

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester B 2018/19**

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**Part I Course Overview**

**Course Title:** Discovering and Managing Terms

**Course Code:** LT3345

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

**Proposed Area:**  Arts and Humanities  
*(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:** Nil  
*(Course Code and Title)*

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

**Equivalent Courses:** CTL3345 Terminology  
*(Course Code and Title)*

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

Any discipline of knowledge is built upon the relationships between concepts and terms. We create new terms to describe new concepts. The aim of this course is to lay the foundations for understanding the concepts and techniques of the terminologist when naming these concepts.

On completing this course, students should be able to:

1. Discover and apply the principles and methodology of the discipline of terminology and creation of term banks for discovering and managing selected fields of knowledge; and
2. Design and produce practical monolingual and bilingual glossaries creatively in selected fields of specialization.

### 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.	Discover and apply the principles and methodology of the discipline of terminology and creation of term banks for discovering and managing selected fields of knowledge.	60%	✓	✓	✓
2.	Design and produce practical monolingual and bilingual glossaries creatively in selected fields of specialization.	40%		✓	✓
		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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2					
1	<b>Lectures</b> – Lectures will be used to motivate students to learn the subject matter, explain the key concepts and provide ample examples from the textbook and daily life;	✓						1 hour
2	<b>Reading</b> – Reading chapters and supplementary materials on the topics so as to enable the concepts to sink into students' mind.	✓						
3	<b>Tutorial discussion and exercises</b> – These will be used to identify points of interest or places where students do not fully master so that they learn how to solve linguistic problems using scientific methodology.	✓	✓					2 hours
4	<b>Canvas</b> – Canvas and email will be used as a forum to encourage students to carry on their study a bit further and help them communicate with the teacher and classmates concerning the course.	✓						

### 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						
Continuous Assessment: 100 %								
<b>Assignment</b>	✓	✓					25%	An empirical study of Chinese and/or English terms in a particular field using the concepts and principles covered in class.
<b>Quiz (mid-term)</b>	✓	✓					25%	1.5 hour written quiz that covers concepts and terms and data analysis
<b>Term Project</b>	✓	✓					50%	The construction of a creative, prototypical termbank in a selected field of specialization
Examination: ____% (duration: _____, if applicable)								
							100%	

\* The weightings should add up to 100%.

## 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. Assignment	Analysis skills	Excellent analysis to demonstrate in-depth understanding of the nature of terminology.	Good analysis to demonstrate good understanding of the nature of terminology.	Adequate analysis to demonstrate adequate understanding of the nature of terminology.	Fair analysis to demonstrate adequate understanding of the nature of terminology.	Inability to demonstrate adequate understanding of the nature of terminology.
2. Quiz (mid-term)	Command of subject matter	Excellent command of the course content.	Good command of the course content.	Adequate command of the course content.	Fair command of the course content.	Inadequate command of the course content.
3. Term Project	Construction of Termbank	Highly creative design of the termbank which is populated with many entries of high quality.	Creative design of the termbank which is populated with many entries of good quality.	Appropriate design of the termbank which is populated with some entries of adequate quality.	Fair design of the termbank which is populated with some entries of marginal quality.	Poor design of the termbank which is populated with entries of poor quality.

### 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.)

History of terminology, terminology and related disciplines, methods of retrieving terms and effective use of dictionaries, nature and definition of terms, formation of words, managing English neologisms, managing terms in specialist areas, terminology and translation

#### 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	Lecture notes/slides
2	馮志偉,《現代術語學引論》,北京:語文出版社,1997年8月。
3	Picht, H. & Draskau, J. 1985. <i>Terminology: An Introduction</i> . England: University of Surrey.
4	Sagar, J. C. 1995. <i>A Practical Course in Terminology Processing</i> , pp.39-54. Amsterdam: John Benjamins.
5	Selected online materials incl. book chapters and articles

##### 2.2 Additional Readings

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

1	Arntz, Reiner. 1992. Terminological Equivalence and Translation in <i>Terminology Applications in interdisciplinary communication</i> edited by Helmi B. Sonneveld and Kurt L. Loening, 5-19. Amsterdam/Philadelphia: John Benjamins Publishing Company.
2	Cabre, M. Teresa. 1996. Terminology today. Terminology, LSP and Translation, Studies in <i>Language Engineering in Honour of Juan C. Sager</i> , ed. by Harold Somers, 15-35. Amsterdam/Philadelphia: John Benjamins Publishing Company.
3	Jackson, Edward. 1988. <i>Words and Their Meaning</i> . London: Longman.
4	Lipka, Leonhard. 1990. <i>An Outline of English Lexicology</i> . Turbingen: Max Niemeyer Verlag.
5	Liu, Yungquan. 1986. Terminological Development and Organization in China, <i>International Journal of the Sociology of Language</i> 59 (Chinese Language Planning: Perspectives from China and Abroad), Mouton.
6	Sager, Juan C. 2000. <i>Terminology 6(1) International Journal of Theory and Applied Issues in Specialized Communication</i> . Amsterdam/Philadelphia: John Benjamins Publishing Company.
7	Sager, Juan C. 1992. <i>The Translator as Terminologist. Teaching Translation and Interpreting, Training, Talent and Experience</i> , ed. by Cay Dollerup and Anne Loddegaard, 107-122. Amsterdam/Philadelphia: John Benjamins Publishing Company.
8	Wright, S. E., G. Budin et al., 于欣麗、周長青譯,《術語管理手冊第一卷—術語管理的基本方面》,中國北京:中國標準出版社。
9	曹務堂、張友民、張法科:《現代術語學引論》,濟南:山東教育出版社,1996年。
10	趙家璉,《術語學概論》,《外國語(上海外國語學院學報)》,1992年第2期(總第78期),頁1-56。