

<b>Course Title</b>	: Translation Criticism (E-C & C-E)
<b>Course Code</b>	: TRA3204
<b>Recommended Study Year</b>	: 3
<b>No. of Credits/Term</b>	: 3
<b>Mode of Tuition</b>	: Lecture-tutorial
<b>Class Contact Hours</b>	: 2-hour lecture per week 1-hour tutorial per week
<b>Category</b>	: Required
<b>Prerequisite</b>	: Nil
<b>Co-requisite</b>	: Nil
<b>Exclusion</b>	: Nil
<b>Exemption Requirement</b>	: Nil

### **Brief Course Description:**

This course introduces students to the methods and principles of criticising translated texts in both Chinese and English. A wide variety of published translations from different literary, linguistic and pragmatic categories will be sampled. Through extensive practice in text analysis, the relationship between translation theory and translation practice will be explored.

Language of instruction: English / Chinese

### **Aims:**

This course is designed specifically to not only introduce students to basic methods and principles of criticising translation, but also to help students to apply translation theory to various practical translations in Chinese and English.

### **Learning Outcomes (LOs):**

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

1. demonstrate basic skills in evaluating translations;
2. identify different translation strategies manifested in translations;
3. distinguish between various methods used in translations;
4. assess the semantic and grammatical differences between Chinese and English and improve their own translation skills; and
5. understand the relationship between translation theory and translation practice.

### **Indicative Content:**

1. Methods and principles of translation criticism.
2. Analysis of published translations from different literary, linguistic and pragmatic categories in Chinese and English.
3. The relationship between translation theory and translation practice.

### **Teaching Method:**

Lectures and tutorial discussions

### **Measurement of Learning Outcomes:**

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

1. A term paper on analysing translation strategies, linguistic features and rhetorical devices of a published translation in Chinese or English; [LOs 1-5]
2. A class presentation on analysing translation strategies, linguistic features and rhetorical devices of a published translation in Chinese or English; [LOs 1-5]

3. An in-class quiz with questions that require students to comment on certain translation phenomena. [LOs 1-5]

**Assessment:**

Continuous assessment: 100%

(One class presentation based on the reading materials provided + One report after the presentation 20%; One term paper 40%; One in-class quiz 30%; Participation in the class discussion 10%)

**Recommended Readings:**

思果：《翻譯研究》，臺北：大地出版社，1982年。

思果：《翻譯新究》，臺北：大地出版社，1983年。

思果：《功夫在詩外》，香港：牛津大學出版社，1996年。

黃國彬：《翻譯途徑》，臺北：書林出版有限公司，1996年。

黎翠珍編：《翻譯評賞》，香港：商務印書館，1996年。

金聖華編：《認識翻譯真面目》，香港：天地圖書有限公司，2002年。

余光中：《余光中談翻譯》，北京：中國對外翻譯公司，2002年。

劉靖之編：《翻譯新焦點》，香港：商務印書館，2003年。

Catford, J. C., *A Linguistic Theory of Translation: An Essay in Applied Linguistics*, Oxford University Press, 1965.

Chan, Sin-wai, and David E. Pollard. eds., *An Encyclopaedia of Translation*, Hong Kong: The Chinese University Press, 1995.

Eoyang, Eugene C., *The Transparent Eye: Reflections on Translation, Chinese Literature and Comparative Poetics*, Honolulu: University of Hawaii Press, 1993.

Munday, Jeremy, *Introducing Translation Studies: Theories and Applications*, New York: Routledge, 2012.

Reiss, Katharina, *Translation Criticism, the Potentials and Limitations: Categories and Criteria for Translation Quality Assessment*, Manchester, U.K.: St. Jerome, 2000.

Robinson, Douglas, *Becoming a Translator: An Introduction to the Theory and Practice of Translation*, London: Routledge, 2003.

