LT3346: BILINGUAL EDITING SKILLS

Effective Term
Semester B 2022/23

Part I Course Overview

Course Title
Bilingual Editing Skills

Subject Code
LT - Linguistics and Translation
Course Number
3346

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
CTL3346 Bilingual Editing Skills

Exclusive Courses
Nil

Part II Course Details

Abstract

Bilingual editing is a kind of editing undertaken in a bilingual mode. In the process of editing, whether in the stage of research, interview, reporting or writing, proofreading, polishing or revising for a book, a newspaper, a magazine, a text or a film, two languages (both source and target languages) are intricately involved in efficiently transmitting messages linguistically or culturally. The final product of such editing may be expressed, written or printed in either language or both languages.

This course aims to provide students the basic knowledge, concepts and techniques of a bilingual editor, and develop their editing sense in practical editing assignments.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate a fundamental knowledge in the basic function of bilingual editing; analyze and identify the relation between editing, bilingual editing, translation, and transediting; integrate and implement the relation of bilingual editing to various aspects of publishing, including design, production, marketing, and distribution; cultivate and possess a good editing sense that is important and necessary for a professional bilingual editor.	20	x	x	
2	Formulate effective logical and rhetorical strategies for dealing with recurrent practical problems in various text types and media.	35	x	x	x
3	Acquire the technical knowledge of using a basic computer system for desktop publishing.	10		x	x
4	Perform various kinds of editing work – copy editing, features editing, book editing, magazine editing, and newspaper editing.	35	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		Lectures on the philosophy and art of bilingual editing covering language, layout, typography, photos and graphics, using excerpts from features, books, magazines, and newspapers to demonstrate in depth the complexity of bilingual editing that result from various kinds of focus and emphasis.	1	
2		Get familiar with the relation of bilingual editing to various aspects of publishing through lectures on the operation of publishing.	1	
3		In-class reading, searching, comparing and editing exercises, small-group analysis and evaluation of authentic texts, as a means to sensitise students to discover features of various text types and genres.	2	
4		Lectures and demonstrations in the workshop sessions that teach the technical knowledge of using the Publishing system and its basic functions.	3	
5		A series of editing assignments to ensure students to gain practical experience in bilingual editing various genres of publishing work.	2, 4	
6		In-class presentation by students of their editing works, followed by critique and discussions.	1, 2, 4	

7		Practical editing demonstrations will be conducted by teacher in class, in the re-editing of student's work to help them innovate their application of translating, writing and bilingual editing.	1, 2, 4	
8		Group-based final project: A mini magazine by students demonstrating their understanding of the concepts and aesthetics of bilingual editing, and their ability in bilingual editing skills.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class activities / Participation Students' general performance throughout the semester, for instance in practical class translation and editing activities and discussions in class or on Canvas.	1, 2, 3	20	
2	Quiz A quiz is given to assess students' ability in copyediting and translation. To demonstrate how efficient and accurate they are as bilingual editors, students are required to: - use the symbols of proofreading and copyediting to mark the linguistic errors and correct the translating errors; - rewrite heading and body text.	1, 2	20	
3	Individual assignment Each student is required to translate and edit an assigned feature.	1, 2, 3, 4	20	

4	Group project and presentation Each group is going to edit a mini-magazine. Students will be assessed on their bilingual editing sense in 3 areas, including language, artwork and presentation.	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. In-class activities / Participation

Criterion

Attendance and active participation in practical translation and editing activities and discussions in class or on Canvas demonstrating the student's attitude and ability.

Excellent (A+, A, A-)

Significant learning outcomes have been met to a very good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues.

Good (B+, B, B-)

Significant learning outcomes have been met mostly to a good standard. Demonstrates understanding of link between theory and practice and practice-related issues.

Fair (C+, C, C-)

Significant learning outcomes have been met satisfactorily or to a good standard. Demonstrates a satisfactory understanding of the subject and some understanding of link between theory and practice and practice-related issues.

Marginal (D)

Significant learning outcomes have been met satisfactorily. Demonstrates a barely satisfactory understanding of the subject and link between theory and practice and practice-related issues.

Failure (F)

Attendance is very low, and participation fails to demonstrate achievement of the learning outcomes and/or understanding of link between theory and practice and practice-related issues.

Assessment Task

2. Quiz

Criterion

Copyediting skills demonstrating the knowledge in bilingual editing and a critical thinking of logical and rhetorical strategies to deal with practical problems.

Excellent (A+, A, A-)

A very good standard of copyediting skills demonstrating a good knowledge in bilingual editing to formulate effective logical and rhetorical strategies for dealing with practical problems.

