

**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:** Practical Translation

**Course Code:** LT3379

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English / Chinese

**Medium of Assessment:** English / Chinese

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

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

**Equivalent Courses:**  
*(Course Code and Title)* CTL3379 Practical Translation

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The course aims to provide an intermediate-level training in translation between English and Chinese, with a view to strengthening students' ability to discover ways to translate more accurately and appropriately. The focus is on hands-on translation practice. Students are encouraged to reflect on the various problems arising when translating a range of text-types, together with the various strategies that might be employed to solve such problems.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Identify and critically evaluate recurrent practical problems in translating from English and Chinese texts, including academic works and a variety of principally non-literary genres.		✓	✓	
2.	Formulate effective logical and rhetorical strategies for dealing with such problems.		✓	✓	✓
3.	Write clearly and effectively in the appropriate standard English idiom and modern standard Chinese when translating between the two languages.			✓	✓
4.	Identify, evaluate and apply a knowledge of authentic English and Chinese written materials so as to translate texts effectively.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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.)

All classes take a **Tutorial** format, involving a mixture of teacher-facilitated explanation and discussion, student exercises of different kinds, presentations, and other activities. A detailed breakdown is given as follows:

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	<b>Teacher-facilitated discussion</b> of translation problems and strategies.	✓	✓					
2	<b>Practical translation</b> of sentences focusing on salient features or recurring problems at word and sentence levels.		✓	✓				
3	<b>Translation of longer text passages</b> , with a view to tackling paragraph- and text-level problems		✓	✓				
4	<b>Peer review</b> of students' translations		✓	✓				
5	<b>Correction of faults in published English translations</b> derived from Chinese source genres.		✓	✓				
6	<b>Small-group analysis and evaluation</b> of authentic English and Chinese texts, as a means to sensitise students to features of specific English text-types, in preparation for E-C and C-E translation work				✓			
7	<b>Student presentations</b> of their translations and strategies.	✓	✓	✓	✓			

Final details will be provided to students in their first week of attendance in this course.

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

(ATs are designed to assess how well the students achieve the CILOs.)

Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 70%								
<b>Written assignments</b> Two individual written assignments (1 E-C and 1 C-E translation assignments) will be given, involving translation from a source text and/or rewriting a problematic existing target text. A commentary on the translation will also be required.	✓	✓	✓	✓			30%	
<b>Presentation</b> Students will be required to give a small-group presentation at a given point in the semester. This will involve producing a written translation of an English or Chinese source text and giving an orally-delivered analysis of problems	✓	✓	✓	✓			30%	

encountered and strategies used. Students will also be asked to comment on and assess each other's presentations.								
<b>Tutorial activities / Participation</b> A further ten percent is awarded to assess students' general performance through the semester, for instance in practical class translation activities and discussions in class or on Canvas or other eLearning platforms.	✓	✓	✓	✓			10%	
<b>Examination:</b> 30 % (duration: , if applicable) A final exam is given to assess students' ability to cope with making appropriate translation choices at speed and under pressure. (CILO No. 1-4 )								

\* The weightings should add up to 100%.

100%
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## 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. Written Assignments	demonstrates a thorough understanding of the source texts and the ability to produce well written target texts in the light of well thought-out strategies.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Presentation	demonstrates deep reflections on the translation problems involved.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Tutorial Activities / Participation	Active contributions to class in form of regular attendance, class discussion, practical class translation activities and discussions on Canvas or other eLearning platforms.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Examination	demonstrates the ability to translate between English and Chinese fairly accurately and efficiently under time constraint.	High	Significant	Moderate	Basic	Not even reaching marginal levels

### 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.)

Identification of problems at differing textual levels in Chinese texts, as encountered in the course of translation.

Approaches to the solution of such translation problems

Ways to analyse and assess one's own translation output and quality

Awareness of genre, and its importance to translation

Awareness of stylistic and genre features in differing English texts

Practical translation exercises.

#### 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.	NA
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##### 2.2 Additional Readings

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

1.	Baker, Mona, <i>In Other Words: a Coursebook on Translation</i> , London: Routledge, 1992.
2.	Hatim, Basil, <i>Communication Across Cultures: Translation Theory and Contrastive Text Linguistics</i> , Exeter: Exeter University Press, 1997.
3.	Jin, Di. <i>On Translation</i> . Expanded Edition. Hong Kong: City University of Hong Kong Press, 2006.
4.	Newmark, Peter, <i>A textbook of translation</i> , New York: Prentice-Hall, 1988.
5.	陳定安, 《英漢比較與翻譯》, 北京: 中國對外翻譯出版公司, 1998。
6.	金隄, 《等效翻譯探索》, 增訂版, 北京: 中國對外翻譯出版公司, 1997。
7.	金聖華編, 《外文中譯研究與探討》, 香港: 中文大學翻譯系, 1998。
8.	劉宓慶, 《文體與翻譯》, 北京: 中國對外翻譯出版公司, 1998。
9.	葉子南, 《英漢翻譯理論與實踐》, 台北, 書林, 2000。
10.	周兆祥, 《翻譯實務》, 香港: 商務印書館, 1986。