

**THE CHINESE UNIVERSITY OF HONG KONG**

**DEPARTMENT OF TRANSLATION**

**2017-18**

**COURSE OUTLINE**

<b>COURSE CODE</b> TRAN2130
<b>ENGLISH TITLE</b> Language Studies for Translation
<b>CHINESE TITLE</b> 語言研究與翻譯
<b>NUMBER OF UNITS</b> 3
<b>DESCRIPTION</b>  This course introduces linguistics and its relation to translation. Four subjects – phonetics, phonology, morphology and syntax – are taught with examples from a number of languages. Students learn how the language system works in language transfer so as to improve their ability of translation.

**COURSE OVERVIEW**

This course aims at equipping students with better translation and writing techniques and introduces them to the criteria for assessing translation quality, all skills taught related to the grammatical and structural level of language. Various linguistic concepts which have been applied to translation studies for years will be covered in class. Consideration of theories, however, constitutes a relatively small part of the course; students will from time to time be exposed to translation samples in everyday life, which will be integrated with theoretical discussions.

Though linguistics knowledge of Chinese and English is not a prerequisite, those who have taken courses on Chinese and English grammar or TRAN1130 Textual Analysis and Readings might find this course easier to handle.

**LEARNING OUTCOMES**

**Expected learning outcomes**

1. Students should be able to appreciate Chinese and English as two languages with distinct grammatical features, the understanding of which should get them better equipped with linguistics knowledge relevant to translation. (S/V)
2. Overall students should have their sensitivity towards the Chinese and English languages heightened. (V)
3. Students should be able to understand translation from a more scientific point of view and appreciate that any language constitutes an organized system instead of just piecemeal grammatical rules. They should also realise how language works at the textual level; such awareness is quite different from what they might have learnt about before, that language accuracy is restricted only to grammaticality at the sentential level. (V)

### Implication for learning activities

Various real-life examples will be looked at with the discussion of linguistics theories, so that students will find learning more interesting and be able to see the relevance of the science of language to every-day life. Such examples will also put language knowledge in a context and help to enhance their understanding of topics on linguistics. They should be able to test how much they have understood with the graded take-home assignments.

### Implication for assessment

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 sounds of Chinese and English, and the role they play in language rhetoric and transliteration.
- The parts of speech in Chinese and English (Differences and similarities in their categorization)
- The systems of tense and aspect in English
- Structural differences between Chinese and English phrases/clauses/sentences and their implications for translation approaches
- Thematic ordering of sentences in Chinese & English; how far the position where a sentential element is placed in a sentence has an impact on its communicative effect
- Topics on cohesion – Various strategies to achieve cohesion in C & E, and how the consideration of such topics has an implication on translation approaches
- The nature of Chinese being characterized by parataxis and English by hypotaxis
- The concept of negative transfer and how instances of transfer can result in “translationese” and the language quality of the target text

### 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
e.g. Assignments	40% (2 in total)
Class participation	20%
Exams	40%

### RECOMMENDED LEARNING RESOURCES

#### Required readings:

1. Catford, J.C. (1965). *A linguistic theory of translation: an essay in applied linguistics*.

- London : Oxford University Press
2. Eppler, E.D. & Ozón, G. (2013). *English words and sentences: an introduction*. Cambridge; New York: Cambridge University Press.
  3. Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
  4. Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge: Cambridge University Press
  5. Roach, P. (1983). *English phonetics and phonology: a practical course*. Cambridge: Cambridge University Press.
  6. 程祥徽, 田小琳 (2013) 《現代漢語》。香港:三聯書店(香港)有限公司。
  7. 金積令 (1996) “英漢語主題結構的對比研究”, 摘自李瑞華 《英漢語言文化對比研究》, 上海:上海外語教育出版社。

**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. (A very thick book for reference purpose)
2. Darling, C. Guide to Grammar and Writing. <http://grammar.ccc.commnet.edu/grammar/> (An award-winning and comprehensive site of the grammar and stylistic issues of English)
3. Halliday, M.A.K. (2004). *An Introduction to Functional Grammar*. (3<sup>rd</sup> ed.) London: Arnold.
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> (Interesting site about some common writing problems of non-native speakers of English.)
5. Strunk, W. The Elements of Style. <http://www.bartleby.com/141/> (A good e-book on the grammar and style of English.)
6. Swan, M. (2005). *Practical English Usage*. (3<sup>rd</sup> ed.) Oxford: Oxford University Press. (A widely-used grammar book amongst university students)
7. 北京大學中文系現代漢語教研室 (2003) 《現代漢語專題教程》。北京:北京大學出版社。
8. 黎錦熙(2001) 《新著國語文法》。北京:商務印書館。
9. 李濟中, 姚錫遠 (1997) 《現代漢語專題》。北京:中國社會出版社。
10. 劉宓慶(1986) 《文體與翻譯》。北京:中國對外翻譯。

