

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2017-18

COURSE OUTLINE

COURSE CODE
TRAN2020B
ENGLISH TITLE
Writing Skills and Translation
CHINESE TITLE
寫作技巧與翻譯
NUMBER OF UNITS
3
DESCRIPTION
This course introduces the stylistic features and writing techniques of English and Chinese, and the corresponding methods and techniques of translating. Lectures combined with drills aim at improving students' writing and translating skills.

COURSE OVERVIEW

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 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. 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-blank 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

The course aims at the following:

1. Offering a new perspective to languages, English in particular, for Hong Kong students who

<p>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)</p> <p>2. Improving students' writing and translation skills in terms of accuracy and style. (S)</p> <p>3. Putting students in a better position to analyse language and understand meaning in the pre-translation stage when working on English-Chinese translations. (S)</p>
<p>Implication for learning activities</p> <p>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.</p>
<p>Implication for assessment</p> <p>Students will be assessed via several assignments, take-home tasks, and a final test, which enables them to apply the skills that they have learnt. 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.</p>

LIST OF TOPICS

<ul style="list-style-type: none"> • 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 non-finiteness) • 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 • Attaining clarity and conciseness in writing (on redundant language and clichés)
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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	40% (2 in total)
Class participation (attendance and in-class discussions)	20%
Exams	40%

RECOMMENDED LEARNING RESOURCES

Required readings

1. 劉宓慶(1986)《文體與翻譯》。北京:中國對外翻譯。
2. 夏立新(2003)淺談英漢翻譯中的音韻和節奏美。天津外國語學院學報, 6, 7-9。
3. Broderick, J.P. (2005). *English grammar: Patterns and choices*. Norfolk: Old Dominion University.
4. Crewe, W. J. The illogic of logical connectives. *ELT Journal*. p. 316-25, Vol. 44, 1990.
5. Downing, A. & Locke, P. (2006). *English Grammar: A university course* (2nd ed). Florence, KY: Routledge.
6. Fiske, R. H. (2002). *The dictionary of concise writing : 10,000 alternatives to wordy phrases*. Oak Park, IL : Marion Street Press.

Recommended readings

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. 劉世榮(2010)英文寫作與翻譯。《濰坊教育學院學報》, 23: 3, 81-83。
4. 胡曙中(1993)《英漢修辭比較研究》。上海:上海外語教育出版社。
5. 夏立新(2003)淺談英漢翻譯中的音韻和節奏美。天津外國語學院學報, 6, 7-9。*
6. 汪福祥(2002)《英語寫作技巧新編》。北京:外文出版社。
7. 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。
8. Editors of the American Heritage Dictionaries. (1996). *The American Heritage Book of English Usage*. New York: Houghton Mifflin Company.
9. Loffredo, E. & Perteghella, M. (Eds.). (2006). *Translation and creativity: perspectives on creative writing and translation studies*. London; New York: Continuum.
10. Purdue University. Purdue Online Writing Laboratory. <http://owl.english.purdue.edu/>
11. 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	10 th Jan	Lesson 1 <ul style="list-style-type: none"> • Overview of course Translation and writing, and English as a 'scientific' language 	
2	17 th Jan	Lesson 2 <ul style="list-style-type: none"> • The trickiness of English article usage – A consideration of some examples in everyday life usage 	Reading 1 (<i>English grammar: Patterns and choices</i> . Chapter 2: Basic Grammatical Concepts)
3	24 th Jan	<ul style="list-style-type: none"> • The trickiness of English article usage (Cont'd) 	Assignment 1 (24 th Jan) Reading 2 (<i>English Grammar: A University Course</i> . Module 46. Referring to People and Things as

			Definite, Indefinite, Generic)
4	31 st Jan	Lesson 3 <ul style="list-style-type: none"> • ‘Shaken, not stirred’ –What’s in a verb? (An overview of some aspects of functions of the English verb) 	
5	7 th Feb	‘Shaken, not stirred’ –What’s in a verb? (Cont’d) Lesson 4 <ul style="list-style-type: none"> • Sentence as a unit of writing 	Assignment 1 due (7 th Feb) Reading 3 (《文體與翻譯》第六單元 ‘冠詞的漢譯’)
6	14 th Feb	Sentence as a unit of writing (Cont’d) Lesson 5 <ul style="list-style-type: none"> • Sentence fragment as a unit of writing 	
7	21 st Feb (Lunar New Year Vacation)		
8	28 th Feb	<ul style="list-style-type: none"> • Sentence fragment as a unit of writing (Cont’d) 	Assignment 1 discussion (28 th Feb) Reading 4 (《天津外國語學院學報》。‘淺談英漢翻譯中的音韻和節奏美’)
9	7 th Mar	Lesson 6 <ul style="list-style-type: none"> • Sentence euphony in writing and translation 	Assignment 2 (7 th Mar)
10	14 th Mar	<ul style="list-style-type: none"> • Sentence euphony in writing and translation (Cont’d) Lesson 7 <ul style="list-style-type: none"> • Word order in writing and translation – Why word-order matters 	
11	21 st Mar	<ul style="list-style-type: none"> • Word order in writing and translation (Cont’d) Lesson 8 <ul style="list-style-type: none"> • Logical connectors as the stitches of language – An exploration of some Chinese-student writing habits 	Assignment 2 due (21 st Mar) Reading 5 (The illogic of logical connectives. <i>ELT Journal</i> .) 22 nd Nov (Assignment 2 Discussion)
12	28 th Mar	<ul style="list-style-type: none"> • Logical connectors as the stitches of text (Cont’d) Lesson 9 <ul style="list-style-type: none"> • ‘Let’s take a look at the pros and cons’ – informal vs. formal style as reflected in the everyday-life language 	Reading 6 (<i>The dictionary of concise writing: 10,000 alternatives to wordy phrases. Chapter 1. The Perfectibility of Words</i>)
13	4 th Apr	<ul style="list-style-type: none"> • ‘Let’s take a look at the pros and cons’ – informal vs. formal style as reflected in everyday-life language (Cont’d) 	
14	11 th Apr	T.B.C.	Assignment 2 Discussion (4 th Apr)

15	18 th Apr	Final Test	
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CONTACT DETAILS

Professor/Lecturer/Instructor	
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Teaching Venue:	TUT (Wed): LSB C3; LEC (Wed): LSB C3
Office Hours:	T.B.C.

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

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.**