

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester B 2021/22

Part I Course Overview

Course Title: Theory of Translation

Course Code: LT4380

Course Duration: One Semester

Credit Units: 3

Level: B4

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) CTL4380 Theory of Translation

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to acquaint students with the core of modern translation theory, from simpler to more sophisticated concepts and principles, and from practical and empirical to more theoretical approaches to the translator's work. It will also encourage students to discover connections between Chinese and non-Chinese theoretical traditions in a critical and creative manner.

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 the various traditional translation theories in the west and in China, and explain their respective development.		✓	✓	✓
2.	Describe and discuss the major schools of contemporary translation theories.		✓	✓	✓
3.	Apply translation theories learned to the description and criticism of translation phenomena.		✓	✓	✓
4.	Describe and discuss the ideologies behind various translation practices and theories.		✓	✓	✓

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

[#] 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.)

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

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures and Discussions are used to explain and clarify how various translation practices and theories emerged in different periods of time; and how to apply these theories to the description and criticism of translation phenomena	✓	✓	✓	✓			2 hours
2	Oral Presentations will be arranged for students to articulate their critical understanding of theories and related concepts.	✓	✓	✓	✓			1 hour

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				
Continuous Assessment: 70 %								
Participation in class activities including simple translation tasks, text analysis and discussion	✓	✓	✓	✓			30%	
Oral Presentation will be assigned for the explanation and criticism of various theories and concepts.	✓	✓	✓	✓			10%	
DEC Project will be assigned to students for in-depth application, criticism and comparison of various translation theories.	✓	✓	✓	✓			30%	
Examination: 30 % (duration: 2 hours) An examination will be set to assess students' awareness of discovery and their application of translation theories in the analysis of translation works. (CILO No.1, 2, 3)								
							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. Participation in class activities	Attendance and quality of work done. Accuracy and fluency in translation; Organisation and clarity in discussion of theories of translation	Very enthusiastic participation of class activities with high attendance of class. Demonstration of excellent command of all translation theories learned; production of very accurate and fluent translation work.	Active participation of class activities with good attendance of class. Demonstration of good command of most translation theories learned; production of generally accurate and fluent translation work.	Adequate participation of class activities with adequate attendance of class. Demonstration of command of some translation theories learned; production of some fairly accurate and fluent translation work.	Inadequate participation of class activities with low attendance of class. Demonstration of insufficient command of most translation theories; production of sloppy translation work with some substantial errors.	Failure to meet most or all the criteria: poor participation of class activities with poor attendance of class. Demonstration of poor command of translation theories and production of poor translation work with many substantial errors.
2. Oral presentation	Articulation and organisation of ideas and application of translation theories	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. DEC Project	Ability to organise and analyse what they have learned and discovered in the course	Shown exceptional analysis of the subject matter with excellent discovery of the translation issues.	Shown good analysis of the subject matter with good discovery of the translation issues.	Shown some analysis of the subject matter with fair discovery of the translation issues.	Shown marginally acceptable analysis of the subject matter with fair discovery of the translation issues.	Shown poor analysis of the subject matter with little discovery of the translation issues.

4. Examination	Accuracy and clarity, organization and fluency in writing and translation	Demonstration of excellent command of subject matter taught in the course. Excellent application of concepts and theories taught in class. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.	Demonstration of good command of subject matter taught in the course. Good application of concepts and theories taught in class. Demonstration of good analytical, problem solving and evaluative abilities and creativity.	Demonstration of adequate command of subject matter taught in the course. Adequate application of concepts and theories taught in class. Demonstration of adequate analytical, problem solving and evaluative abilities and creativity.	Demonstration of marginal command of subject matter taught in the course. Marginal application of concepts and theories taught in class. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.	Failure to meet most or all the criteria: demonstration of poor command of subject matter taught in the course. Poor application of concepts and theories taught in class. Demonstration of poor analytical, problem solving and evaluative abilities and creativity.
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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.)

Holmes' map of translation studies; the Chinese tradition; the western tradition; linguistic approach; equivalence; translation shifts; *Skopos* theory; descriptive translation studies; cultural turn; translation as rewriting; polysystem theory; post-colonialism; translation studies in mainland China and Hong Kong.

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.	Chang Nam Fung (1998) Politics and Poetics in Translation, <i>The Translator</i> , 4:2, 249-272, DOI: 10.1080/13556509.1998.10799022
2	Chen Qiujin (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://julac.hosted.exlibrisgroup.com/permalink/f/1pqrrk1/CUH_IZ51455532090003408
3	Hu, Qian (1992) On the Implausibility of Equivalent Response (Part I). <i>Meta</i> , 37 (2), 289–301. https://doi.org/10.7202/003148ar
4	Lai Tzu-yun. (2011) Reliability and Validity of a Scale-based Assessment for Translation Tests. <i>Meta</i> , 56, (3), 713–722. https://doi.org/10.7202/1008341ar
5	Luo Xuanmin & Hong Lei (2004) Translation theory and practice in China, <i>Perspectives: Studies in Translatology</i> , 12:1, 20-30, DOI: 10.1080/0907676X.2004.9961488
6	Tan Zaixi (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
7	Wong, Lawrence Wang-chi, (2006). From “controlling the barbarians” to “wholesale westernization” In <i>Asian Translation Traditions</i> . Ed. Eva Hung and Judy Wakabayashi. London & New York: Routledge. 109-134. https://doi.org/10.4324/9781315759876
8	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
9	Zhong Yong & Lin Jie (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

2.2 Additional Readings

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

1	Baker, Mona (ed) (2011) <i>The Routledge Encyclopedia of Translation Studies</i> . (2 nd Ed) London: Routledge.
2	Bassnett, Susan & Lefevere, André (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, Kate (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, Andrew. and Emma 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, Edwin (2001) <i>Contemporary Translation Theories</i> . (2 nd ed). Clevedon: Multilingual Matters.
8	Hatim, Basil & Mason, Ian (1997) <i>The Translator as Communicator</i> . London: Routledge.
9	Hermans, Theo (1999) <i>Translation in Systems</i> . Manchester: St. Jerome.
10	House, Juliane (2018) <i>Translation: The Basics</i> . London: Routledge.
11	Newmark, Peter (1988) <i>A Textbook of Translation</i> . New York: Prentice Hall.
12	Nida, Eugene A. & Taber, Charles R. (1969) <i>The Theory and Practice of Translation</i> . Leiden: E.J. Brill.
13	Nord, Christiane (1997) <i>Translating as a Purposeful Activity: Functionalist Approaches Explained</i> . Manchester: St. Jerome.
14	Polizzotti, Mark (2018) <i>Sympathy for the Traitor. A Translation Manifesto</i> . Cambridge, MIT Press.
15	Steiner, George (1998) <i>After Babel: Aspects of Language and Translation</i> . (3 rd Ed.). Oxford: Oxford University Press.
16	Toury, Gideon (1995) <i>Descriptive Translation Studies – And Beyond</i> . Amsterdam: John Benjamins.
17	Venuti, Lawrence (1995) <i>The Translator's Invisibility: A History of Translation</i> . London: Routledge.
18	Venuti, Lawrence (ed) (2004). <i>The Translation Studies Reader</i> . (2 nd Ed) 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.