

LT3322: READING BILINGUAL LITERATURE

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Reading Bilingual Literature

Subject Code

LT - Linguistics and Translation

Course Number

3322

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English / Chinese

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English / Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL3322 Reading Bilingual Literature

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to empower students to critically study selected writings by authors famous and anonymous published bilingually on a range of identical topics, and to discover the ways in which the discourse features of such literature may inform the practice of translation. The emphasis is on the development of a more flexible attitude towards the role of the translator as a bilingual writer.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyze the different discourse strategies in Chinese and English as manifested in the bilingual text pairs.		x	x	x
2	Compare these strategies vis-à-vis the strategies of the translator.		x	x	x
3	Describe and explain the stylistic differences between a bilingual text pair.		x	x	x
4	Achieve a critical bilingual reading habit.		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.

Teaching and Learning Activities (TLAs)

TLAs		Brief Description	CILO No.	Hours/week (if applicable)
1		Teacher introduction of the issues involved in the reading of bilingual literature followed by teacher presentation of the first bilingual text pair.	1, 2, 3, 4	
2		Weekly presentation by students in groups of 6 to 7 of the selected bilingual text pairs in the syllabus.	1, 2, 3, 4	
3		Advance posting of presentation outline by presenters on Canvas to invite discussion by all.	1, 2, 3, 4	

4		Teacher-facilitated class discussion following the student presentations.	1, 2, 3, 4	
5		Short in-class-quizzes on weekly topics and post-mortem	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Presentation in class by students of bilingual texts including presentation outline to be posted in advance on Canvas.	1, 2, 3, 4	25	
2	Participation in class discussion and discussion on Canvas.	1, 2, 3, 4	15	
3	Short –in-class quizzes on weekly topics	1, 2, 3, 4	20	
4	Term essay	1, 2, 3, 4	40	Topics and the deadline for the term essay will be given in week 10.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Group presentation

Criterion

Ability to collaborate with team members, present critical ideas clearly and respond intelligently to questions from the floor.

Excellent (A+, A, A-)

High – Focused, smooth and inspirational presentation

Good (B+, B, B-)

Significant – Focused and smooth presentation

Fair (C+, C, C-)

Moderate – Not clearly focused, read-from-script presentation

Marginal (D)

Basic – Rather unfocused, awkwardly scripted presentation

Failure (F)

Not even reaching marginal levels – Completely unfocused, nearly incomprehensible presentation

Assessment Task

2. Participation in class discussion

Criterion

Ability to raise sensible questions or present ideas to further a discussion

Excellent (A+, A, A-)

High – Frequent and quality contribution

Good (B+, B, B-)

Significant – Frequent, or occasional quality contribution

Fair (C+, C, C-)

Moderate – Occasional contribution

Marginal (D)

Basic – Some rare contribution

Failure (F)

Not even reaching marginal levels – No contribution

Assessment Task

3. Short in-class quizzes (MC questions)

Criterion

Ability to digest issues and concepts covered in the course

Excellent (A+, A, A-)

High – 75% correct

Good (B+, B, B-)

Significant – 65-74% correct

Fair (C+, C, C-)

Moderate – 50-64% correct

Marginal (D)

Basic – 40-49% correct

Failure (F)

Not even reaching marginal levels – Less than 40% correct

Assessment Task

4. Term essay

Criterion

Ability to apply critical skills taught to tackle one assigned and one self-chosen bilingual text pairs

Excellent (A+, A, A-)

High – Original application of critical skills learnt and good English

Good (B+, B, B-)

Significant – Good application of critical skills learnt

Fair (C+, C, C-)

Moderate – Not very successful application of critical skills

Marginal (D)

Basic – Not able to apply critical skills but evidence of basic comprehension of text(s)

Failure (F)

Not even reaching marginal levels – Not able to apply critical skills and not even evidence of basic comprehension of text(s)

Part III Other Information

Keyword Syllabus

Literature with a small ‘I’

Effective writing. Close reading. The language of imaginative writing. The language of scripted and unscripted commentary. The language of advertising. The language of journalism. Political discourse.

Bilingual literature and translation

Skopos. Functional translation. The issue of equivalence. The “invisibility” of the translator. The politics of language and translation. The bilingual author. The professional (bilingual?) writer. The market for bilingual literature/ translation.

The organization of discourse

Metaphor and Metonymy. Ellipsis and Presupposition. Cohesion and Coherence. Receptive reading and critical response. The bilingual writer’ s license vs the translator’ s constraints.

Bilingual literature (excerpts) critical reading

Works by bilingual authors of diverse backgrounds in the Chinese speaking world. English translation of works by Bo Yang and Wu Zhuoliu. Commentarial pieces by bilingual authors published in local newspapers. Advertisements. The Policy Address of the Chief Executive, etc. Readings to be consolidated by lecturer.

Reading List

Compulsory Readings

Title	
1	Pirozzi, Richard (2003) Critical Reading Critical Thinking: A Contemporary Issues Approach, New York: Longman.
2	Hatim, B. (1997) The Translator as Communicator, London and New York: Routledge.
3	McRae, J. (1992) Literature with a small I, New York: Prentice Hall.

Additional Readings

Title	
1	Hatim, B. and I. Mason (1990) Discourse and the Translator, London and New York: Longman.
2	Lakoff, G. and M. Johnson (1980) Metaphors we live by, Chicago: University of Chicago Press.
3	Spivak, G. (1993/ 2000) “The politics of translation” , in L. Venuti (ed.) (2000) The Translation Studies Reader, London and New York: Routledge, pp. 297-416.
4	Venuti, L. (1995). The Translator’ s Invisibility: A History of Translation, London and New York: Routledge.
5	Vermeer, H. J. (1996) A Skopos theory of translation: some arguments for and against, Heidelberg (Germany): Textcontext.