**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/>.

## Assessment Rubrics

### Rubrics for Presentation

Criteria	Excellent	Good	Fair	Pass	Failure
<b>Content (70%)</b>	<ul style="list-style-type: none"> <li>All content directly related to the topic.</li> <li>All the statements are always supported by evidence</li> <li>There are interesting findings in the presentation</li> <li>The ideas are presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>Most of the content directly related to the topic.</li> <li>Most of the statements are supported by evidence</li> <li>Most of the ideas are presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>Some of the content directly related to the topic.</li> <li>Some of the statements are supported by evidence</li> <li>Some of the ideas are presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>A small portion of the content directly related to the topic.</li> <li>Few statements are supported by evidence</li> <li>The ideas are not presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>The content not related to the topic.</li> <li>No statements are supported by evidence</li> <li>There is no logic in the whole presentation</li> </ul>
<b>Organization (20%)</b>	<ul style="list-style-type: none"> <li>Delivers clear opening and closing remarks</li> <li>Provides a “road map” for the audience</li> <li>Each segment relates to the others</li> </ul>	<ul style="list-style-type: none"> <li>Displays introductory or closing remarks, but segments of the body of the presentation are not presented in a coherent way.</li> <li>Presents segments of the presentation in</li> </ul>	<ul style="list-style-type: none"> <li>Displays some level of organization with a theme, but the presentation is not organized in a coherent manner. ▪ Without introductory and closing remarks</li> </ul>	<ul style="list-style-type: none"> <li>Displays a brief introductory, but no closing remarks</li> <li>There is a lack of logic between the segments of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Displays neither clear introductory nor closing remarks</li> <li>Does not present the segments of the presentation in a coherent manner</li> </ul>

		a coherent manner, but without introductory or closing remarks			<ul style="list-style-type: none"> <li>Irrelevant statements are made</li> </ul>
<b>Language use (10%)</b>	<ul style="list-style-type: none"> <li>No grammar errors</li> <li>Use of some advanced language</li> <li>Effective use of appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Correct grammar</li> <li>Vocabulary mostly appropriate for the purpose of presentation</li> </ul>	<ul style="list-style-type: none"> <li>One or two minor grammar errors.</li> <li>Vocabulary use is too elementary or not effective</li> </ul>	<ul style="list-style-type: none"> <li>A few grammar errors</li> <li>Some words used are misleading</li> <li>Only general meaning has been conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>There are grammar errors in most of the sentences</li> <li>The vocabulary used does not make any sense</li> </ul>

### Rubrics for Term Paper

Criteria	Excellent	Good	Fair	Pass	Failure
<b>Content (70%)</b>	<ul style="list-style-type: none"> <li>All content directly related to the topic.</li> <li>All the statements are always supported by evidence</li> <li>There are interesting findings</li> <li>The ideas are presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>Most of the content directly related to the topic.</li> <li>Most of the statements are supported by evidence</li> <li>Most of the ideas are presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>Some of the content directly related to the topic.</li> <li>Some of the statements are supported by evidence</li> <li>Some of the ideas are presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>A small portion of the content directly related to the topic.</li> <li>Few statements are supported by evidence</li> <li>The ideas are not presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>The content not related to the topic.</li> <li>No statements are supported by evidence</li> <li>There is no logic in the whole paper</li> </ul>

<b>Organization (20%)</b>	<ul style="list-style-type: none"> <li>• There is a central theme in the paper;</li> <li>• All paragraphs relate clearly to the theme of the paper;</li> <li>• There is coherence between paragraphs;</li> <li>• There is cohesion between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• There is a central theme in the paper;</li> <li>• Most of the paragraphs relate clearly to the theme of the paper;</li> <li>• There is coherence between most of the paragraphs;</li> <li>• There is cohesion between some of paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• The theme of the paper is not quite clear;</li> <li>• There is coherence between some of the paragraphs;</li> <li>• There is cohesion between some of the paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• The theme of the paper is vague;</li> <li>• There is coherence between a small number of the paragraphs;</li> <li>• There is cohesion between a small number of the paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• There is no theme in the paper;</li> <li>• There is no coherence between paragraphs;</li> <li>• There is no cohesion between paragraphs</li> </ul>
<b>Language use (10%)</b>	<p>No grammar errors • No typos Effective use of appropriate vocabulary</p>	<ul style="list-style-type: none"> <li>• Few grammar errors</li> <li>• Few typos</li> <li>• Most of the words are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Some grammar errors</li> <li>• Some typos</li> <li>• Some inappropriate words are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous grammar errors</li> <li>• Numerous typos</li> <li>• Numerous inappropriate words are used.</li> </ul>	<ul style="list-style-type: none"> <li>• No grammatically correct sentences</li> <li>• The paper is full of typos</li> <li>• The sentences in the paper do not make any sense.</li> </ul>

