

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2018-19

COURSE OUTLINE

COURSE CODE TRAN 1130
ENGLISH TITLE Textual Analysis and Readings
CHINESE TITLE 文本分析及閱讀
NUMBER OF UNITS 3
DESCRIPTION The course aims to teach students how to analyze the contents, stylistic features, and pragmatics of different text types. It also expands the scope of students' general knowledge through reading a wide variety of texts.

COURSE OVERVIEW

This course concerns the language features of different text types in Chinese and English. Students should, after studying this course, be equipped with the skills necessary to analyze texts from different linguistic and stylistic perspectives, skills also indispensable to rendering accurate and idiomatic translations.

LEARNING OUTCOMES

Expected learning outcomes <ul style="list-style-type: none">• Students should find themselves in a better position to recognize various textual features of a variety of text types, and to produce more accurate and idiomatic translations. (Skills)• They would be able to understand better how language works at the textual level, and become aware of aspects of language which are quite different from what they have learnt in the past, that good language is restricted only to grammaticality. (Values)• This course also aims at heightening students' sensitivity towards the Chinese and English language, in the sense that texts are far from just being random composites of sentences, but are rather reflections of choices demonstrating the communicative intent of the writer/speaker. (Values)
Implication for learning activities <p>Through the assignments and take-home tasks, students will be able to use the content knowledge</p>

they have learnt such as information structure, mood, modality, references, voice, and tone, in the sense that they can analyze texts as well as apply such knowledge to translation.

Implication for assessment

Students will be assessed via their assignments, take-home tasks, participation in-class, their attendance, and a final test. The assignments and take-home tasks enable them to apply the skills they have learnt. These components ensure that all students have the chance to demonstrate improvement over time instead of having their course grade dependent wholly on one final examination.

LIST OF TOPICS

- The meaning of discourse/text and the substance of text linguistics and discourse analysis
- Information structure of a text
- The concept of ‘mood’ in Chinese and English and structures of different verbal mood as textual features
- The concept of ‘modality’, the use of English modal verbs and Chinese particles to express modal meanings, and patterns of the use of modal verbs in specific text types
- Pronouns and the passive structure as textual features
- Tone and the language features affecting it
- The use of punctuation in Chinese and English (similarities and differences)
- Special topics on textual analysis (advertising texts and newspaper articles)

LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify
Hours per week 1 hr 45 mins.	Hours per week 45 mins.	Hours per week N.A.

ASSESSMENT SCHEME

Task nature	Weight
Assignments (2 in total)	40%
Class participation	20%
Final test	40%

RECOMMENDED LEARNING RESOURCES

Required readings

1. Carell, P. L. (1982). Cohesion Is not coherence. *TESOL Quarterly*, 16(4), 479-488.
2. Gee, J. P. (2011). *An introduction to discourse analysis: Theory and method*. (3rd ed.). Milton Park, Abingdon; New York: Routledge.
3. Halliday, M.A.K. (2004). *An introduction to functional grammar* (3rd ed.). London: Arnold.
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4. Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
5. Thompson, G.(1996). *Introducing functional grammar*. London; New York : Arnold. *

6. 劉宓慶(1986) 《文體與翻譯》。北京:中國對外翻譯。
7. 羅選民(2001) 《話語分析的英漢語比較研究》。長沙:湖南人民出版社。
8. 黃國文(1988) 《語篇分析概要》。長沙:湖南教育出版社。

Recommended readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Essex: Pearson Education Limited.
2. Coulthard, M. 1985. *An introduction to discourse analysis* (2nd ed.). London: Longman.
3. Darling, C. Guide to Grammar and Writing. <http://grammar.ccc.commnet.edu/grammar/>
4. Knoy, T. Technical English, Writing handouts, Unit 5. 柯泰德線上英文論文編修訓練服務 <http://www.chineseowl.idv.tw/html/u.htm>
5. Neubert, A. & Shreve, G. M. (1992). *Translation as text*. Kent, Ohio: Dent State University Press.
6. Palmer, F. R. (1990). *Modality and the English modals* (2nd ed.) London: Longman.
7. Wu, Guo. (1998). *Information structure in Chinese*. Beijing: Peking University Press.
8. Strunk, W. The elements of style. <http://www.bartleby.com/141/>
9. 胡壯麟(1994) 《語篇的銜接與連貫》。上海:上海外語教育出版社。

