

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE TRAN3270
ENGLISH TITLE Literary Translation Strategies : English-Chinese
CHINESE TITLE 文學翻譯策略：英譯中
NUMBER OF UNITS 3
DESCRIPTION (as stated in the Student Handbook) This course studies the major theoretical issues in literary translation, including stylistic transfer, the concept of equivalence, and reader-response theory. Selections from representative works of translation are analyzed to illustrate problems and their solutions.

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 is designed to provide advanced instruction and supervised practice in literary translation from English into Chinese. It will consider some major theoretical perspectives on the nature of literature and translation, and will involve comparing different translations of famed literary texts for better understanding how translators make decisions of language, style, form, and cultural equivalency.

LEARNING OUTCOMES

Expected learning outcomes (maximum length: 250 words in English and 200 words in Chinese)
(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.)

On successful completion of the course, students should be able to :

1. demonstrate a high level of competence in literary translation;

2. assess and critique a translation with a broad awareness of the technical, stylistic and interpretive issues involved ;
3. read and analyze critically a wide range of text-types including poetry, novels, short stories and drama;
4. identify and critically engage with key concepts in current debates on the theories and praxis of literary translation .

Implication for learning activities (maximum length: 150 words in English and 120 words in Chinese)

(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.)

The course will consist chiefly of lectures by the instructor and student-led seminars.

Seminars will be based on readings drawn from theoretical writings and representative translations assigned to particular weeks / topics. Students are expected to work in small groups to produce concise and coherent presentation on subjects related to literary theories and interpretive approaches, translation strategies, and evaluative criteria.

There will be 3-4 translation exercises, and a final project consisting of translation (about 1500 words) and commentary

Implication for assessment (maximum length: 150 words in English and 120 words in Chinese)

(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 on their translation and analytical skills through individual written assignments, seminar presentations, and a final project .

LIST OF TOPICS

1. Approaches to reading literature
2. Translation as a familiarizing / defamiliarizing process
3. Translation strategies for dealing with narrative styles, dialogue representation, metrical prosody, registers, and various rhetorical devices
4. Evaluating literary translation

LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify
Hours per week 1 hour and 45 minutes	Hours per week 45 minutes	Hours per week N.A.

ASSESSMENT SCHEME

Task nature	Weight
Translation assignments	35%
Class participation	10%
Presentations	25%
Final project	30 %

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.)

Bassnett, Susan & André Lefevere (1998). *Constructing Cultures: Essays on Literary Translation*. Clevedon; Philadelphia: Multilingual Matters.

Belsey, Catherine (1980) *Critical Practice*, London: Routledge.

Connors, Clare. (2010) *Literary theory : a beginner's guide*. Oxford ; New York : Oneworld.

Epstein, B.J. (2012) *Translating expressive language in children's literature : problems and solutions*. Oxford ; New York : Peter Lang.

Fenton, James, (2002) *An introduction to English poetry*. New York : Farrar, Straus and Giroux.

Jin, Di. (2003). *Literary Translation: Quest for Artistic Integrity*. Manchester: St. Jerome.

Leech, Geoffrey (2007) . *Style in fiction : a linguistic introduction to English fictional prose*. (2nd ed.) New York : Pearson Longman.

Lefevere, André (1992). *Translating Literature: Practice and Theory in a Comparative Literature Context*. New York: Modern Languages Association of America.

Lodge, David. (1992) *The Art of Fiction*. London : Secker & Warburg.

Newmark, Peter. (1981) *Approaches to translation*. Oxford : Pergamon Press.

余光中 (2002) «余光中談翻譯».北京市：中國對外翻譯出版公司。

林以亮 (1984) <<文學與翻譯>>, 臺北：皇冠出版社。

金聖華,黃國彬 (1996) 《因難見巧：名家翻譯經驗談》。台北:書林。

FEEDBACK FOR EVALUATION

Students are welcome to provide feedback on the course through

- mid-term questionnaires
- end-of-term questionnaires
- emails

COURSE SCHEDULE

Week	Topic	Activities/Requirements
1	Key issues in translating literature	Reading (1)
2	By any other name ? Translating names and titles	Assignment (1)
3	Managing long sentences	
4	Translating Narratives: Narrative Perspective and Focalization	Reading (2)
5	Translating fictive dialogue: register, style and tone of voice (1)	Assignment (2)
6	Translating fictive dialogue: register, style and tone of voice (2)	Reading (3)
7	Imagery, Allusions and Wordplays	Seminar
8	Understanding English poetry	Seminar, Reading (4)
9	Translating rhyme and meter	Seminar , Assignment (3)
10	Translating for theater (guest lecture)	Seminar
11	Translation as After-life : Rewriting and Re-contextualizing Shakespeare	Seminar , Reading (5)
12	Reading and Appraisal of Literary Translations	Seminar
13	Review	

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CONTACT DETAILS

Professor/Lecturer/Instructor	
Name:	Chan Man Sing
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website (optional):	
Office Hours:	

Teaching Assistant/Tutor	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

COURSE ANNOUNCEMENTS

Course announcements and materials will be posted on CU eLearning System / distributed in class (please delete as appropriate)

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.

(rev. 06/2015)