



CHN 387

Chinese-English Translation II

S2 Day 2017

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Lan Zhang

lan.zhang@mq.edu.au

Contact via lan.zhang@mq.edu.au

North wing Level 2 AHH

TBC via iLearn

Credit points

3

Prerequisites

(39cp at 100 level or above) including CHN253 and CHN386

Corequisites

Co-badged status

Unit description

To produce a good translation needs more than language proficiency. This unit introduces useful translation theories and skills and encourages their use in translation practice. Students will analyse Chinese texts to identify the genre, style, register and potential reader of the text. 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.

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:

Understand the main translation theories.

Demonstrate key translation skills in Chinese - English translation practice.

Analyze various Chinese texts to identify the genre, style, register and potential reader of the text.

Develop awareness of the cultural and social factors that contribute to effective

translation.

Translate different genres of Chinese text into English.

Identify and solve problems when translating from English into Chinese

General Assessment Information

Indicative examples of assessment tasks will be available on iLearn or in class, along with marking criteria/rubrics.

Late Submissions - Guidelines:

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

Tasks above 10%. No extensions will be granted. Students who submit late work without an extension will receive a penalty (See Department late submission policy). This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

Late assignment policy – Department of 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.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|----------------------------|-----------|--------|----------------------|
| <u>Reflective journal</u> | 10% | No | Week 11 |
| <u>Weekly Translation</u> | 45% | No | from week2 to week10 |
| <u>presentation</u> | 10% | No | one week in Week3-13 |
| <u>Final test</u> | 25% | Yes | week 13 |
| <u>Class participation</u> | 10% | No | every week |

Reflective journal

Due: **Week 11**

Weighting: **10%**

In this 1000-word journal, you are to analyse the English subtitles from a given video .

Minimum 5 pieces of subtitles from the chosen video should be analysed.

You may consider questions such as:

Was the subtitle well translated?

If it was, why? What subtitling strategies were applied in the translation?

If the subtitle does not satisfy you, why? Can you provide a better version? What strategies you may adopt to translate it? Why?

Your analysis should be based on but not limited to:

A: Main subtitling strategies: B: Time & Space for a piece of subtitle C: Line break and punctuation Your assignment will be marked on: Your understanding of the key subtitling strategies and skills, Your understanding of the subtitles in both languages, The depth of your analysis, The explicitness of the analysis, The structure and grammar of your writing.

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Weekly Translation

Due: **from week2 to week10**

Weighting: **45%**

There will be 1 weekly translation assignment (from Chinese into English) given on iLearn every week from week 1 to week 9. **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.

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

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.

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

Late submission policy will be applied if you fail to register a presentation topic by the due time set on iLearn. Please check the Late submissions section 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 marks 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 kinds of translation strategies do you use in your translation?
- 5) What factors do you consider in finding equivalent expressions in Chinese?

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 test

Due: **week 13**

Weighting: **25%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

There will be an examination for this unit in the examination period. During the end-semester exam, you will have 2 hours to translate one Chinese text into English(20%). The length of the text is approximately 350-400 words. You are also to answer an ethic question for professional translators(5%). 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.

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Class participation

Due: **every week**

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

Delivery:

Day, Internal,

Class work: one 2-hour seminar per week

Times and Locations for seminars: Please consult the MQ Timetables Website:

<http://www.timetables.mq.edu.au>

Independent work: Apart from attending the class each week, you are expected to spend 11-12 hours on your assignments and reflection on your translation.

TECHNOLOGY USED AND REQUIRED

This unit will use:

iLearn

Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/
- **For student quick guides on the use of iLearn go to:** http://mq.edu.au/iLearn/student_info/guides.htm

Required resources:

You will need to prepare your own paper-based dictionary(es) for the final examination. Any paper-based dictionary you find helpful in doing your translation assignments can be brought to the final exam.

Recommended:

We also expect you to develop good dictionary skills using websites like dictionary.com and rae.es. Google Translate and similar machine translation tools are not adequate dictionaries for translation as they omit context, don't give functional examples of language in use, and often provide the wrong word if the student doesn't know what they are looking for (e.g. nouns instead of verbs).

For students who do not have a sound foundation of basic grammatical knowledge we recommend, in addition to consulting MQ Learning Skills Advisers or completing MQ grammar workshops, the following text:

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

Here are also recommended readings if you wish to know more about translation theories:

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.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

- Demonstrate key translation skills in Chinese - English translation practice.
- Analyze various Chinese texts to identify the genre, style, register and potential reader of the text.
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Assessment tasks

- Reflective journal
- Weekly Translation
- presentation
- Final test
- 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

- Understand the main translation theories.
- Demonstrate key translation skills in Chinese - English translation practice.
- Analyze various Chinese texts to identify the genre, style, register and potential reader of the text.
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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

- Understand the main translation theories.
- Demonstrate key translation skills in Chinese - English translation practice.
- Analyze various Chinese texts to identify the genre, style, register and potential reader of the text.
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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:

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- Understand the main translation theories.
- Demonstrate key translation skills in Chinese - English translation practice.
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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

- Understand the main translation theories.
- Demonstrate key translation skills in Chinese - English translation practice.
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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 key translation skills in Chinese - English translation practice.
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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

- Demonstrate key translation skills in Chinese - English translation practice.
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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

- Demonstrate key translation skills in Chinese - English translation practice.
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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

- Analyze various Chinese texts to identify the genre, style, register and potential reader of the text.
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late submissions

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