**THE CHINESE UNIVERSITY OF HONG KONG**

**DEPARTMENT OF TRANSLATION**

**2016-17 (First Term)**

**COURSE OUTLINE**

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| **COURSE CODE**<br>TRAN 1130A |
| **ENGLISH TITLE**<br>Textual Analysis and Readings |
| **CHINESE TITLE**<br>文本分析及閱讀 |
| **NUMBER OF UNITS**<br>3 |

**COURSE OVERVIEW**

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| (Please explain concisely what the course is about, how it will support student learning in the context of the translation programme, how it relates to other courses, whether any prior knowledge is required, etc)<br><br>This course concerns the language features of Chinese and English texts. Students should, after studying this course, be equipped with the skills necessary to analyse texts from various linguistic and stylistic perspectives, skills also indispensable to rendering more accurate and idiomatic translations. |

**LEARNING OUTCOMES**

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| **Expected learning outcomes**<br>(A listing (preferably in point form) of the expected learning outcomes, probably across the knowledge, skills and values/attitudes (KSV) domains, limited to ~15 items to allow students to appreciate the breadth of the programme while not getting lost in minutiae.)<br><br>• 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. (S)<br>• They'd be able to understand better how language works at the textual level, and become aware of some "novel" aspects of language, which are quite different from what they may have learnt in the past, that good language is restricted only to grammaticality. (V)<br>• 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. (V) |
| **Implication for learning activities**<br>(The statement should describe the range of learning activities that will be used to support the development of these |

learning outcomes.  Some comments on the proportion of each type of learning activity are desirable.  Possible learning activities include: lectures, interactive tutorials, laboratory work, discussion of cases, field trips, clinical placement, projects, web-based activities.)

Through analyzing various texts in-class and working on take-home assignments, students will be able to apply their skills learnt about language style and structures, and familiarize themselves with concepts such as mood, modality, and references and their role in appreciation of textual features and translation.

**Implication for assessment**
(The statement should describe the range of assessment tasks that will be used to gauge attainments of these learning outcomes.  Some comments on the proportion of each type of assessment are desirable.  Possible assessment strategies include, essay test or examinations, short-answer test or examinations, objective test or examinations, essays, presentations, problem sets, lab reports, projects, cases.)

Students will be assessed via several take-home assignments and a final test. They will have ample time to work on their homework, which enables them to apply the skills that they have learnt. They will also be graded upon an in-class participation score. These several 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 basic concepts of textual/discourse analysis
- Topics on textual cohesion and coherence, which include the role that explicit connectors and information structure play in gluing a text together
- The concept of 'mood' in Chinese and English
- The concept of 'modality', and the use of English modal verbs and Chinese particles to express modal meanings
- The conditional structures and strategies for expressing 'counter-factuality' (related to the concept of 'mood')
- Pronouns, the definite article, and the non-finite verb forms (participles) as textual features
- Tone and the language features affecting it
- The use of punctuation in Chinese and English (similarities and differences)
- Miscellaneous topics on textual analysis (concerning advertising texts and newspaper articles etc.)

**LEARNING ACTIVITIES**

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

**ASSESSMENT SCHEME**

| Task nature | Weight |
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| Assignment(3 in total) | 45% |
| Participation | 10% |
| Final test | 45% |

## RECOMMENDED LEARNING RESOURCES

(Please provide details about any textbooks and/or suggested readings, including title, publisher, edition and year of publication, and list any recommended web pages with specific URL addresses.)

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. Halliday, M.A.K. (2004). *An Introduction to Functional Grammar.* (3rd ed.) London: Arnold. (Fairly advanced)
5. Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English.* London: Longman. (Fairly advanced)
6. 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
7. Neubert, A. & Shreve, Gregory M. (1992). *Translation as Text*. Kent, Ohio: Dent State University Press.
8. Newmark, P. (1988). *A Textbook of Translation.* New York: Prentice Hall.
9. Palmer, F. R. (1990). *Modality and the English Modals.* (2nd ed.) London: Longman.
10. Wu, Guo. (1998). *Information Structure in Chinese.* Beijing: Peking University Press.
11. Strunk, W. The Elements of Style. http://www.bartleby.com/141/
12. 劉密慶(1986)《文體與翻譯》。北京:中國對外翻譯。
13. 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。(Analysis based on Chinese and English texts)
14. 胡壯麟 （1994）《語篇的衔接與連貫》。上海：上海外語教育出版社。(Analysis based on English texts)
15. 黃國文 （1988）《語篇分析概要》。長沙：湖南教育出版社。(Analysis based on English texts with sentential analysis)