### Rubrics for the Essay Questions in the Quiz

Criteria	Excellent	Good	Fair	Pass	Failure
<b>Content (70%)</b>	<ul style="list-style-type: none"> <li>• The content directly related to the topic.</li> <li>• All the statements are always</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the content directly related to the topic.</li> <li>• Most of the statements are</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the content directly related to the topic.</li> <li>• Some of the statements are</li> </ul>	<ul style="list-style-type: none"> <li>• A small portion of the content directly related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The content not related to the topic.</li> <li>• No statements are supported by evidence</li> </ul>

	supported by evidence <ul style="list-style-type: none"> <li>There are interesting findings</li> <li>The ideas are presented clearly and logically</li> </ul>	supported by evidence <ul style="list-style-type: none"> <li>Most of the ideas are presented clearly and logically</li> </ul>	supported by evidence <ul style="list-style-type: none"> <li>Some of the ideas are presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>Few statements are supported by evidence</li> <li>The ideas are not presented clearly and logically</li> </ul>	<ul style="list-style-type: none"> <li>There is no logic in the whole essay.</li> </ul>
<b>Organization (20%)</b>	<ul style="list-style-type: none"> <li>There is a central theme in the essay;</li> <li>All paragraphs relate clearly to the theme of the essay;</li> <li>There is coherence between paragraphs;</li> <li>There is cohesion between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>There is a central theme in the essay;</li> <li>Most of the paragraphs relate clearly to the theme of the essay;</li> <li>There is coherence between most of the paragraphs;</li> <li>There is cohesion between some of paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>The theme of the essay is not quite clear;</li> <li>There is coherence between some of the paragraphs;</li> <li>There is cohesion between some of the paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>The theme of the essay is vague;</li> <li>There is coherence between a small number of the paragraphs;</li> <li>There is cohesion between a small number of the paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>There is no theme in the essay;</li> <li>There is no coherence between paragraphs;</li> <li>There is no cohesion between paragraphs</li> </ul>
<b>Language use (10%)</b>	<ul style="list-style-type: none"> <li>No grammar errors</li> <li>No typos</li> <li>Effective use of appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Few grammar errors</li> <li>Few typos</li> <li>Most of the words are used effectively</li> </ul>	<ul style="list-style-type: none"> <li>Some grammar errors</li> <li>Some typos</li> <li>Some inappropriate words are used</li> </ul>	<ul style="list-style-type: none"> <li>Numerous grammar errors</li> <li>Numerous typos</li> <li>Numerous inappropriate words are used</li> </ul>	<ul style="list-style-type: none"> <li>No grammatically correct sentences</li> <li>The essay is full of typos</li> <li>The sentences in the essay do not make any sense.</li> </ul>

### Rubrics for Class Participation

<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Pass</b>	<b>Failure</b>
<ul style="list-style-type: none"> <li>Attend all the lectures and tutorials punctually</li> <li>Are able to answer all the questions related to the reading materials during lectures and tutorials</li> <li>Are able to give comments on other students' presentation</li> </ul>	<ul style="list-style-type: none"> <li>Attend more than 90% of the lectures and tutorials punctually</li> <li>Are able to answer most of the questions related to reading materials during lectures and tutorials</li> <li>Are able to give comments on other</li> </ul>	<ul style="list-style-type: none"> <li>Attend more than 80% of the lectures and tutorials punctually</li> <li>Are able to answer some of the questions related to reading materials during lectures and tutorials</li> <li>Are able to give comments on other students'</li> </ul>	<ul style="list-style-type: none"> <li>Attend more than 70% of the lectures and tutorials punctually</li> <li>Are able to answer a small percentage of questions related to reading materials during lectures and tutorials</li> <li>Rarely give comments on other</li> </ul>	<ul style="list-style-type: none"> <li>Attend less than 70% of the lectures and tutorials punctually</li> <li>Not able to answer any questions related to reading materials during lectures and tutorials</li> <li>Give no comments on other students' presentation</li> </ul>

<ul style="list-style-type: none"> <li>• Are able to raise questions during lectures and tutorials</li> <li>• The questions raised and comments made by the students demonstrate that the students have carefully read all the reading materials</li> </ul>	<p>students' presentation</p> <ul style="list-style-type: none"> <li>• Are able to raise questions during lectures and tutorials</li> <li>• The questions raised and comments made by the students demonstrate that the students have read most of the reading materials</li> </ul>	<p>presentation occasionally</p> <ul style="list-style-type: none"> <li>• Are able to raise questions during lectures and tutorials occasionally</li> <li>• The questions raised and comments made by the students demonstrate that the students have read some of the reading materials</li> </ul>	<p>students' presentation</p> <ul style="list-style-type: none"> <li>• Rarely raise questions during lectures and tutorials</li> <li>• The questions raised and comments made by the students demonstrate that the students have read a small portion of the reading materials</li> </ul>	<ul style="list-style-type: none"> <li>• Raise no questions during lectures and tutorials</li> </ul>
---	---	---	---	--