

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17 (Second Term)

COURSE OUTLINE

<b>COURSE CODE</b>  <b>TRAN2020</b>
<b>ENGLISH TITLE</b>  <b>Writing Skills and Translation</b>
<b>CHINESE TITLE</b>  <b>寫作技巧與翻譯</b>
<b>NUMBER OF UNITS</b>  <b>3</b>
<b>DESCRIPTION</b> (as stated in the Student Handbook)  This course introduces the stylistic features and writing techniques of major text types in English and Chinese, and the corresponding methods and techniques of translating. Also included in this course are topics such as summary translation and abridged translation. Lectures combined with drills aim at improving students' writing and translating skills.  <b>(Note from course teacher: The intention to cover the writing techniques for all 'major text types' seems too ambitious for a one-semester course. Still, general language features and stylistic issues relevant to translation techniques will be introduced by referring to different text types.)</b>

**COURSE OVERVIEW**

(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)

Since this course is relevant to translation, issues about creative writing such as brainstorming, overcoming writers' block and paragraphing will not be dealt with. Topics that will be discussed are mainly on the usage of (English) parts of speech, verb forms, and sentence structures, in particular common errors made by Hong Kong students in these aspects; additionally 'higher-order concerns' such as structuring ideas logically and sentence

variety will be addressed, all discussed in the context of translation studies. Real-life examples will be given in-class so that students will also be aware of the discrepancies between prescribed rules and actual usage.

The exercises used in-class are not fossilized practices on grammar like fill-in-the-blanks or multiple-choice questions, but rather students will be asked to apply their linguistic knowledge acquired in the course to analyse and appreciate the way of presentation by languages in their everyday use.

There will also be sessions from time to time devoted to a linguistic comparison between Chinese and English. Very technical this may sound, no prior knowledge of linguistics is required.

## LEARNING OUTCOMES

### **Expected learning outcomes**

(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.)

The course aims at the following:

1. Offering a new perspective to languages, English in particular, for Hong Kong students who probably have been trained to view grammar skills as something that can be acquired only by fossilized practices like multiple-choices or fill-in-the-blanks exercises. (V)
2. Improving students' writing and translation skills in terms of accuracy and style. (S)
3. Putting students in a better position to analyse and break down sentence structures and understand meaning in the pre-translation stage when working on English-Chinese translations. (S)

### **Implication for learning activities**

(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.)

Students will be exposed to basic language theories, have chances of critiquing pieces of writing and should be in a better position to make appropriate language choices in writing 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 working 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 nature of English and Chinese and what makes the former a relatively more scientific language by nature
- The 'myths and facts' of article usage
- Verb forms and what functions they serve in a sentence (The notion of 'finiteness' and the like)
- The notion of a sentence (Addressing and discussing the common definition that it signals a complete 'sense')
- Good and bad sentence fragments
- Formal and informal style, and style as a matter of vocabulary choice and sentence structures
- The logic of connectors and how they might be misused or overuse
- Punctuation usage and its relationship with sentence structures
- Attaining clarity and conciseness in writing (on redundant language and clichés)

### LEARNING ACTIVITIES

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

### ASSESSMENT SCHEME

Task nature	Weight
e.g. Assignments	50% (2 in total)
Class participation	10%
Exams	40%

### 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. 陳定安(1996)《英漢修辭與翻譯》。香港:商務印書館。
2. 陳會軍(2004)《中國人英文寫作全攻略:技巧與訓練》。北京:外文出版社。
3. 張今,張克定(1998)《英漢語資訊結構對比研究》。開封:河南大學出版社。
4. 汪福祥(2002)《英語寫作技巧新編》。北京:外文出版社。
5. 劉世榮(2010)。英文寫作與翻譯。濰坊教育學院學報, 23: 3, 81-83。
6. 胡曙中(1993)《英漢修辭比較研究》。上海:上海外語教育出版社。

