Course Title	:	ENGLISH THROUGH SUBTITLES
Course Code	:	TRA 3002
Recommended Study Year	:	2 to 4
No. of Credits/Term	:	3
Mode of Tuition	:	Tutorial
Class Contact Hours	:	3 hours per week
Category	:	Elective under Category A of the BA Translation programme, free elective for students pursuing the English Language Enhancement (ELE) curriculum before revamp, and ELE elective for students taking the revamped ELE curriculum
Prerequisite	:	Nil
Co-requisite	:	Nil
Exclusion	:	Nil
Exemption Requirement	:	Nil

Brief Course Description:

With the ever-increasing popularity of closed-captioned videos in English language, modern empirical studies document that video captions, known as intra subtitles, have a great impact on the listening comprehension and vocabulary repertoire of students wishing to improve their English competence. Video captions provide students with aural, visual and textual mediums from an authentic linguistic context. It is widely held now by education experts that this method helps the students not only to speak more fluent English but also to think in English. By implementing this most recent technique, the course exposes students to the English language in its natural settings and thus enhances their command of English. In addition, the course focuses on honing the students' translation and interpretation skills from Chinese into English by incorporating a variety of teaching methods including formal lectures, listening comprehension, role playing in small groups, oral interpretation and written translation exercises. The course will enhance students' capability and confidence in using English as the medium of communication in a multicultural environment, thus developing their capacity to take up professional and leading roles in the increasingly globalized world.

Languages of instruction: English / Chinese

Aims:

Using subtitles as the media, this course aims to enhance not only the English language capability of students such that they can communicate effectively in English in an idiomatic manner, but also their ability to translate Chinese subtitles into English. Through examining English subtitles for audiovisual materials in English and Chinese, students will study how the

language can be used for effective intra-lingual and inter-lingual communication in a given setting. In view of the status of English as a *lingua franca* across the world, students will deepen their understanding of the use of English in the world context, developing an awareness of and respect for cultural differences. This will in turn enable them to play professional roles in an increasingly globalized environment.

Intended Learning Outcomes (ILOs):

Upon completion of this course, students will be able to:
1. evaluate the effectiveness of English subtitles in handling culturally-specific issues and in conveying messages across cultures;
2. identify and explain linguistic features and differences based on culture and identity in English communications;
3. identify and redress communication breakdowns across cultures in the English subtitles of selected audiovisual materials;
4. translate subtitles of audiovisual materials of various genres from Chinese into English;
5. demonstrate the ability and confidence in taking up a leadership role in an English speaking, multicultural setting based on an enhanced knowledge of how effective communication can be achieved in such a setting.

Indicative Content:

1. Studying how English subtitles in selected audiovisual materials of different genres handle culturally-specific issues and convey messages embedded with cultural meanings to the target audience.
2. Examining linguistic features and differences in contexts of culture, gender, social identity, class, etc.
3. Translating Chinese subtitles into English.
4. Identifying and analyzing mistakes and problems in the English subtitles of selected audiovisual materials.

Teaching Method

The course will adopt a weekly 3-hour teaching mode. In each lesson, analytical and theoretical issues in English language, translation and subtitling will be covered. There will also be practical exercises, role-playing, discussions and group presentations.

Measurement of Learning Outcomes

	Reflective notes	Group presentation	Final Exam
1. evaluate the effectiveness of English subtitles in handling culturally-specific issues and in conveying messages across cultures	x	x	x
2. identify and explain linguistic features and differences based on culture and identity in English communications	x	x	x
3. identify and redress communication breakdowns across cultures in the English subtitles of selected audiovisual materials	x	x	
4. translate subtitles of audiovisual materials of various genres from Chinese into English	x	x	x
5. demonstrate the ability and confidence in taking up a leadership role in an English speaking, multicultural setting based on an enhanced knowledge of how effective communication can be achieved in such a setting	x	x	

Assessment:

1. Four Individual Reflective Notes (10% x 4);　　　40%
(Each 250-300 word entry should contain reflections on major cultural and linguistic issues that the student identifies upon viewing the assigned audiovisual material. Students will also be asked to translate some subtitles from Chinese into English.)
2. One Group Presentation　　　　20%
(Each group should make a 20-minute presentation on any topic that has been covered in the course.)
3. Final Examination　　　　40%

(The 2-hour examination will contain two parts. In the first part, students will be asked to translate a few subtitles from Chinese to English. In the second part, students will be asked to present an argument relating to the topics and themes covered in the course.)

Readings:

Borghetti, Claudia, and Jennifer Lertola (2014). "Interlingual Subtitling for Intercultural Language Education: A Case Study", *Language and Intercultural Communication*, 14:4, 423-440, DOI: 10.1080/14708477.2014.934380.

Crystal, David (2010). *A Little Book of Language*. New Haven and London: Yale UP.

Crystal, David (2003). *English as a Global Language*. Cambridge: Cambridge UP.

Ellender, Claire (2015). *Dealing with Difference in Audiovisual Translation: Subtitling Linguistic Variation in Films*. Bern: Peter Lang.

