

THE CHINESE UNIVERSITY OF HONG KONG

DEPARTMENT OF TRANSLATION

2016-17

COURSE OUTLINE

COURSE CODE TRAN4510
ENGLISH TITLE Translation Project: English-Chinese
CHINESE TITLE 英漢長篇翻譯
NUMBER OF UNITS 3
DESCRIPTION (as stated in the Student Handbook) Under the guidance of supervisors, students complete an English-Chinese translation with introduction and commentary. Advisory: For Translation Majors only. This course is to be taken in the final year of attendance.

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 provides consultation, support and guidance for students through individual supervision of their translation project. Students receive constructive feedback from a highly experienced translator that will help them become more resourceful and perceptive translators and more skilful and confident writers in the target language.

With an emphasis on practical, hands-on experience, the course supports student learning through interactive teaching focused on stimulating critical and creative thinking.

LEARNING OUTCOMES

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

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.)

After completing the course, students should be able to

1. translate an extended passage from English to Chinese;
2. compose a commentary on the translation process;
3. identify the problems a particular text presents for the translator;
4. reflect upon audience design;
5. discuss possible translation strategies;
6. explain decisions about translation strategies, using critical concepts where necessary;
7. critique and improve E-C translations or translated passages done by others or by oneself.

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.)

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.)

LIST OF TOPICS

Students are asked to translate into Chinese an English text of about 4,000 characters. Students are engaged in practising several skills, including

1. identifying problems a particular text presents for the translator;
2. exploring possible translation strategies;
3. using appropriate critical concepts to explain translation strategies;
4. mastering higher levels of Chinese writing, including grammar, idiomatic expressions, and appropriate literary styles;
5. writing a commentary concerning the completed translation of approximately 2500 Chinese characters.

LEARNING ACTIVITIES

Lecture	Tutorial	Others: Please specify Individual supervision
Hours per week	Hours per week	Students meet their supervisor to discuss their work regularly – a total of 6-8 meetings and at least 360 minutes in total.

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ASSESSMENT SCHEME

Task nature	Weight
<ul style="list-style-type: none"> ● Project ● Commentary 	<p>80%</p> <p>20%</p>

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.)

There is no particular textbook for this course. The supervisor may suggest specific references and resources as necessary, but the focus will remain throughout on the problems encountered in translating the actual text at hand. Students may wish to consult the following general reference materials:

- Baker, Mona, ed. (2010). *Critical Readings in Translation Studies*. London; New York: Routledge.
- *Bibliomania*: <http://www.bibliomania.com>.
- Gambier, Yves (2010). *Handbook of Translation Studies*. Amsterdam; Philadelphia: John Benjamins Pub. Co.
- Munday, Jeremy (2008). *Introducing Translation Studies*. London: the Taylor and Francis Group, 2nd edition.
- Pym, Anthony (2010). *Exploring Translation Theories*. London; New York: Routledge.
- Shuttleworth, Mark and Moira Cowie (1997). *Dictionary of Translation Studies*. 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
1-13	Student and teacher will work out a timetable for supervision at the beginning of the term	

CONTACT DETAILS

Professor/Lecturer/Instructor	
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Name:	To be announced.
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website (optional):	
Office Hours:	

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.