

Subject Code	ENGL352
Subject Title	English for Specific Purposes: Translation
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to explore the practical issues that arise in language-to-language translation, especially in the context of Chinese into English. The subject is designed to provide extensive and ongoing discussion of the problems and issues involved in translating Chinese written texts into English so as to raise students' awareness of the differences and similarities between the two language systems. As a result, students' English proficiency will be enhanced.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. display awareness of the various features of the language system of English; b. display awareness of the similarities and differences between the Chinese and English language systems; c. identify problematic errors in their own writing which may be a result of translation; d. apply the concepts and skills in translation to their own writing in English; e. present their ideas and analysis in a coherent and logical manner. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> f. learn autonomously and collaboratively; g. pursue life-long learning;
Subject Synopsis	<p>Introduction</p> <ul style="list-style-type: none"> • What is translation? • Why is translation useful? • Translation theories and studies • Overview of the English language system <p>Comparing and Contrasting Chinese and English Grammatical Structures</p> <ul style="list-style-type: none"> • Word category • Passive construction • Negation • Existential construction • Ellipsis • Inversion

	<p>Comparing and Contrasting the Chinese and English Lexicon</p> <ul style="list-style-type: none"> • Frequency of verbs and nouns • Words similar in meaning • Markedly different expressions • Collocations • Appropriateness • Idiomatic expressions <p>Common errors in translation</p> <ul style="list-style-type: none"> • Semantic errors • Syntactic errors • Lexical errors • Errors related to culture • Errors as a result of direction translation <p>Translation skills</p> <ul style="list-style-type: none"> • Types of translation skills (e.g. transliteration, free translation, etc.) • Translation techniques (e.g. deduction, alternation, conversion, etc.) <p>Translation and culture</p> <ul style="list-style-type: none"> • Historical backgrounds • Customs • Political systems, religious beliefs, world views and translation • Cultural conflicts 																																																						
<p>Teaching/ Learning Methodology</p>	<p>Interactive seminars will provide learners the opportunity to analyze authentic bilingual texts, discuss issues arising from the translation from Chinese texts into English, and to apply the concepts learned to the analysis of different kinds of authentic materials.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Three tri-weekly journal writing</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. An in-class quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. A short term paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. In-class participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Three tri-weekly journal writing	30%	✓	✓	✓	✓	✓	✓	2. An in-class quiz	20%	✓	✓	✓	✓	✓	✓	3. A short term paper	40%	✓	✓	✓	✓	✓	✓	4. In-class participation	10%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	<ol style="list-style-type: none"> 1. Tri-weekly journal writing (30%) <ul style="list-style-type: none"> • Students will keep a journal in which they give written comments on bilingual authentic materials they collect within a 3-week period. • They have to apply the concepts that are presented in class to critique the authentic materials they have collected, showing understanding of the concepts involved and presenting their ideas in a coherent manner. 2. In-class Quiz (20%) <ul style="list-style-type: none"> • An in-class quiz will be conducted around mid-semester. • Students are required to use examples from texts provided to show their understanding of concepts and skills related to the topics covered before the quiz. • They have to show how these concepts are applied in their analysis of the written bilingual texts given. 3. A short term paper (40%) <ul style="list-style-type: none"> • Students will have to write a short term paper (around 1,500 words) on a topic of their own choice. • The topics should be one of the topics discussed in this course. • The paper must be based on authentic bilingual materials that the students have collected and students will have to show their ability in analyzing the materials and present their findings in a coherent and organized manner. 4. In-class participation (10%) <ul style="list-style-type: none"> • A number of reading and exercises will be assigned in the form of individual work, pair work or group work. • Students should actively participate in the discussion and prepare for these tasks. • Their involvement in-class will be the main consideration for this part of the assessment. 	
Student Study Effort Required	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Exercises and reading	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	Recommended reading Ames, R.T., Chan S.W. & Ng, M.S. (Eds.), (1991). <i>Interpreting</i>	

	<p><i>Culture through Translation</i>, Hong Kong: Chinese University Press.</p> <p>Bell, R. (1991). <i>Translation and Translating: Theory and Practice</i>. Singapore: Longman.</p> <p>Duff, A. (1989). <i>Translation</i>. Oxford: Oxford University Press.</p> <p>Newmark, P. (1998). <i>A Textbook of Translation</i>. London: Prentice Hall.</p> <p>Nida E. & Jin D. (2006). <i>On Translation</i>. Hong Kong: City University of Hong Kong Press.</p> <p>Tan, C.L. (1990) <i>Language and Translation</i>. Singapore: Hillview Publications.</p> <p>周兆祥 1996 《翻譯初階》。台北：香港書林出版社。</p> <p>陳生保 2000 《英漢翻譯津指》。中國對外翻譯出版公司。</p> <p>范仲英 1994 《實用翻譯教程》。外語教學与研究出版社。“<i>An Applied Theory of Translation</i>.”</p>
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Prepared Cathy Wong; Revised by Cathy Wong, June 2014