

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17 (Second Term)

COURSE OUTLINE

<b>COURSE CODE</b> <b>TRAN2130</b>
<b>ENGLISH TITLE</b> <b>Language Studies for Translation</b>
<b>CHINESE TITLE</b> <b>語言研究與翻譯</b>
<b>NUMBER OF UNITS</b> <b>3</b>
<b>DESCRIPTION</b> (as stated in the Student Handbook)  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. <b>(Note from course teacher: Only Chinese and English will be considered in the discussion of linguistics concepts)</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)

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**

(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.)

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, that they are not just random composites of words (in particular English which is considered more rule-governed). (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**

(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.)

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, in particular to translation as a communicative act. Such examples will also put language knowledge in a context and help to enhance their understanding of topics on linguistics. They will have chances to test how much they have understood with the graded take-home assignments.

### **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 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), in particular some rules of English word-formation
- The system of tense 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

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

## ASSESSMENT SCHEME

<b>Task nature</b>	<b>Weight</b>
<b>Assignments</b>	50% (2 in total)
<b>Class participation</b>	10%
<b>Exams</b>	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. 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. (Fairly advanced. Chapters of it will be distributed in-class.)
4. Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London: Longman. (Examples will be taken from this book for use in-class.)
5. Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge: Cambridge University Press (Fairly advanced. Chapters of it will be distributed in-class.)
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> (Interesting site about some common writing problems of non-native speakers of English.)
7. Strunk, W. The Elements of Style. <http://www.bartleby.com/141/> (A good e-book on the grammar and style of English.)
8. Swan, M. (2005). *Practical English Usage*. (3<sup>rd</sup> ed.) Oxford: Oxford University Press. (A widely-used grammar book amongst university students)
9. 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。
10. 程祥徽, 田小琳 (2013) 《現代漢語》。香港:三聯書店(香港)有限公司。

11. 黎錦熙(2001)《新著國語文法》。北京:商務印書館。
12. 李濟中,姚錫遠 (1997)《現代漢語專題》。北京:中國社會出版社。
13. 劉宓慶 1986《文體與翻譯》。北京:中國對外翻譯。

Note that there is NO NEED to buy any of these resources (unless you want to). Readings will be distributed in-class from time to time.

## 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
1	9 <sup>th</sup> Jan; 11 <sup>th</sup> Jan	• Course introduction An overview of the interaction between language studies and translation etc.	Reading 1
2	16 <sup>th</sup> Jan; 18 <sup>th</sup> Jan	• The parts of speech of Chinese and English	
3	23 <sup>rd</sup> Jan; 25 <sup>th</sup> Jan	• The parts of speech of Chinese and English (Cont'd)	Assignment 1 (23 <sup>rd</sup> Jan) Reading 2
4	30 <sup>th</sup> Jan; (Lunar New Year Holiday) 1 <sup>st</sup> Feb	• The sounds and syllable structures of Chinese and English	Reading 3
5	6 <sup>th</sup> Feb; 8 <sup>th</sup> Feb		
6	13 <sup>th</sup> Feb; 15 <sup>th</sup> Feb	• The sounds and syllable structures of Chinese and English (Cont'd) • Chinese and English phrases and clauses	Assignment 1 due (13 <sup>th</sup> Feb)
7	20 <sup>th</sup> Feb; 22 <sup>nd</sup> Feb	• Chinese and English phrases and clauses (Cont'd) • Chinese and English sentences	
8	27 <sup>th</sup> Feb; 1 <sup>st</sup> Mar	• Chinese and English sentences (Cont'd) • Thematic and information structure- A discussion of the tendencies of word-ordering in Chinese and English	Assignment 2 (1 <sup>st</sup> Mar) Reading 4
9	6 <sup>th</sup> Mar; 8 <sup>th</sup> Mar	• Thematic and information structure - A discussion of the tendencies of word-ordering in Chinese and English (Cont'd) • Topics on cohesion	
10	13 <sup>th</sup> Mar; 15 <sup>th</sup> Mar	• Topics on cohesion (Cont'd)	Assignment 2 due (15 <sup>th</sup> Mar)
11	20 <sup>th</sup> Mar; 22 <sup>nd</sup> Mar	• Skills of translation (With particular emphasis on sentence-combining skills in C-E translation and the breaking down of long complex English structures in E-C translation, all discussed with reference to structural analysis in the previous sessions)	

12	27 <sup>th</sup> Mar; 29 <sup>th</sup> Mar	• Skills of translation (Cont'd)	Assignment 2 Discussion (29 <sup>th</sup> Mar)
13	3 <sup>rd</sup> Apr; 5 <sup>th</sup> Apr	• Introduction to the phenomenon of negative transfer (i.e. negative influences of one's first language on second language acquisition) in writing and translation	
14	10 <sup>th</sup> Apr; 12 <sup>th</sup> Apr	• Introduction to the phenomenon of negative transfer (Cont'd)	
15	17 <sup>th</sup> Apr (Easter Holiday); 19 <sup>th</sup> Apr	• Final test (19 <sup>th</sup> Apr)	

### CONTACT DETAILS

<b>Professor/Lecturer/Instructor</b>	
Name:	CHU Shiao Ying Sharon
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Teaching Venue:	TUT (Mon): UCC114; LEC (Wed): LDS214
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.