

**THE CHINESE UNIVERSITY OF HONG KONG**

**DEPARTMENT OF TRANSLATION**

**2018-19**

**COURSE OUTLINE**

COURSE CODE
<b>TRAN4210</b>
ENGLISH TITLE
<b>Translation Criticism</b>
CHINESE TITLE
翻譯評論
NUMBER OF UNITS
3
DESCRIPTION (as stated in the Student Handbook)
This course aims at expounding the salient features of various text types and the close relationship between text typology and translation so as to enable students to base their criticism of translated texts on various corresponding requirements.

**COURSE OVERVIEW**

This is primarily a reading course. The aim of the course is to provide its students with the tools to evaluate the quality of a translated text both as a self-standing aesthetic object and as a means for reaching forward to the cultural network of both the source and target texts. The course introduces methods of close reading, contextual reading and distant reading in three sections. The first section focuses on fiction translation, and the practice of translation criticism will be approached by means of comparative analysis, whereas different translations of the same source text will be compared and evaluated as degrees of approximation toward the substance of the source text. The second section looks into literary and artistic translations that involve re-contextualization and the simultaneous consumption of multimedia materials. The third section moves on to case studies of large groups of translated texts, in which students will develop a preliminary understanding of the approaches of distant reading and digital humanities.

**LEARNING OUTCOMES**

**Expected learning outcomes**

Upon completion of the course students should:

- Be able to define a critical framework for the assessment of a translation's quality, and apply this framework for the critical analysis of the translated text;
- Be able to recognize the limits of any given model or framework, and the necessity to approach the translated text through a descriptive and inclusive rather than through a prescriptive set of critical assumptions;

- Be able to move with ease between multiple translated texts originating from the same source text, and identify the strengths and the weaknesses of each text in comparison with other renditions and with the source text;
- Become aware of the technical, stylistic and interpretative issues involved in the translation, and be able to recognize (or conceive) the most workable solutions for the transmission of messages between widely different cultural contexts.

**Implication for learning activities:**

The course will consist of weekly lectures given by the instructor, as well as workshop-like activities of comparative analysis of source texts and translations. Emphasis will be given to open discussion and students' intervention.

**Implication for assessment:**

Students will be assessed according to their attendance and participation in class, and via the short reading journals and the final essay to be completed during the course of the semester. The topics of the assignments will be discussed in class in accordance to the syllabus' materials and the students' preferences.

**LIST OF TOPICS**

Reading translation under the frameworks of literary criticism  
 Reading translation as an autonomous object in their immediate linguistic and physical contexts  
 Reading translation from the perspectives of distant reading

**LEARNING ACTIVITIES**

Lecture	Tutorial	Others: Please specify
Hours per week 90 min. x 12 weeks	Hours per week 45 min. x 12 weeks	Hours per week

**ASSESSMENT SCHEME**

Task nature	Weight
Reading journals (4*10%)	40%
Final Essay	40%
Discussion	10%
Attendance and Participation	10%

## RECOMMENDED LEARNING RESOURCES

Charles E. Bressler (2011). *Literary Criticism: An Introduction to Theory and Practice* (Fifth edition). Boston: Longman.

Franco Moretti (2013). *Distant Reading*. London: Verso.

George Steiner (1998). *After Babel: Aspects of Language and Translation* (Third edition). Oxford: Oxford University Press.

Kate Sturge (2007). *Representing Others: Translation, Ethnography and Museum*. London and New York: Routledge.

Katharina Reiss (2000). *Translation Criticism – The Potentials and Limitations*. London: Routledge.

Marilyn Gaddis Rose (1997). *Translation and Literary Criticism: Translation As Analysis*. Manchester: St. Jerome Publishing.

## 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	Course introduction	
2	Translation quality assessment: potentials and limitations	
3	Frameworks of literary criticism and translation criticism I	
4	Frameworks of literary criticism and translation criticism II	Reading Journal 1 due
5	Frameworks of literary criticism and translation criticism III	
6	Contextual reading of translation: into the text milieu	
7	Contextual reading of translation: into the network of symbols	Reading Journal 2 due
8	Contextual reading of translation: into the physical setting	
9	Field trip	
10	Mapping translation: perspectives from distant and macro-reading	Reading Journal 3 due
11	Mapping translation: digital humanities tools	
12	Mapping translation: a hands-on session	
13	Course Wrap-up; brain-storming session on essay topics	Reading Journal 4 due

## CONTACT DETAILS

Professor/Lecturer/Instructor	
Name:	Ye Jia
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Teaching Venue:	
Website (optional):	
Office Hours:	TBC

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)