

## Tamkang University Academic Year 113, 2nd Semester Course Syllabus

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| Course Title  | ENGLISH TRANSLATION  | Instructor | CHYI SONG-LING  |
| Course Class  | TFLAB4A<br>DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 4A      | Details    | ◆ General Course<br>◆ Required<br>◆ 2nd Semester<br>◆ 2 Credits |
| Relevance to SDGs   | SDG4 Quality education<br>SDG11 Sustainable cities and communities |            |   |
| D e p a r t m e n t a l   A i m   o f   E d u c a t i o n   |  |            |   |
| <div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>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.</div> <div>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV. Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div> |  |            |   |
| S u b j e c t   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   |  |            |   |
| <div>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)</div> <div>B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)</div> <div>C. Strengthen students' workplace English ability.(ratio:25.00)</div> <div>D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00)</div> <div>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)</div>  |  |            |   |

| Subject Schoolwide essential virtues  |  |                   |
|---|--|-------------------|
| <div>1. A global perspective. (ratio:10.00)</div> <div>2. Information literacy. (ratio:25.00)</div> <div>3. A vision for the future. (ratio:10.00)</div> <div>4. Moral integrity. (ratio:10.00)</div> <div>5. Independent thinking. (ratio:15.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:5.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:15.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:10.00)</div>   |  |                   |
| Course Introduction   | This course introduces Translatology as a newly-emergent discipline in recent years. It demonstrates how evolve translation theories during the centuries, including the automatic (machine) translation in the future business markets. |                   |
| <div>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</div> <div>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</div> <div>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</div> <div>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</div> <div>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</div> |  |                   |
| No.   | Teaching Objectives  | objective methods |
| 1   | This course introduces Translatology as a newly-emergent discipline in recent years. It demonstrates how evolve translation theories during the centuries, including the automatic (machine) translation in the future business markets. | Cognitive         |
|   |  |                   |

| The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment |                          |   |                                |  |
|--|--------------------------|---|--------------------------------|--|
| No.  | Core Competences         | Essential Virtues   | Teaching Methods               | Assessment   |
| 1  | ABCDE                    | 12345678  | Lecture, Discussion, Practicum | Study Assignments, Discussion(including classroom and online), Practicum, Activity Participation |
| Course Schedule  |                          |   |                                |  |
| Week   | Date                     | Course Contents   | Note                           |  |
| 1  | 114/02/17 ~<br>114/02/23 | Introductory comments 課程簡介  |                                |  |
| 2  | 114/02/24 ~<br>114/03/02 | The concept of translation 翻譯的概念  |                                |  |
| 3  | 114/03/03 ~<br>114/03/09 | What is Translation Studies? A brief history of the discipline                  |                                |  |
| 4  | 114/03/10 ~<br>114/03/16 | 'Word-for-word' or 'sense-for-sense' translation                                |                                |  |
| 5  | 114/03/17 ~<br>114/03/23 | Schleiermacher and the valorization of the foreign                              |                                |  |
| 6  | 114/03/24 ~<br>114/03/30 | Schleiermacher and the valorization of the foreign                              |                                |  |
| 7  | 114/03/31 ~<br>114/04/06 | Film: Babel 電影：火線交錯   |                                |  |
| 8  | 114/04/07 ~<br>114/04/13 | Steiner' s hermeneutic motion   |                                |  |
| 9  | 114/04/14 ~<br>114/04/20 | Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)   |                                |  |
| 10   | 114/04/21 ~<br>114/04/27 | Venuti: the cultural and political agenda of translation                        |                                |  |
| 11   | 114/04/28 ~<br>114/05/04 | The power network of the publishing industry                                    |                                |  |
| 12   | 114/05/05 ~<br>114/05/11 | Roman Jakobson: the nature of linguistic meaning and equivalence                |                                |  |
| 13   | 114/05/12 ~<br>114/05/18 | Nida and 'science of translating'   |                                |  |
| 14   | 114/05/19 ~<br>114/05/25 | Newmark: semantic and communicative translation                                 |                                |  |
| 15   | 114/05/26 ~<br>114/06/01 | Graduate Exam/Graduate Assessment Week (teachers can adjust the week as needed) |                                |  |
| 16   | 114/06/02 ~<br>114/06/08 |   |                                |  |
| 17   | 114/06/09 ~<br>114/06/15 |   |                                |  |
| 18   | 114/06/16 ~<br>114/06/22 |   |                                |  |

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|----------------------------------|--|
| Key capabilities                 | self-directed learning<br>Humanistic Caring<br>Problem solving   |
| Interdisciplinary                | STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist)<br>Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)  |
| Distinctive teaching             | Project implementation course<br>Translation Teaching Course<br>Special/Problem-Based(PBL) Courses   |
| Course Content                   | Logical Thinking<br>AI application   |
| Requirement                      | None   |
| Textbooks and Teaching Materials | Self-made teaching materials:Presentations, Handouts, Worksheets<br>Using teaching materials from other writers:Textbooks, Videos  |
| References                       | Jeremy Munday, Introducing Translation Studies: Theories and Applications, London and New York : Routledge, 2001, 2016. (翻譯學導論-理論與實踐·傑瑞米·芒迪·李賽鳳編譯·香港中文大學出版社·2007。)   |
| Grading Policy                   | ◆ Attendance : 10.0 %    ◆ Mark of Usual : 30.0 %    ◆ Midterm Exam : 30.0 %<br>◆ Final Exam : 30.0 %<br>◆ Other < > : %   |
| Note                             | This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .<br><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b> |