



# CHN 253

## Chinese-English Translation 1

S2 Day 2014

*Dept of International Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A232

TBC via iLearn

Credit points

3

Prerequisites

Permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

This unit comprises study of linguistic and cross-cultural aspects of achieving translation from Chinese (both simplified and traditional) into English, plus translation practice involving translation from Chinese into English of selected texts illustrating equivalence problems. The focus in Chinese text analysis and English expression tutorials is on working between written Chinese and written English. This unit is available for Chinese background speakers only.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Enhance knowledge of basic translation theories

Gain familiarity and facility with concepts and themes in translation

Demonstrate skills of using dictionaries and other tools in translation

Develop skills of texts analysis and reader-oriented translation

Demonstrate the capacity of analytical and critical thinking

Appreciate and respect cultural diversities

Develop the ability in independent and reflective learning through assessing and

responding to ideas

## Assessment Tasks

Name	Weighting	Due
<u>Reflective journals</u>	10%	Week 7 and 13
<u>Weekly Translation</u>	50%	from week3 to week12
<u>presentation</u>	10%	one week in Week3-13
<u>Final exam</u>	20%	Examination period
<u>Class participation</u>	10%	on going

### Reflective journals

Due: **Week 7 and 13**

Weighting: **10%**

You are required to write two 500-word reflective journals in English. This task aims to learn how to justify your translation decisions. The journals should contain problems identified, possible solutions and the decision in selecting the best solution. You are allowed to use same examples used in your presentations. However, journals are written assignments, it should cover the issues from more than one of your translation assignments, and your language skills will be taken into account in the mark of this task.

These assignments should be your own original work. Plagiarism is not acceptable (For further information and advice, see [www.student.mq.edu.au/plagiarism](http://www.student.mq.edu.au/plagiarism)).

Students will only be granted extensions/special consideration with valid reasons (eg., serious and unavoidable disruption from completing any unit requirements in accordance with their ability.) Work that is submitted late will be subjected to an assessment penalty if an extension has not been granted.

Please check the late submissions section of the unit guide.

On successful completion you will be able to:

- Enhance knowledge of basic translation theories
- Gain familiarity and facility with concepts and themes in translation
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## Weekly Translation

Due: **from week3 to week12**

Weighting: **50%**

There will be 1 weekly translation assignment (from Chinese into English) given on iLearn every week from week 2 to week 11. **You are required to submit each of your translation assignment on iLearn by the due time. It is strongly suggested** that you write annotations for your translation assignments, which can contribute to your in-class presentation and your reflective journals (see the tasks below).

Your marks will be determined by but not limited to:

- 1) your understanding of the source language text;
- 2) grammar in your translation;
- 3) idiomatic usage in your translation;
- 4) meaning and word choice in your translation;
- 5) style and tone in your translation.

Assignments are to be submitted by 9am on the due date through iLearn.

General feedback of the weekly assignments will be given in class. Students who wish to have a detailed feedback of their assignments can bring a hard copy to the class on the due day.

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Please check the late submissions section of the unit guide.

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## presentation

Due: **one week in Week3-13**

Weighting: **10%**

You are required to do an individual presentation in class. In the beginning of the semester, by the end of week 2, you will be asked to choose a translation assignment as your presentation topic on iLearn.

Late submission policy will be applied if you fail to register a presentation topic by the due time set on iLearn. Please check the part of Late submissions of this unit guide.

You are expected to share your experiences in dealing with translation problems when doing your assignments. Your oral presentation is expected to be 5-8 minutes long. You have to finish your presentation within the time limit or the mark will be deducted. You should be prepared that the rest of the class will raise questions.

When preparing your presentation, you may wish to consider the following questions:

- 1) What are the functions of the source language texts?
- 2) What difficulties do you have in understanding the source language text?
- 3) What difficulties do you have in finding equivalent expressions in English?
- 4) What factors do you consider in finding equivalent expressions in English?
- 5) What kinds of translation strategies do you use in your translation?

After the in class presentation, you need to submit a presentation report through iLearn by the end of the week you do the presentation.

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## Final exam

Due: **Examination period**

Weighting: **20%**

There will be an examination for this unit in the examination period. During the end-semester exam, you will have 1.5 hour to translate one Chinese text into English after 10 minute reading time. The length of the text is approximately 300-350 words. Any paper-based dictionaries are allowed for the examination.

