

Course Title	: Translation of Texts in Popular Culture (E-C & C-E)
Course Code	: TRA3209
Recommended Study Year	: 2 to 4
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Elective (Category B)
Prerequisite	: Nil
Co-requisite	: Nil
Exclusion	: Nil
Exemption Requirement	: Nil

Brief Course Description:

This course focuses on the translation of creative works of popular culture in both the English- and the Chinese-speaking worlds (Hong Kong in particular but Taiwan and Mainland China will also be covered). Materials of advertisements, movies, popular music, slangs and cartoons will be used for translation analysis and practice. Concepts, practice and latest research in digital culture as well as multimodal and multimedia translation will be introduced.

Language of instruction: English / Chinese

Objectives:

This course aims to:

1. Enhance students' understanding of the semiotic and pragmatic specificities of multimodal and multimedia translation;
2. Enable students to master the techniques of translating popular cultural texts that may involve dialects, subcultures and interests of different marginal groups;
3. Encourage students to think out of the box of "faithful translation" and embrace the creative, imaginative, empowering aspects of popular culture translation.

Learning Outcomes (LOs):

Upon completion of this course, students will be able to:

1. Describe the complexities and challenges involved in the translation of popular cultural texts in the Chinese- and English-speaking worlds;
2. Identify the semiotic and pragmatic specificities of multimodal and multimedia translation;
3. Explain how cultural elements work in the process of translating texts that may involve dialects, subcultures and local cultural interests of different societies;
4. Apply the linguistic and cultural knowledge they have acquired in the course to the formulation of appropriate strategies for translating different types of creative works of popular culture;
5. Present their multimodal and multimedia translations in simulated professional settings; and
6. Apply appropriate strategies for translating popular culture materials that emerged from different cultural, social and political contexts.

Indicative Content:

1. Key concepts regarding semiotics, multimedia, popular culture and transcreation;
2. The transcreation strategies in advertisements (e.g. fashion, electronic products, beauty and cosmetics etc.);

3. The issues involved in translating popular music (e.g. rock, hip hop, rap, Canto pop);
4. The popular culture considerations in film title and subtitle translation (feature films, animation, etc.);
5. The translation of slang and fashionable idioms are translated;
6. The challenges in translating cartoon and tabloid items;
7. The strategies for translating popular culture materials that emerged from different cultural, social and political contexts.

Teaching Method:

Lectures and tutorials supplemented by multimedia course materials. Lectures are used primarily for discussing theoretical issues in translating popular culture texts, while tutorials are used for translation practice, translation criticism, discussions and group presentations. The course has an optional Service-Learning component which allows students to integrate hands-on service-learning experiences with the theories learnt. Details about the Service-Learning scheme and enrollment logistics will be introduced in the first lecture.

Measurement of Intended Learning Outcomes:

Students’ progress towards the learning outcomes will be measured by means of:

1. In-class worksheets and translation assignments that require students to critically reflect on concepts, practices, complexities and challenges involved in the transcreation of popular cultural texts;
2. A term essay on one of the themes covered in this course (advertisements, popular songs, film, etc.). Students are required to use a case study to explain how cultural elements (e.g. dialects and subcultures) affect translation strategies of different types of creative works in popular culture. The analysis should also include the semiotic and pragmatic specificities of multimodal and multimedia translation, and apply the linguistic and cultural knowledge students have acquired in the course.

Alignment of Assessment Tasks/Activities with LOs:

LOs	Non S-L			S-L				
	Group Presentation	Translation Assignments:	Written Essay:	Service-Learning Project	Reflective Workshop	Service-Learning Presentation	Translation Assignments:	Written Essay
1	√		√	√	√			√
2	√	√		√	√		√	
3			√	√	√			√
4		√		√	√		√	
5	√	√				√	√	

Service-Learning Teaching Method/Class Activities (Optional):

Students can choose to replace the tutorial group presentation with an optional Service-Learning component, which includes a service-learning project presentation. The minimum and maximum numbers of students who may choose to take this S-L component are 10 and 20 respectively.

Through the S-L component, students can learn to increase their personal and social responsibility by helping the society with their knowledge of translation. They can increase their communication, organization and problem solving skills by working closely with their classmates, teacher(s) and service target(s). For the project, students are required to produce a translation product which is related to popular culture as assigned by the service partner(s). They may also need to:

- (a) Attend the first class orientation;
- (b) Attend training sessions to learn about the aims and purposes of service-learning;
- (c) Attend consultation sessions;
- (d) Participate in an agency orientation to familiarise themselves with their service target(s);
- (e) Attend a reflective workshop to examine their service-learning experience; and
- (f) Fulfil a minimum of 30 service hours through their contribution to the project(s).