**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	Topics	Activities/Requirements
01	5 <sup>th</sup> Sept, 7 <sup>th</sup> Sept	<ul style="list-style-type: none"> <li>• Lesson 1</li> </ul> Course introduction An overview of the interaction between language studies and translation	Reading 1 ( <i>A Linguistic theory of translation: an essay in applied linguistics</i> . Chapter 1: general linguistic theory)
02	12 <sup>th</sup> Sept, 14 <sup>th</sup> Sept	<ul style="list-style-type: none"> <li>• Lesson 2</li> </ul>	Assignment 1 (14 <sup>th</sup> Sept)

		The parts of speech of Chinese and English	<b>Reading 2</b> ( <i>English words and Sentences: an Introduction. Chapter 2: Word classes.</i> )
<b>03</b>	<b>19<sup>th</sup> Sept, 21<sup>st</sup> Sept</b>	•The parts of speech of Chinese and English (Cont'd)	<b>Reading 3</b> (《現代漢語》第三章：詞類) <b>Reading 4</b> ( <i>Introduction to the Grammar of English. Section 4.5: Tense; section: 4.7 Aspect</i> )
<b>04</b>	<b>26<sup>th</sup> Sept, 28<sup>th</sup> Sept</b>	<b>Lesson 3</b> •The sounds and syllable structures of Chinese and English	<b>Assignment 1 due (28<sup>th</sup> Sept)</b> <b>Reading 4</b> (《現代漢語》第一章：語音)
<b>05</b>	<b>3<sup>rd</sup> Oct; 5<sup>th</sup> Oct (Public holiday – The day following the Chinese Mid-Autumn Festival)</b>	•The sounds and syllable structures of Chinese and English (Cont'd)	<b>Reading 5</b> ( <i>English Phonetics and Phonology; selected parts from p.14-45</i> )
<b>06</b>	<b>10<sup>th</sup> Oct, 12<sup>th</sup> Oct</b>	<b>Lesson 4</b> •Chinese and English phrases and clauses	<b>Assignment 1 discussion (12<sup>th</sup> Oct)</b>
<b>07</b>	<b>17<sup>th</sup> Oct, 19<sup>th</sup> Oct</b>	•Chinese and English phrases and clauses (Cont'd)	<b>Assignment 2 (17<sup>th</sup> Oct)</b>
<b>08</b>	<b>24<sup>th</sup> Oct; 26<sup>th</sup> Oct</b>	<b>Lesson 5</b> •Chinese and English sentences	<b>Reading 7</b> (《英漢語言文化對比研究》。第五章：英漢語主題結構的對比研究)
<b>09</b>	<b>31<sup>st</sup> Oct; 2<sup>nd</sup> Nov</b>	•Chinese and English sentences (Cont'd)	<b>Assignment 2 due (2<sup>nd</sup> Nov)</b>
<b>10</b>	<b>7<sup>th</sup> Nov; 9<sup>th</sup> Nov</b>	<b>Lesson 6</b> •Thematic ordering - A discussion of how sentences are arranged in Chinese and English	<b>Reading 8</b> ( <i>Cohesion in English. Chapter 7: The Meaning of Cohesion.</i> )
<b>11</b>	<b>14<sup>th</sup> Nov; 16<sup>th</sup> Nov</b>	•Thematic ordering - A discussion of how sentences are arranged in Chinese and English (Cont'd)  <b>Lesson 7</b> •Topics on cohesion	<b>Assignment 2 discussion (16<sup>th</sup> Nov)</b>
<b>12</b>	<b>21<sup>st</sup> Nov; 23<sup>rd</sup> Nov</b>	•Topics on cohesion (Cont'd)	
<b>13</b>	<b>28<sup>th</sup> Nov; 30<sup>th</sup> Nov</b>	• <b>Final test (28<sup>th</sup> Nov)</b>	

### CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	
Name:	CHU Shiao Ying Sharon
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Teaching Venue:	LEC (TUE): AIT 212; TUT (THU): UCC 114
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.**