7. Crewe, W. J. The illogic of logical connectives. *ELT Journal*. p. 316-25, Vol. 44, 1990.
8. Darling, C. Guide to Grammar and writing.  
<http://grammar.ccc.commnet.edu/grammar/>
9. Editors of the American Heritage Dictionaries. (1996). *The American Heritage Book of English Usage*. New York: Houghton Mifflin Company.
10. Loffredo, E. & Perteghella, M. (Eds.). (2006). *Translation and creativity: perspectives on creative writing and translation studies*. London; New York: Continuum.
11. Purdue University. Purdue Online Writing Laboratory. <http://owl.english.purdue.edu/>
12. Strunk, William. Elements of Style. <http://www.bartleby.com/141/>

## 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
1	9 <sup>th</sup> Jan; 11 <sup>th</sup> Jan	Overview of course Translation and writing, and sentence as the basic unit of writing	
2	16 <sup>th</sup> Jan; 18 <sup>th</sup> Jan	Translation and writing, and sentence as the basic unit of writing (Cont'd) The trickiness of English article usage – A consideration of some examples in everyday life usage	Reading 1
3	23 <sup>rd</sup> Jan; 25 <sup>th</sup> Jan	The trickiness of English article usage (Cont'd)	Assignment 1 (25 <sup>th</sup> Jan) Reading 2
4	30 <sup>th</sup> Jan; (Lunar New Year Holiday) 1 <sup>st</sup> Feb	'Shaken, not stirred' –What's in a verb? (An overview of some aspects of functions of the English verb)	
5	6 <sup>th</sup> Feb; 8 <sup>th</sup> Feb	'Shaken, not stirred' –What's in a verb? (Cont'd)	Assignment 1 due (8 <sup>th</sup> Feb)
6	13 <sup>th</sup> Feb; 15 <sup>th</sup> Feb	Sentence as the basic unit of writing – What is a sentence, and what's in a sentence?	
7	20 <sup>th</sup> Feb; 22 <sup>nd</sup> Feb	Sentence as the basic unit of writing (Cont'd)	Assignment 1 discussion (22 <sup>nd</sup> Feb) Reading 3
8	27 <sup>th</sup> Feb; 1 <sup>st</sup> Mar	Logical connectors as the stitches of language – An exploration of some Chinese-student writing habits	
9	6 <sup>th</sup> Mar; 8 <sup>th</sup> Mar	Logical connectors as the stitches of text (Cont'd)	Reading 4
10	13 <sup>th</sup> Mar; 15 <sup>th</sup> Mar	'Let's take a look at the pros and cons' – informal vs. formal style as reflected in everyday-life language	Assignment 2 (13 <sup>th</sup> Mar)
11	20 <sup>th</sup> Mar; 22 <sup>nd</sup> Mar	'Let's take a look at the pros and cons' – informal vs. formal style as reflected in the everyday-life language (Cont'd)	
12	27 <sup>th</sup> Mar; 29 <sup>th</sup> Mar	'Don't use no double negatives' – Clear and direct language vs. redundancy; an introduction to clichés	Assignment 2 due (27 <sup>th</sup> Mar)

13	3 <sup>rd</sup> Apr; 5 <sup>th</sup> Apr	'Don't use no double negatives' – Clear and direct language vs. redundancy; an introduction to clichés (Cont'd)	Reading 5
14	10 <sup>th</sup> Apr; 12 <sup>th</sup> Apr	Rhetoric and translation <i>Optional</i> (The close relationship between punctuation – mark usage and sentence structures in English)	Assignment 2 Discussion (10 <sup>th</sup> Apr)
15	17 <sup>th</sup> Apr (Easter Holiday); 19 <sup>th</sup> Apr	Final test (19 <sup>th</sup> Apr [TENTATIVE])	

### CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	
Name:	Chu Shiao Ying Sharon
Office Location:	Rm.110 Leung Kau Kui Building
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Email:	<a href="mailto:syschu@cuhk.edu.hk">syschu@cuhk.edu.hk</a> / <a href="mailto:syschu@hotmail.com">syschu@hotmail.com</a>
Teaching Venue:	LEC (Mon): LSK206; TUT (Wed): UCC201
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.