	Chan, S. (2015). Identity and theatre translation in Hong Kong. Springer.
5	Curran, B. (2008). Theatre translation theory and performance in contemporary Japan: Native voices, foreign bodies. St. Jerome Pub.
6	Krebs, K. (2014). Translation and adaptation in theatre and film. Routledge.
7	Johnston, D. (1996). Stages of translation. Absolute Classics.
8	Pavis, P. (1996). The intercultural performance reader. Routledge.
9	Reilly, K. (2018). Contemporary approaches to adaptation in theatre. Palgrave Macmillan.
10	Zatlin P. (2005). Theatrical translation and film adaptation: A practitioner's view. Multilingual Matters.