FEEDBACK FOR EVALUATION

Students are welcome to provide feedback on the course through

- mid-term questionnaires
- end-of-term questionnaires
- emails

COURSE SCHEDULE

Week	Date (TBC)	Topic	Activities/Requirements
1		Lesson 1 • Introduction: Textual analysis: An introduction Definition of discourse and text; the substance of discourse analysis and text linguistics, text as a unit of communication, concepts of genre and register, and the perspectives of textual analysis	Reading 1 (《語篇分析概要》。第一章:緒論) Reading 2 (《話語分析的英漢語比較研究》。第一章:話語語言學的性質、方法與任務)
2		• Textual analysis: An introduction (Cont'd) Lesson 2 • Textual feature 1 – How information is structured in Chinese and English texts The perspectives of ‘functional grammar’, which incorporate concepts like communicative dynamism, old-new information structure, theme and rheme, and topic and focus	Reading 3 (<i>An introduction to discourse analysis: Theory and method. Chapter 1: Introduction</i>)
3		• Textual feature 1 – How information is structured in Chinese and English texts (Cont'd)	Reading 4 (<i>An introduction to functional grammar. Chapter 3: Clause as message</i>) Reading 5 (<i>Introducing functional grammar. Chapter 6: Organising the message: the textual metafunction: Theme</i>)

			Assignment 1 (Date TBC)
4		Lesson 3 <ul style="list-style-type: none"> • Textual feature 2 – Mood and modality The kinds of mood and language functions they express, the use of modal verbs in English and particles in Chinese to express modality, how modal meanings are realised in specific text types, and how C & E express counter-factuality 	Reading 6 (《文體與翻譯》。第 5.1 節：情態的翻譯)
5		<ul style="list-style-type: none"> • Textual feature 2 – Mood and modality (Cont'd) 	Assignment 1 due (Due date TBC)
6		Lesson 4 <ul style="list-style-type: none"> • Textual feature 3 – The pronoun as a textual feature 	Reading 7 (Cohesion in English. Chapter 2: Reference [selected sections])
7			
8		<ul style="list-style-type: none"> • Textual feature 3 – The pronoun as a textual feature (Cont'd) Lesson 5 <ul style="list-style-type: none"> • Textual feature 4 – The passive and what textual function it performs 	Assignment 1 Discussion (Date TBC)
9		<ul style="list-style-type: none"> • Textual feature 4 – The passive and what textual function it performs (Cont'd) 	Assignment 2 (Date TBC) Reading 8 (《文體與翻譯》。第 5.121 節：被動語態的語義價值)
10		Lesson 6 <ul style="list-style-type: none"> • Textual feature 5 – Cohesion & coherence 	Reading 9 (TESOL Quarterly. Cohesion Is not coherence.)
11		<ul style="list-style-type: none"> • Textual feature 5 – Cohesion & coherence (Cont'd) 	Assignment 2 due (Due date TBC)
12		Lesson 7 <ul style="list-style-type: none"> • Textual feature 6 – The tone of language: What is not said is equally important 	
13		<ul style="list-style-type: none"> • Textual feature 6 – The tone of language: What is not said is equally important (Cont'd) Lesson 8 <ul style="list-style-type: none"> • Special topics on textual analysis: Analyzing specific text types (advertisements and news articles) 	Assignment 2 Discussion (Date TBC)
14		<ul style="list-style-type: none"> • Special topics on textual analysis: Analyzing specific text types (advertisements and news articles) (Cont'd) Lesson 9 <ul style="list-style-type: none"> • Textual feature 7 – Eats (,) shoots and leaves: Punctuation as a textual feature (Optional) 	

15	Final Test (Date TBC)
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CONTACT DETAILS

Professor/Lecturer/Instructor	
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Teaching Venue:	TBC
Office Hours:	TBC

COURSE ANNOUNCEMENTS

Course materials will be distributed in-class and posted on <https://blackboard.cuhk.edu.hk/>

Policy on Absenteeism

In respect of individual courses, a student who, without permission to take leave, has been absent for a continuous period exceeding 4 weeks shall, subject to the Department Board's approval, be given Grade F for the course(s) concerned.

Policy on Penalties for Late Submission of Written Work

Late submission of written work 1-7 days: Minus **ONE** Sub-grade.

Late submission of written work beyond 7 days: The work will not be graded and **Grade F** be given.

ACADEMIC HONESTY AND PLAGIARISM

All assignments must be submitted via the **VeriGuide** (<https://veriguide1.cse.cuhk.edu.hk/cuhk/>) for plagiarism detection. A declaration, in the form of a receipt, will be issued by the system upon uploading your assignment. Please submit the signed declaration statement together with the hard copy of the assignment to the course teacher, according to the instructions as stipulated by him/her. **Assignments without the receipt will not be graded.**