Good (B+, B, B-)

A good standard of copyediting skills demonstrating the knowledge in bilingual editing to formulate logical and rhetorical strategies for dealing with practical problems.

Fair (C+, C, C-)

A satisfactory standard of copyediting skills demonstrating the knowledge in bilingual editing to formulate related strategies to deal with practical problems.

Marginal (D)

A barely satisfactory standard of copyediting skills demonstrating the knowledge in bilingual editing to formulate related strategies to deal with practical problems.

Failure (F)

Lacks the knowledge and skills, and fails to formulate strategies to deal with practical problems.

Assessment Task

3. Individual written assignment

Criterion

Command of knowledge in the area of bilingual editing; understanding of schema of a feature story of a magazine; linguistic competence and translation dexterity; and basic desktop publishing skills to present the work effectively.

Excellent (A+, A, A-)

Excellent command of knowledge in the area of bilingual editing; very good understanding ofschemata of various genres across media; very good linguistic competence and translation dexterity; and good desktop publishing skills to present the work.

Good (B+, B, B-)

Good command ofknowledge in the area of bilingual editing; good understanding ofschema of a feature story; good linguisticcompetence and translation dexterity; and fair desktop publishing skills to present the work.

Fair (C+, C, C-)

Adequate command of the knowledge; a certain degree of understanding of schema of a feature;some linguisticcompetence and translation dexterity, and some desktop publishing skills to present the work.

Marginal (D)

Marginal command of course materials, with some understanding of schema of a feature; marginal ability and skills to demonstrate a mastery of editing skills as a bilingual editor.

Failure (F)

Lacks the knowledge and understanding of bilingual editing skills, and fails to present the work as required.

Assessment Task

4. Group project and presentation

Criterion

Command of knowledge, concepts and techniques of bilingual editing; linguistic competence and translation dexterity; editing sense of a magazine; basic desktop publishing skills to present a dummy of a mini-magazine; and communication skills to convey the philosophy of the magazine of a self-chosen topic to the audience through presentation.

Excellent (A+, A, A-)

Excellent command of knowledge and techniques in the area of bilingual editing with a very good linguistic and translation skills. Final product presents a good editing sense. Excellent presentation skills as a team to demonstrate a grasp of media discourse and mastery of editing skills as bilingual editors.

Good (B+, B, B-)

Good command of knowledge and techniques in the area of bilingual editing with good linguistic and translation skills. Final product presents the editing sense. Good presentation skills as a team to demonstrate a grasp of media discourse and mastery of editing skills as bilingual editors.

Fair (C+, C, C-)

Adequate command of knowledge and techniques in the area of bilingual editing. Fair linguistic and translation skills. Final product may not presents the editing senses well. Acceptable presentation skills as a team to demonstrate an understanding of the concepts of media discourse and mastery of editing skills as bilingual editors.

Marginal (D)

Familiarity with the subject matter; marginal command of course materials; marginal ability and skills to demonstrate a mastery of editing skills as a bilingual editor. Marginal presentation skills as a team to demonstrate an understanding of the concepts of media discourse and mastery of editing skills as bilingual editors.

Failure (F)

Lacks the knowledge and understanding of bilingual editing skills, and fails to present the work as required. Presentation as a team does not demonstrate an understanding of the concepts of media discourse and mastery of editing skills as bilingual editors.

Part III Other Information

Keyword Syllabus

Role and mode of bilingual editing, Philosophy and standards of bilingual editing, Process and means of bilingual editing, Approaches of bilingual editing, Edit your translation, Features editing, Book editing
Newspaper editing, Magazine editing

Reading List

Compulsory Readings

	Title
1	A HandBook of Editors. Retrieved from http://www. nknu.edu.tw/~newsclub/handbook/handbook.zip
2	Butcher's Copy-editing: Cambridge Handbook for Editors. Retrieved from https://ayorek.org/files/References/Copy-editing_%20The%20Handbook%20for%20Editors,.pdf

Additional Readings

	Title
1	Brooks, Brian S. and Jack Z. Sissors. 2001. The Art of Editing. Seventh Edition. Boston: Allyn and Bacon.
2	Poel, Kris van de. 2012. Text Editing: A Handbook for Students and Practitioners. Brussels: University Press Antwerp.
3	Morrish, John. 2012. Magazine Editing: In Print and Online. 3rd ed. Abingdon, Oxon; New York: Routledge.
4	Mossop, Brian. 2014. Revising and Editing for Translators. Abingdon, Oxon: Routledge. 3rd ed.

5	Murray, Gene. 2009. Effective Editing:A Practical Guide for Students and Professionals. Spokane, Washington: Marquette Books.
6	黃大維，2003，《如何成為編輯高手》，台北：冠學文化出版，