1. **COURSE TITLE**
   Principles and Methods of Translation

2. **COURSE CODE**
   TRAN2005

3. **NO. OF UNITS**
   3

4. **OFFERING DEPARTMENT**
   Translation Programme

5. **AIMS & OBJECTIVES**
   This Course aims to enable students to understand the basic approaches to, and problems in, translating. Various aspects of the art and profession of translating will be highlighted and discussed. Students will acquire key knowledge and skills for translating and multilingual work.

6. **COURSE CONTENT**
   This Course is built around a number of topics (each lasting one to two weeks), which provide coherence to the central theme of the course. The topics are negotiated with the class, and may include some or all of the following in any given semester:
   - Basic issues in translation and translating
   - Translation standards
   - Translation methods
   - Translation procedures and techniques
   - Issues of text-type in translation
   - Handling terminology
   - Translating numbers, measurements and abbreviations
   - Translation errors and how to avoid them
   - The issue of “translationese”
   - Translation of metaphors, idioms and allusions
   - Punctuation and the use of footnotes
   - Polishing translations

7. **COURSE INTENDED LEARNING OUTCOMES (CILOs)**
   CILO    Upon successful completion of this Course, students should be able to:
CILO 1  Identify key principles and methods for dealing with common translation problems in a variety of texts; [aligned with HKBU Graduate Attribute #1, 2, 3, 4, 5]

CILO 2  Evaluate the effectiveness and appropriateness of principles and methods used in existing translations; [GA #1, 2, 3, 4, 5]

CILO 3  Apply a knowledge of translation principles to their translation practice; [GA #1, 2, 3, 4, 5]

CILO 4  Reflect in a more critically informed way upon their own translations, and upon the translations they meet in their daily life and in the world around them. [GA #1, 2, 3, 4, 5]

8  TEACHING & LEARNING ACTIVITIES (TLAS)

Students will engage in a range of activities including the following:

<table>
<thead>
<tr>
<th>CILO No.</th>
<th>TLAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1, 2, 3, 4</td>
<td>Teacher-facilitated discussion: Students are introduced to various key issues of translation, and explore various different principles and methods as the course progresses. This TLA combines a mix of lecture with small-group brainstorming and feedback.</td>
</tr>
<tr>
<td>CILO 1</td>
<td>Identification of principles: Students undertake a variety of different individual and group exercises to identify key principles introduced in the class, for instance particular translation strategies in given text samples. These exercises are followed by group discussion and feedback.</td>
</tr>
<tr>
<td>CILO 2</td>
<td>Analyses of existing problems: Students undertake a variety of different individual and group exercises involving analysis of problems in translation. These exercises are designed to dovetail in with whatever issues are being discussed in the particular class in question, and cover everything from micro-level problems of lexis to broad issues of text-type and culture.</td>
</tr>
<tr>
<td>CILO 3, 4</td>
<td>Translation practice and evaluation exercises: An essential component for the fulfillment of CILO 3 and 4 is the integration of translation practice into the course, with a specific emphasis on choosing, using and evaluating appropriate translation methods and principles for particular texts and contexts. These exercises may be done in-class or as take-home assignments for subsequent discussion, as necessary. Students are continually encouraged to reflect on their translation choices and to explain</td>
</tr>
</tbody>
</table>
them in terms of the principles encountered in the course.

**Presentations**: Two main group presentations are incorporated into the course (see “Assessment”, below), which may take a variety of forms. For instance, one important aspect – pertaining to CILO4 – involves encouraging students to look at and reflect on translations in the world around them. They may be asked to examine, say, translations in an interactive museum exhibition, and to consider them not simply in terms of the principles seen in them, but also in terms of how these translations interact with other semiotic elements and how they shape the visitor’s own experience of the museum. In addition to these two main presentations, students may be asked from time to time, as necessary, to make mini-presentations of exercise work, etc., in class.

### 9 ASSESSMENT METHODS (AMS)

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Weighting (The percentage may vary.)</th>
<th>CILOs to be addressed</th>
<th>Description of Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>10%</td>
<td>1, 2, 3, 4</td>
<td>The test will be given around mid-term. It is comprised of a series of short-answer questions on a variety of aspects of the course studied thus far, including identification of principles and discussion of existing translations such as bilingual signs.</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>20%</td>
<td>3, 4</td>
<td>This assignment involves doing a translation of a text and writing a reflective commentary on the approach and principles used to overcome problems encountered during the translation process.</td>
</tr>
</tbody>
</table>
| Presentation 1     | 15%                                  | 1, 2, 4               | A first small-group presentation, of about 20 minutes, is made by students at the middle of the semester. The topic chosen might be the investigation of translations in the world at large (as outlined above under TLAs, point 5); alternatively, it might involve evaluation of existing translations, or a discussion of a particular
Presentation 2

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Topics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>1, 2, 4</td>
<td>A second small-group presentation is made by students in the final week of the semester. Again, as under Presentation 1, above, the topics and tasks assigned will vary.</td>
</tr>
</tbody>
</table>

Class Discussion and Participation

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Topics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>1, 2, 3, 4</td>
<td>A further part of the assessment mark is given to assess students’ effectiveness in participating in class discussions and exercises.</td>
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</tbody>
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Final exam

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Topics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>1, 2, 3, 4</td>
<td>The final examination involves several parts, which include identification and explanation of key principles and problems (e.g. “Translationese”), translation of text passages (E-C or C-E), and the writing of a short commentary on the students’ own translation. As appropriate, the exam may also include revising and commenting on an existing piece of translation.</td>
</tr>
</tbody>
</table>

10 TEXTBOOKS / RECOMMENDED READINGS*


周兆祥，1996，《翻譯初階》，香港：商務印書館。

------，1998，《翻譯與人生》，北京：中國對外翻譯出版公司。

周兆祥、周愛華，1984，《翻譯面面觀》，香港：文藝書屋。

思果，1972，《翻譯研究》，台北：大地出版社。
------，1989，《翻譯新究》，台北：大地出版社。
范仲英，1997，《實用翻譯教程》，北京：外語教學與研究出版社。
孫述宇、金聖華，1975，《英譯中：英漢翻譯概論》，香港：中文大學校外進修部。
張培基等，1995，《英漢翻譯教程》，香港：三聯書店。
黃邦傑，1985，《譯藝談》，香港：三聯書店。
劉靖之，1991，《翻譯新論集》，香港：三聯書店。

*The references will be updated as necessary with the working syllabus.