Fong, Gilbert C. F., and Kenneth Au (eds) (2009). *Dubbing and Subtitling in a World Context*. Hong Kong: The Chinese University of Hong Kong.

Holmes, Prue, and Fred Dervin (eds) (2016). *The Cultural and Intercultural Dimensions of English as a Lingua Franca*. Bristol and New York: Multilingual Matters.

Jandt, Fred Edmund (2017). *An Introduction to Intercultural Communication: Identities in a Global Community*. Thousand Oaks: Sage Publications.

Jenkins, Jennifer, Will Baker, and Martin Dewey (eds) (2018). *The Routledge Handbook of English as a Lingua Franca*. London, New York: Routledge.

Jenkins, Jennifer (2015). *Global Englishes*. Oxon and New York: Routledge.

Monaco, James V. (2009). *How to Read a Film : Movies, Media, and beyond : Art, Technology, Language, History, Theory*. Oxford ; New York: Oxford UP.

O'Sullivan, Carol (2011). *Translating Popular Film*. Basingstoke: Palgrave Macmillan.

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 Reflective Notes (40% of the course)

Traits	Excellent	Competent	Basic	Inadequate
Content (15%)	Very interesting content; the student selects and summarizes skillfully major linguistic and cultural issues in the chosen material with insightful assertion to draw the reader's interest; he/she provides his/her critical opinions and commentary of the chosen material. For the C-E translation task, the student shows an excellent understanding of the source text. S/he uses a highly appropriate language and register to translate the text. The target text shows that the student has an excellent grasp of the grammar, vocabulary, punctuation and paragraphing of the English language.	Interesting content; the student selects and summarizes major linguistic and cultural issues in the chosen material with an interpretive assertion to draw the reader's interest; he/she provides a concise and focused review of the content and value of the chosen material. For the C-E translation task, the student shows a good understanding of the source text. S/he uses an appropriate language and register to translate the text. The target text shows that the student has a good grasp of the grammar, vocabulary, punctuation and paragraphing of the English language.	Uninteresting content; the student attempts to select and summarize major linguistic and cultural issues in the chosen material but selections may be unclear though with an interpretive assertion but may be unclear to the reader; he/she provides a review but with limited connection to the linguistic and cultural of the chosen material. For the C-E translation task, the student shows a basic understanding of the source text. The language and register that s/he uses to translate the text are not entirely appropriate. The target text shows that the student has a limited grasp of the grammar, vocabulary, punctuation and paragraphing of the English language.	Uninteresting content; the student Does not select and summarize major linguistic and cultural issues in the chosen materials with no claim or assertion; he/she provides a review on the content of the chosen material. For the C-E translation task, the student shows an inadequate understanding of the source text. The language and register that s/he uses to translate the text are not appropriate. The target text shows that the student has an inadequate grasp of the grammar, vocabulary, punctuation and paragraphing of the English language.
Level of reflection (15%)	Deep level of reflection; the student understands fully the content and context of the chosen material; his/her viewpoints and interpretations are insightful and well supported and are expanded to include other aspects relating to the topic; he/she connects experiences to the theories or the concepts discussed and with that one can show deep understanding on the relations drawn	Medium level of reflection; the student understands the content and context of the chosen material; his/her viewpoints and interpretations are supported and are expanded to include other aspects relating to the topic; he/she connects experiences to the theories or concepts discussed and with that one can show understanding on the relations drawn	Superficial level of reflection; the student understands the content and the context of the chosen material with limited critical understanding; his/her viewpoints and interpretations are unsupported or supported with flawed arguments though he/she expands to include other aspects relating to the topic but may not be able to discuss them; he/she attempts to connect experiences to the theories or concepts discussed	No reflection; the student shows in his/her writing poor and uncritical understanding of the content and the context of the chosen material; his/her viewpoints and interpretations are missing, inappropriate, and/or unsupported; he/she fails to include other aspect relating to the topic; he/she fails to connect experiences to the theories or concept discussed
Language use (10%)	Completely appropriate choice and use of language such that meaning is completely clear	Mostly appropriate choice and use of language such that meaning is mostly clear	Sometimes inappropriate choice and use of language such that meaning is sometimes unclear	Frequently inappropriate choice and use of language such that meaning is frequently unclear

Rubrics for Presentations (20% of the course)