### Exclusion

Students may be excluded from sitting for the examination if they fail to perform satisfactorily in the assignments.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the *Extension and Special Consideration* section of this Unit Guide. **It should also be stressed that failing to turn up for exams without prior notification to (WITH DOCUMENTATION ) and obtaining approval from the lecturers for resitting the exams will mean that the students have forgone (that is, given up the opportunity to sit for) the exams. In which case, no supplementary exams can be arranged.**

If a Supplementary Examination **is granted** as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period. Individual Departments should contact the Associate Dean Learning and Teaching to confirm when Supplementaries are scheduled.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

On successful completion you will be able to:

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## Class participation

Due: **on going**

Weighting: **10%**

**Class attendance and participation in discussion is required.** Participation will be marked on attendance, willingness to participate in class discussion, preparation and performance of reading and responding to questions. Students are expected to be well prepared in order to participate in class discussion – this will ensure good use of class time as well as improving your learning skills and sharing your knowledge with others. Class attendance and participation is expected and will be part of the assessment. **This means you not only come and sign in the class but come well prepared and participate in class discussion.** You need to reflect on your assignments and think about the translation issues you have encountered and share your thought with others. Your marks for class attendance and performance will be determined by

- a) Whether you attend class regularly or not;
- b) How much effort you have taken to prepare for the class;
- c) How actively you participate in class discussion; and
- d) How helpful your comments are on the work of our fellow students.

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- Appreciate and respect cultural diversities
- Develop the ability in independent and reflective learning through assessing and responding to ideas

## Delivery and Resources

Baker, M & Malmkjar (ed.), 1998. *Routledge Encyclopaedia of Translation Studies*, Routledge.

Bassnett, S, 2002. *Translation Studies*, New York :Routledge.

Munday, J. 2008. *Introducing Translation Studies: Theories and Applications*, Routledge

Paltridge, B., 2006. *Discourse Analysis: An Introduction*. Continuum, London.

Swan, M, 2005. *Practical English Usage*, Oxford: Oxford University Press.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)



- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Enhance knowledge of basic translation theories
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- Develop skills of texts analysis and reader-oriented translation
- Demonstrate the capacity of analytical and critical thinking
- Appreciate and respect cultural diversities
- Develop the ability in independent and reflective learning through assessing and responding to ideas

### Assessment tasks

- Reflective journals
- Weekly Translation

- presentation
- Final exam

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Enhance knowledge of basic translation theories
- Gain familiarity and facility with concepts and themes in translation
- Demonstrate skills of using dictionaries and other tools in translation
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- Demonstrate the capacity of analytical and critical thinking
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## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Enhance knowledge of basic translation theories
- Gain familiarity and facility with concepts and themes in translation

- Demonstrate skills of using dictionaries and other tools in translation
- Develop skills of texts analysis and reader-oriented translation
- Develop the ability in independent and reflective learning through assessing and responding to ideas

## Assessment tasks

- Reflective journals
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- Final exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Gain familiarity and facility with concepts and themes in translation
- Demonstrate skills of using dictionaries and other tools in translation
- Develop skills of texts analysis and reader-oriented translation
- Demonstrate the capacity of analytical and critical thinking
- Develop the ability in independent and reflective learning through assessing and responding to ideas

## Assessment tasks

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## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate skills of using dictionaries and other tools in translation
- Develop skills of texts analysis and reader-oriented translation
- Demonstrate the capacity of analytical and critical thinking

## Assessment tasks

- Reflective journals
- Weekly Translation
- presentation
- Final exam

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- Develop skills of texts analysis and reader-oriented translation
- Demonstrate the capacity of analytical and critical thinking
- Develop the ability in independent and reflective learning through assessing and responding to ideas

## Assessment tasks

- Reflective journals
- Weekly Translation
- presentation
- Final exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Gain familiarity and facility with concepts and themes in translation
- Demonstrate skills of using dictionaries and other tools in translation
- Develop skills of texts analysis and reader-oriented translation
- Demonstrate the capacity of analytical and critical thinking
- Appreciate and respect cultural diversities
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## Assessment tasks

- Reflective journals
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## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Develop skills of texts analysis and reader-oriented translation
- Demonstrate the capacity of analytical and critical thinking
- Appreciate and respect cultural diversities

## Assessment tasks

- Reflective journals
- Weekly Translation
- presentation
- Final exam

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active

participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Enhance knowledge of basic translation theories
- Develop skills of texts analysis and reader-oriented translation
- Appreciate and respect cultural diversities

## **Assessment tasks**

- Reflective journals
- Weekly Translation
- presentation
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## **late submissions**

**Late assignment policy – International Studies, 11 December 2012**

**Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.**