**Required reading materials will be distributed in-class.**

## 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 | Topic | Activities/Requirements |
|------|------|-------|------------------------|
| 01 | 5thSept & 7thSept | • **Introduction:** **What is textual analysis?** Text as a unit of communication, the interaction between textual analysis and translation, concepts of genre, register and a preliminary discussion of the different | **Reading 1** |

| | | language features of Chinese and English | |
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| 02 | 12ʰ Sept & 14ᵗʰ Sept | • **What is textual analysis? (cont'd)**<br><br>• **How information is structured in Chinese and English texts – textual linkage and why good grammar is not enough**<br>The perspectives of functional grammar, which incorporate concepts like communicative dynamism, old-new information structure, theme and rheme, and topic and focus | |
| 03 | 19ˢᵗ Sept & 21ˢᵗ Sept | • **How information is structured in Chinese and English texts (cont'd)** | **Reading 2**<br>**Assignment 1 (21ˢᵗ Sept)** |
| 04 | 26ᵗʰSept & 28ᵗʰ Sept | • **Mood as a grammatical system in English and modality –** Particular emphasis on the subjunctive mood and the use of modal verbs in English and particles in Chinese to express modality, and how C & E express counter-factuality | |
| 05 | 3ʳᵈ Oct & 5ᵗʰOct | • **Mood as a grammatical system in English and modality (cont'd)**<br>• **Specific textual feature 1 – The pronouns**<br>Considering Chinese and English pronoun usage as textual features | **Assignment 1 due (5ᵗʰ Oct)** |
| 06 | 10ᵗʰOct (Chung Yeung Festival) & 12ᵗʰ Oct | • **Specific textual feature 1 – The pronouns (cont'd)**<br><br>• **Specific textual feature 2 – The articles**<br>Considering the English articles and their Chinese "counterparts" | |
| 07 | 17ᵗʰ Oct & 19ᵗʰ Oct | • **Specific textual feature 2 – The articles (cont'd)**<br><br>• **Specific textual feature 3 – The present participle and what it "does" in-text**<br>An investigation of this English non-finite verb form and the textual functions that they perform. | **Assignment 1 Discussion (19ᵗʰ Oct)**<br>**Reading 3** |
| 08 | 24ᵗʰOct & 26ᵗʰ Oct | • **The passives**<br>The pragmatics of passive structures i.e. its usage from the textual perspective | **Assignment 2 (26ᵗʰ Oct)** |
| 09 | 31ˢᵗ Oct & 2ⁿᵈ Nov | • **The passives (cont'd)**<br>• **Topics in textual analysis:**<br>- **Cohesion & coherence**<br>- **The tone of language (what is not said is equally important is what is said)**<br>How texts are glued together; factors conditioning the tone of languages, (topics covered include hedges and degree of language formality); the features of | **Reading 4** |

| | | Chinese and English vocabulary and relevant concepts such as "culture" and "context" | |
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| **10** | **7ᵗʰ Nov & 9ᵗʰ Nov** | • **Topics in textual analysis (cont'd)** | **Assignment 2 due (9ᵗʰ Nov)** |
| **11** | **14ᵗʰ Nov & 16ᵗʰ Nov** | • **Topics in textual analysis (cont'd)** | |
| **12** | **21ˢᵗ Nov & 23ʳᵈ Nov** | • **Eats (,) shoots and leaves – The role of punctuation in written communication** A discussion of some common and uncommon usage | **Assignment 2 Discussion (23ʳᵈ Nov)** |
| **13** | **28ᵗʰ Nov & 30ᵗʰ Nov** | **Final test (28ᵗʰ Nov)** | |

## CONTACT DETAILS

| **Professor/Lecturer/Instructor** | |
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| Name: | Chu Shiao Ying Sharon |
| Office Location: | KKL Bldg. Rm. 110 |
| Telephone: | 39431866 |
| Email: | syschu@cuhk.edu.hk/syschu@hotmail.com |
| Teaching Venue: | Lecture (Mon): LSK212; Tutorial (Wed): LHCG06 |
| Office Hours: | TBC |

## COURSE ANNOUNCEMENTS

Course announcements and materials will be distributed in class.

**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

(Please add relevant course-specific information if necessary)


Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized

contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.