Criteria	Excellent	Competent	Basic	Inadequate
Content (5%)	Topic well chosen; the argument is original; the students provide a full coverage of the topic and the presentation is with a well written title (provides direction for audience), a good thesis statement (able to narrow the title and to provide focuses of the discussion); examples chosen are of high relevancy	Suitable topic; the argument is interesting; the students provide a good coverage of the topic and the presentation is with an appropriate title (provides direction for audience), an appropriate thesis statement (able to narrow the title but not able provide focuses of the discussion); examples chosen are of fair relevancy	The topic may seem unoriginal or uninteresting; the students provide a reasonable coverage of the topic and the presentation is with a title (provides no direction), a thesis statement is not so well written (too general); examples chosen are of relevancy	The topic is clearly unoriginal, uninteresting or badly chosen; the students provide a limited coverage of the topic and the presentation is with a poor title (provides no direction and too general), no thesis statement; examples chosen are of no relevancy
Analytical knowledge (5%)	Utilize fully the concepts discussed; the arguments and points are clear and are supported by sufficient evidence; the students understand fully the reference materials and can use them critically; they can answer all the questions raised by the audience	Utilize sometimes the concepts discussed; the arguments and points are clear, but some more details, examples or evidence may be needed; the students understand the reference materials and can use them adequately; they can answer most of the questions raised by the audience	Utilize occasionally the concepts discussed; the arguments and points came through but not so well elaborated; more details, examples or evidence are needed; the students understand the reference materials and can make use of them occasionally; they can answer some questions raised by the audience	Poor utilization of the concepts discussed; the arguments and points are unclear with no reference materials; the students cannot answer questions raised by the audience
Organization (5%)	Materials are selected and sequenced well with an effective introduction and conclusion; structure and development is highly logical; the students demonstrate very high level of technical skills (background of the ppt., fonts, special effects, clip- art); the presentation finished within time-limit	Materials are selected and sequenced well with an effective introduction and conclusion (some minor shortcomings in organization); structure and development is logical; the students demonstrate high level of technical skills (background of the ppt., fonts, special effects, clip- art); the presentation finished within time limit but a little bit too short or too long	The materials may not be selected and sequenced with an introduction and conclusion; structure and development has minor problem; the students demonstrate a satisfactory level of technical skills (background of the ppt., fonts, special effects, clip- art); the presentation finished within time limit but too short or too long	The sequencing may be confusing; there may be no introduction and conclusion; structure and development are poor (some major shortcomings in organization); the students demonstrate basic level of technical skills (background of the ppt., fonts, special effects, clip- art); poor time management
Language use (5%)	Completely clear pronunciation; Appropriate choice and use of language and meaning is completely clear	Mostly clear pronunciation; Mostly appropriate choice and use of language and meaning is mostly clear	Sometimes unclear pronunciation; Sometimes inappropriate choice and use of language and meaning is sometimes unclear	Frequently unclear pronunciation; Frequently inappropriate choice and use of language and meaning is frequently unclear

Rubrics for Final Exam – Translation tasks (30% of the course)

Aspect of Performance	Assessment Criteria	Max. Marks	Min. Marks to Pass
1. Completeness, Content, and Genre	☝ Has the student completed the translation task? ☝ How well has the student understood the source text? ☝ Accuracy of names, figures etc. (if any) ☝ Are the choices of language and register appropriate to the subject matter, genre and to the spirit and intention of the original as well as to the purpose of the target text?	15	7.5
2. Use of Language, and Technical aspects	The student's command of the target language, including: ☝ the grasp of the rules of grammar and usage ☝ the quality of writing ☝ their active vocabulary Technical aspects include without limitation the following points: ☝ Spelling ☝ Punctuation ☝ Paragraphing ☝ Legibility	15	7.5

Rubrics for Final Exam – Essay question (10% of the course)

Traits	Excellent	Competent	Basic	Inadequate
Conception of argument (2%)	The argument has a clearly articulated thesis that is analytically interesting; the analysis is perceptive	The argument meets most of the criteria listed in the column to the left, but is lacking in one or more of them – or accomplishes all of them at a slightly lower level than excellence	The argument has an identifiable thesis, but it may be a bit too obvious or uninteresting; the analysis is a little superficial	The argument has an identifiable thesis, but it is quite uninteresting; there is little analysis
Content and knowledge (2%)	The student provides highly appropriate responses to the questions and demonstrates a full knowledge of the subject matter	The student provides appropriate responses to the questions and demonstrates an adequate knowledge of the subject matter	The student provides appropriate responses to most of the questions and demonstrates a basic knowledge of the subject matter	The student does not provide appropriate responses to most of the questions and demonstrates a weak knowledge of the subject matter
Organization and presentation (2%)	The content relates clearly to the central thesis; individual paragraphs have a clear focus; structurally very satisfying; clear connections between paragraphs; the order in which the ideas are presented makes sense	Nearly all parts of the content relate clearly to the central thesis in a clear manner; all or most individual paragraphs have a clear focus; structurally satisfying; the order in which the ideas are presented makes sense	Many parts of the content relate to the thesis in a clear manner, most individual paragraphs have a clear focus, and the order in which the ideas are presented generally makes sense	Most parts of the content do not relate to the central thesis in a clear manner; structurally confusing; ideas not presented in a proper order; connection between ideas not clear or satisfying
Language use (4%)	The student displays excellent English language skills, with few grammatical usage errors, and the writing is perfectly understandable	The student makes minor errors in grammar and usage, but the writing is clear and generally understandable	The student makes several minor errors and/or a few major ones; the writing is mostly clear but may be difficult to understand in places	The student makes numerous writing errors that are serious enough that the writing is very difficult to understand