At the end of the course, students are required to give a presentation to their fellow classmates on their service-learning project(s), the problems and difficulties they encountered and the details of their service-learning experience. They need to submit their final product(s) which will then be sent to the relevant organisation(s) for its/their future use.

The Service-Learning Project:

Students will be given an opportunity to participate in a Service-Learning project. (N.B. Some service hours and/or consultation session may be out of class contact time.)

For Non Service-Learning participants:

One group presentation: 30%
 Two translation assignments: 40%; 20% each
 One written essay: 30%

For Service-Learning participants:

Service-Learning project 15%
 Reflective workshop: 5%
 Service-Learning presentation: 10%
 Two translation assignments: 40%
 One written essay: 30%

There are differences between the intended learning experiences of the non S-L and S-L participants in this course (the most obvious being that the latter are required to take part in out-of-classroom S-L activities), so written records of the students participating in the S-L activities are kept so as to ensure the grading of non S-L and S-L students is standardised for the achievement of the intended learning outcomes of this course.

Assessment (for the components of Service-Learning project, reflective workshop, Service-Learning presentation, and written essay only):

Outcomes to be Assessed	Assessment	Brief Description	Assessment Criteria	Learning Outcome(s) Assessed
Participation & Performance	Quality of Participation/Products Produced	Quality of participation assessed by the	Punctual attendance, constructive	LO1-4

(15%)	(15%)	Course Instructor (5%); Quality of recording books related to popular culture as assessed by the Supervisor(s) in the Service Partnership (10%)	participation, commitment to the course, willingness to collaborate, and positive work attitude	
Presentation (15%)	Reflective Workshop (5%)	Quality of group discussion and exchanges of S-L experience – Peer assessment (5%)	Active participation, providing constructive comments to peers' work	LO1-4
	Final Presentation of S-L Product (10%)	Individual presentation on the whole project experience, course-related knowledge and reflective learning	Well-researched, organized, engaging, inspiring, shows evidence of reflective learning	LO5
Written Essay (30%)	Individual Reflective Essay (30%)	Individual student's in-depth reflection on their whole S-L experience, enhancement in linguistic and cultural knowledge as well as communication skills	Shows in-depth reflection, makes connection between different facets of experiences, shows awareness of one's learning linguistic and cultural knowledge	LO1-4

Required Readings:

- 吳俊雄、張志偉編：《閱讀香港普及文化，1970-2000》，香港：牛津大學出版社，2001年。
- Beer, David, *Popular Culture and New Media: The Politics of Circulation*, New York: Palgrave Macmillan, 2013.
- Fiske, John, *Understanding Popular Culture*, 2nd edition. Oxon, Routledge, 2010.
- Strinati, Dominic, *An Introduction to Theories of Popular Culture*, London; New York:

Routledge, 1995.

Recommended Readings:

黃志華：《粵語歌詞創作談》，香港：三聯書店（香港）有限公司，2003年。

戴錦華：《電影理論與批評》，北京：北京大學出版社，2007年。

楊孝鴻、韓雪松、張繁文：《中國時尚—清初以來的流行文化史》，香港：中華書局，2013年。

馮應謙：《香港流行音樂文化：文化研究讀本》，香港：麥穗出版，2004年。

Abend-David, Dror. ed., *Media and Translation: An Interdisciplinary Approach*, New York: Bloomsbury Academic, 2014.

Dong, Luo and Carme Mangiron, 'Journey to the East: Cultural Adaptation of Video Games for the Chinese Market.' *Journal of Specialised Translation*, Vol. 29, 2018, pp. 149-168.

Gambier, Yves and Henrik Gottlieb. eds., *(Multi)media Translation: Concepts, Practices, and Research*, Amsterdam and Philadelphia: J. Benjamins, 2001.

Iwabuchi, Koichi, Tsai, Eva and Berry, Chris. eds., *Routledge Handbook of East Asian Popular Culture*, London and New York: Routledge, 2016.

Lo, Kwai-Cheung, *Chinese Face/Off: The Transnational Popular Culture of Hong Kong*, Urbana; Chicago: University of Illinois Press, 2005.

Morris, Meaghan, *Identity Anecdotes: Translation and Media Culture*, London: SAGE Publications, 2006.

Remael, Aline, Pilar Orero and Mary Carroll. eds., *Audiovisual Translation and Media Accessibility at the Crossroads*, Amsterdam; New York, Rodopi, 2012.

Stafford, Marla R. and Ronald J. Faber. eds., *Advertising, Promotion, and New Media*, Armonk, N. Y.; London: M. E. Sharpe, 2005.

Williams, Bronwyn T. and Amy A. Zenger. eds., *New Media literacies and Participatory Popular Culture Across Borders*, New York: Routledge, 2012.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.