



CHN 387

Chinese-English Translation II

S2 Day 2019

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Lan Zhang

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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

Corequisites

Co-badged status

Unit description

To produce a good translation needs more than language proficiency. This unit aligns translation theories and skills with translation practice, where students will identify the meaning of the text by examining its function and structure, and exploring how the same function can be achieved in the English translation. Students will learn how to conduct English translation which meets the needs of English readers and they will develop an 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:

Identify and discuss key translation theories

Analyze Chinese texts in various contexts

Demonstrate enhanced skills of using dictionaries and other tools in translation

Conduct cohesive Chinese-English translation within given time

Recognize key factors for subtitling

Apply inter-cultural communication skills

Understand and apply the AUSIT (Australian Institute of Interpreters and Translators)

Code of Ethics

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

General Assessment Information

Apart from engaging with the class each week, you are expected to spend 10 hours on your assignments and reflection on your translation.

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

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reflective Journal</u>	15%	No	Week 13
<u>Weekly Translation</u>	40%	No	From week3 to week10
<u>Presentation</u>	10%	Yes	one week from Week3-12
<u>Final Test</u>	25%	Yes	Week 13
<u>Class Participation</u>	10%	No	Every week

Reflective Journal

Due: **Week 13**

Weighting: **15%**

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

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

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.

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

On successful completion you will be able to:

- Identify and discuss key translation theories
- Analyze Chinese texts in various contexts
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- Apply inter-cultural communication skills
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Weekly Translation

Due: **From week3 to week10**

Weighting: **40%**

There will be 1 weekly translation assignment (from Chinese into English) given on iLearn every week from week 3 to week 10. **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/participation and your reflective journals (see the tasks below).

Marking rubrics, **indicative examples of assessment tasks and further information will be available on iLearn or in class.**

On successful completion you will be able to:

- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
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Presentation

Due: **one week from Week3-12**

Weighting: **10%**

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

You are required to do an individual presentation in English 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 choose a translation assignment for 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 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. The report can be the slides you used for your presentation.

Indicative examples of assessment tasks will be available in class from week 1. Marking rubrics will be available on iLearn.

On successful completion you will be able to:

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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 a final test for this unit in week 13 in class. During the test, you will have 2 hours to:

1) translate one Chinese text into English(20%). The length of the text is approximately 350-400 words. Paper-based dictionaries are allowed for the this section.

2) answer an ethic question for professional translators(5%).

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

On successful completion you will be able to:

- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Conduct cohesive Chinese-English translation within given time
- Apply inter-cultural communication skills
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics

Class Participation

Due: **Every week**

Weighting: **10%**

Class engagement and participation is required. Participation will be marked on class preparation, engagement and participation and performance, such as responding to questions and engagement in discussions. 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 the relevant learning skills. Students are provided with opportunities to reflect on their assignments and think about the translation issues encountered sharing their thoughts with their peers.

Your marks for class engagement and participation will be evaluated according to the exemplars/ criteria provided in class or in iLearn.

Marks for class participation will be determined by

- a) Whether you engage with the class regularly;
- 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/ organization 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 behavior to foster student learning, avoiding: tardiness; leaving class without being excused; erratic behaviours disrupting the formation of a classroom community.

On successful completion you will be able to:

- Identify and discuss key translation theories
- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
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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) and a laptop for the final test. Any paper-based dictionary you find helpful in doing your translation assignments can be brought to the final test.

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation

- Conduct cohesive Chinese-English translation within given time
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
- Enhance the ability in independent and reflective learning through assessing and responding to ideas

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

- Identify and discuss key translation theories
- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Conduct cohesive Chinese-English translation within given time
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
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Assessment tasks

- Reflective Journal
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- Presentation
- Final Test
- 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

- Identify and discuss key translation theories
- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Conduct cohesive Chinese-English translation within given time
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics
- Enhance the ability in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Reflective Journal
- Weekly Translation
- Presentation
- Final Test
- 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

- Identify and discuss key translation theories

- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics

Assessment tasks

- Reflective Journal
- Weekly Translation
- Presentation
- Final Test
- 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

- Identify and discuss key translation theories
- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Conduct cohesive Chinese-English translation within given time
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics
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- Presentation

- Final Test
- 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

- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Recognize key factors for subtitling
- Apply inter-cultural communication skills

Assessment tasks

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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

- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Conduct cohesive Chinese-English translation within given time
- Recognize key factors for subtitling
- Apply inter-cultural communication skills

Assessment tasks

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- Class Participation

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

- Analyze Chinese texts in various contexts
- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Conduct cohesive Chinese-English translation within given time
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics

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

- Demonstrate enhanced skills of using dictionaries and other tools in translation
- Conduct cohesive Chinese-English translation within given time
- Recognize key factors for subtitling
- Apply inter-cultural communication skills
- Understand and apply the AUSIT (Australian Institute of Interpreters and Translators) Code of Ethics

Assessment tasks

- Reflective Journal
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