

Tamkang University Academic Year 102, 1st Semester Course Syllabus

Course Title	ENGLISH TRANSLATION	Instructor	BRINK, DEAN ANTHONY
Course Class	TFLXB4B DEPARTMENT OF ENGLISH, 4B	Details	<ul style="list-style-type: none"> ◆ Required ◆ 1st Semester ◆ 2 Credits

D e p a r t m e n t a l t e a c h i n g o b j e c t i v e s

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

D e p a r t m e n t a l c o r e c o m p e t e n c e s

- A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.
- B. Develop students' critical thinking skills in an English language learning context.
- C. Enable students to comprehend and appreciate English language media.
- D. Strengthen students' workplace English ability.
- E. Develop students' professional abilities in linguistics and English teaching.
- F. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts.

Course Introduction	<p>In this course we will focus on Chinese-English translation.</p> <p>Students will not only gain practice in translation, but also learn to avoid language that suggests direct translation, and learn some tricks for making the final English document read like it was originally written in English. Both principles and practice of translation are discussed, while the focus is on comparison of linguistic and cultural aspects of both Chinese and English. For each class, students will need to prepare a written translation of the text on which we are working.</p>
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	To become a better translator from Chinese into English.	C5	ABD
2	To improve one's English writing skills.	C5	ABD
3	To become conversant in issues in translation theory.	C6	ABD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To become a better translator from Chinese into English.	Discussion, Practicum, Problem solving	Written test, Practicum, Participation
2	To improve one's English writing skills.	Discussion, Practicum, Problem solving	Written test, Practicum, Participation

3	To become conversant in issues in translation theory.	Discussion, Practicum, Problem solving	Written test, Practicum, Participation
This course has been designed to cultivate the following essential qualities in TKU students			
Essential Qualities of TKU Students		Description	
◆ A global perspective		Helping students develop a broader perspective from which to understand international affairs and global development.	
◆ Information literacy		Becoming adept at using information technology and learning the proper way to process information.	
◆ A vision for the future		Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.	
◆ Moral integrity		Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.	
◆ Independent thinking		Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.	
◆ A cheerful attitude and healthy lifestyle		Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.	
◆ A spirit of teamwork and dedication		Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.	
◆ A sense of aesthetic appreciation		Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.	
Course Schedule			
Week	Date	Subject/Topics	Note
1	102/09/16 ~ 102/09/22	Introduction to the course. Stages of translation.	
2	102/09/23 ~ 102/09/29	Translate materials for in-class discussion/workshop; discussion of issues in translation theory.	
3	102/09/30 ~ 102/10/06	Translate materials for in-class discussion/workshop; discussion of issues in translation theory.	
4	102/10/07 ~ 102/10/13	Translate materials for in-class discussion/workshop; discussion of issues in translation theory.	
5	102/10/14 ~ 102/10/20	Students each bring an annotated translation of a short poem or paragraph of prose. Bring copies for everyone.	
6	102/10/21 ~ 102/10/27	Continue workshop.	
7	102/10/28 ~ 102/11/03	Continue workshop.	
8	102/11/04 ~ 102/11/10	Continue workshop.	
9	102/11/11 ~ 102/11/17	Continue workshop.	

10	102/11/18 ~ 102/11/24	Midterm Exam Week	
11	102/11/25 ~ 102/12/01	Translate materials for in-class discussion/workshop; discussion of issues in translation theory.	
12	102/12/02 ~ 102/12/08	Translate materials for in-class discussion/workshop; discussion of issues in translation theory.	
13	102/12/09 ~ 102/12/15	Translate materials for in-class discussion/workshop; discussion of issues in translation theory.	
14	102/12/16 ~ 102/12/22	Students each bring an annotated translation of a short poem or paragraph of prose. Bring copies for everyone.	
15	102/12/23 ~ 102/12/29	Translation final project workshopping.	
16	102/12/30 ~ 103/01/05	Translation final project workshopping.	
17	103/01/06 ~ 103/01/12	Translation final project workshopping.	
18	103/01/13 ~ 103/01/19	Final Exam Week	
Requirement	<p>Note: When a student is not present when called upon to answer a question or when roll is taken, 2 points are deducted from the student's final grade. Students with more than three unexcused absences automatically receive a zero for the course.</p> <p>Course Requirements: Keep up with the translating assignments.</p> <p>Midterm and final examinations that include questions on the readings in translation theory and passages to translate.</p> <p>Compile a translation portfolio as your final project.</p> <p>Attendance, participation in translating text translation and analysis, and discussion of reading assignments (25%); final project (25%); midterm and final examinations (50%).</p> <p>On Plagiarism in Translating</p> <p>The Council of Writing Program Administrators defines plagiarism (剽竊) as "when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (http://wpacouncil.org/node/9, accessed 12/27/05).</p> <p>When you consult a translation to complete a translation on which you are working, you must acknowledge this fact in a footnote or end note and list the resource in your bibliography.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	The Norton Anthology of English Literature, Volume 2. Eighth Ed.		
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 25.0 % ◆ Mark of Usual : 25.0 % ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : %</p> <p>◆ Other < translation project > : 25.0 %</p>		

Note

This syllabus may be uploaded at the website of Course Syllabus Management System at <http://info.ais.tku.edu.tw/csp> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <http://www.acad.tku.edu.tw/CS/main.php>.

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