

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE
TRAN 3850
ENGLISH TITLE
Science and Technology Translation
CHINESE TITLE
科技翻譯
NUMBER OF UNITS
3
DESCRIPTION (as stated in the Student Handbook)
The aim of this course is to familiarize students with the register and discourse characteristics of the relevant language variety in both English and Chinese, and to develop and reinforce the skills and techniques required of their translation into/from Chinese/English. This course is essentially practical in that it concentrates on translating representative and graded material through regular home and class assignments.

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)

The course provides students with a clear view of the terminological, textual, stylistic and discursal features of a variety of scientific and technical texts that commonly need translating as a professional activity. Furthermore, it sensitizes students to the multifaceted problems inherent in scientific and technical discourse and equips them with the linguistic, research and conceptual tools for tackling such problems.

LEARNING OUTCOMES

Introduction: optional (maximum length: 50 words in English and 40 words in Chinese)

With a clear view of how language works to facilitate communication in scientific and technical setting and a hands-on experience in translating a variety of scientific and technical texts, students will demonstrate confidence and competence in handling the task of a technical translator in real life work situations.

There is no pre-requisite for this course.

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.)

Upon completion of the course, students are expected to:

- be able to analyze, describe and explain the lexical, textual, discursual and stylistic features of a variety of scientific and technical texts and the problems they pose for translation;
- demonstrate their ability in translating scientific and technical texts of various types;
- demonstrate their analytical ability and critical attitude in tackling the specific problems confronting them in scientific and technical translation;
- have acquired the essential research tools and skills for scientific and technical 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.)

Each lesson begins with an interactive lecture on a specific topic. Students are presented with a variety of scientific and technical texts and textual analysis is conducted to identify translation problems arising from the various elements and features. Students are given a specific task in the tutorial, either for discussion or for a hands-on exercise. Home assignments are designed to encourage students to tackle specific translations problems by utilizing translation resources introduced to them in the beginning of the course, extensive reading of related papers and book chapters, and parallel study of English and Chinese scientific and technical texts.

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' performance is assessed on the basis of how well they can handle the translation of a variety of scientific and technical texts by conforming to the norm of the profession and by coming up with their own solutions to specific problems in light of relevant theoretical considerations.

LIST OF TOPICS

- Learning from history: transmission of science and technology through translation
- Language and discourse in scientific and technical settings
- Various types of scientific and technical texts in scientific research, technology transfer, engineering contracts, patent applications, autopsy reports technical instructions, and popular science
- Two main kinds of problems in scientific and technical translation: first-order problems and second-order problems
- Tackling first-order problems: knowledge, skills and techniques required for scientific and technical translation
- Tackling second-order problems: the theoretical issues in scientific and technical translation

LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify
Hours per week	Hours per week	Hours per week
1 hour 45 minutes	45 minutes	

ASSESSMENT SCHEME

Task nature	Weight
Class participation and classwork	20%
Home assignments	50%
Term paper on a specific issue relating to scientific and technical translation	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.)

Major references

Olohan, M. (2016). *Scientific and Technical Translation*. London: Routledge.

方夢之、范武邱編著 (2008)。《科技翻譯教程》。上海：上海外語教育出版社。

《中國科技翻譯》 <http://www.cqvip.com/journal/>

Halliday, M.A.K. (2004). *The language of science*. Edited by Jonathan J. Webster. London: Continuum. EBook.

Supplementary readings

Montgomery, S. L. (2000). *Science in translation: movements of knowledge through cultures and time*. Chicago: University of Chicago Press.

English and Chinese journal papers (too many to list) on special topics of scientific and technical translation to be announced before each class.

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	Learning from history: Transmission of science and technology through translation	Assigned reading; class discussion

2	First order problems in translating scientific and technical texts	Assigned reading; class discussion
3	Second order problems in translating scientific and technical texts	Assigned reading; class discussion
4	Translating texts in scientific research	Home assignment
5	Translating texts in technical reports	Home assignment (optional)
6	Translating contracts relating to technology transfer	Home assignment (Optional)
7	Translating texts in environmental science	Home assignment
8	Translating engineering contracts	Home assignment (Optional)
9	Translating patent applications	Home assignment
10	Translating autopsy reports	Home assignment (Optional)
11	Translating popular science	Home assignment
12	Translating scientific and technical texts in the media	Home assignment
13	Summing up: Scientific and technical translation in the 21 century	Class discussion

CONTACT DETAILS

Professor/Lecturer/Instructor	Dr.
Name:	SIN King-kui
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Teaching Venue:	
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Telephone:	
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Teaching Venue:	
Website:	
Other information:	

COURSE ANNOUNCEMENTS

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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)