



CHN 253

Chinese-English Translation 1

S2 Day 2016

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Lan Zhang

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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 introduces useful translation theories and skills and encourages their use in translation practice. Students will learn how to analyse Chinese texts in terms of their genre, style, register and potential. Students will learn how to conduct English translation which meets the needs of English readers. They will develop awareness of the cultural and social factors that contribute to effective translation. Students will also become familiar with translation procedure and be able to identify and solve problems when translating from Chinese into English. This unit is for Chinese background speakers or students who have passed HSK 5 or an equivalent level.

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 journal</u>	10%	Week 13
<u>Weekly Translation</u>	50%	each Monday 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 journal

Due: **Week 13**

Weighting: **10%**

You are required to hand in a 1000-word reflective journal in English by week 13. This task aims to learn how to justify your translation decisions. The journal 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. This assignment should be your own original work. Plagiarism is not acceptable (For further information and advice, see 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.) via lodging Disruption to Studies application. 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.

Indicative examples of assessment tasks will be available on iLearn or in class.

On successful completion 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
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- Demonstrate the capacity of analytical and critical thinking

- Develop the ability in independent and reflective learning through assessing and responding to ideas

Weekly Translation

Due: **each Monday 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.

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.) via lodging Disruption to Studies application.

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.

Indicative examples of assessment tasks will be available on iLearn or in class.

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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.

Indicative examples of assessment tasks will be available on iLearn or in class in week 1 and 2.

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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.

Indicative examples of assessment tasks will be available on iLearn or in class.

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 participation is required. Participation will be marked on in-class activities, your 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 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 participation 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.

Description of the behaviours evaluated for high-level student participation:

- independent engagement with online communicative activities, including discussion forum, zoom, voice thread etc, reading game/ revision/ vocab acquisition
- spontaneous contributions to discussion, expression of opinions
- evidence of preparation for class through contributing specific examples demonstrating understanding of textbook/readings/home study
- constructive collaboration with and feedback to peers
- consistent target language use
- attentive note-taking
- structured engagement with content including evidence of revision/ organisation of notes/ continuous self-directed learning
- promotion of a positive learning environment, including:
 - mobile device etiquette (targeted and appropriate use for learning purposes as instructed by staff)
 - respectful treatment of peers / instructor e.g. not listening while peers are learning/ engaging with instructor
 - appropriate class behaviour to foster student learning, avoiding: tardiness; leaving class without being excused; erratic attendance disrupting the formation of a classroom community.

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Delivery and Resources

Class work: one 2-hour seminar per week

Independent work: four hours per week, to include reading time, assignments preparation.

Recommended reading:

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public <http://www.mq.edu.a>

[u/policy/docs/complaint_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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 journal
- Weekly Translation
- presentation
- Final exam
- Class participation

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
- 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
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- Class participation

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
- Develop skills of texts analysis and reader-oriented translation
- Demonstrate the capacity of analytical and critical thinking
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- Final exam
- Class participation

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 journal
- Weekly Translation
- presentation
- Final exam
- Class participation

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

- Reflective journal
- Weekly Translation
- presentation
- Final exam

- Class participation

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 journal
- Weekly Translation
- presentation
- Final exam
- Class participation

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 journal
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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 journal
- Weekly Translation
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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 journal
- Weekly Translation
- presentation
- Final exam
- Class participation

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.