

PUBLIC COPY – DETAILED SYLLABUS ON CANVAS

ANS 361-32 Spring 2019

Dr. Chiu-Mi Lai

Lost in Translation:

History of Chinese Language and Translation

MWF 1-2 pm

Global Cultures

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

[All lectures, discussion and readings in English.]

[This course is open to all students – no previous background in Chinese language, culture or linguistics is required.]

Against the backdrop of China's prominent international status and increasing global interest in the Chinese language, this course will delve into an in-depth study of the Chinese language and culture, including discussion of Chinese regional cultures and dialects. Course emphasis will be given to the study of the modern Chinese language, with consideration given to the language spoken in China, Hong Kong, and Taiwan. Cultural and political contexts of these geopolitical entities will be explored in order to understand emerging differences of all that falls under the common nomenclature of "Chinese." Lectures and discussions will focus on the cultural, social, historical, and political background against which the Chinese language has evolved and continues to evolve. Of significance will be assessment of the increasing influence of usage of the English language and the Internet in China and Taiwan.

Given China's increased foreign interaction, this course will also include a discussion of the history of translation of the Chinese language into different languages. In this context, translation theories and approaches will be studied and discussed.

Students will engage in a final project that will apply translation theory to practice. This final project will be: 1) a translation project from a foreign language into English; or 2) a comparison of different English-language translations of the same original language source.

NOTE: This is not a course for training in translation or interpretation.

Course Topic Sections:

- **Section I** – The Chinese Language (China, Hong Kong, Taiwan), Dialects, Minority Languages of China
- **Section II** – Language and Culture: Language Attitudes, Cultural Usage and Habits
- **Section III** – Translation Theories and Approaches, Global Influence of English

Final Course Grade based on:

- *There is a class attendance policy*
- *There is no final exam in this course.*

- I. 15% Class discussion, participation, and preparation, including informal in-class and online (Canvas) response writing
- II. 50% Reading and Discussion Questions (“response quizzes” on lectures, readings, discussion) (2/15, 3/13, 4/12)
- III. 10% One Oral Presentation/Lead Discussant Work on Section II topics (Week 7: 3/4-3/8)
- IV. 25% Final Project Report and translation, on translation theory and practice (5-7 pages) and Oral Presentation on Final Project (due 5/10)

Required Text:

S. Robert Ramsey, *The Languages of China* (Princeton 1987)

Recommended:

Jerry Norman, *Chinese* (Cambridge, 1988)

Morry Sofer, *The Global Translator's Handbook* (Taylor Trade Publishing, 2013)

Reading Selections on Canvas include:

Peter W. Culicover and Elizabeth V. Hume, *Basics of Language for Language Learners*

John DeFrancis, *The Chinese Language – Fact and Fantasy*

Edwin Gentzler, *Contemporary Translation Theories*. Revised 2nd Ed. (Topics in Translation, 21)

Charles N. Li and Sandra A. Thompson, *Mandarin Chinese – A Functional Reference Grammar*

Lydia Liu, ed. *Tokens of Exchange: The Problem of Translation in Global Circulations (Post-Contemporary Interventions)*

Jerry Norman, *Chinese*

S. Robert Ramsey, *The Languages of China* (Princeton 1987)

Morry Sofer, *The Translator's Handbook, 6th Revised Edition (Translator's Handbook)*

Lawrence Venuti, *The Translator's Invisibility: A History of Translation*. 2nd Ed.

Recommended for Chinese-English Translation:

Far East Chinese-English Dictionary, 45th ed. (Far East Co., 1992)

Oxford Chinese Dictionary -- English-Chinese Chinese-English, 1st ed. (2010)

Pocket Oxford Chinese Dictionary -- English-Chinese Chinese-English, 4th ed. (2009)

Paul W. Kroll, *A Student's Dictionary of Classical and Medieval Chinese* (Brill, 2014)

Doug Leshan, *A Handbook of English-Chinese Translation* (Commercial Press 2002)

COURSE EXPECTATIONS

- **This course will be graded on the Plus/Minus system.**
- *No assignments will be accepted after the last day of term. Your final course grade will be based on work completed up to this date.*
- There is no written final exam for this course.
- **Laptop/Tablet Use Policy** – Laptops/Tablets may ONLY be used for your designated presentation day and for designated final project days
- **Any Other Electronic Devices Use Policy** – **All devices must be turned off during class.** Any use of these devices, including texting, websurfing, etc. will lead to dismissal from class (and marked as an absence for that day). **Repeat offenders will result in a filing of a report of academic problems.**
- **There is a class attendance policy for this course.**

Quality class discussion is vital for success in this course and thus attendance is incumbent for such participation. As well, class attendance is vital for lectures (on background on cultural, historical, and linguistic contexts) and for discussion of language learning and translation concepts, all of which cannot be replaced by reading outlines or notes online. There is no make-up for in-class writing and oral presentation/lead discussant work.

ATTENDANCE POLICY – More than 5 unexcused absences, your final class discussion/participation grade will result in a failing grade.

<i>It is your responsibility to inform me regarding extenuating circumstances.</i>

More than 10 absences will result in a failing grade for the course.

Religious Holidays – Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent** to observe a religious holy day.

I. Class discussion, participation and “preparedness.” (15%)

Discussion is essential for an understanding of the materials. Both oral and written forms of expression in-class (informal writing) are emphasized in this course. Be prepared to lead with discussion questions and/or observations for each class session. Come to class with at least two observations to discuss. Students will be designated as “lead discussants” for some readings. Be prepared to expand on discussion questions and/or observations for class discussion days, including discussion following Section I and II panel presentations. You may be called upon at any point during class lectures and discussion days to share your observations or understanding of the lectures and assigned readings.

- *Informal Writing**

*There is no make-up for in-class informal writing.

Informal “free-writing” and “list-writing” will jumpstart many discussions. I strongly encourage you to be on time for class as some of the informal writing will take place at the beginning of class for only a few minutes. These will be collected and read and given points, and will be tabulated toward your class discussion and preparation grade.

Writing and Oral Presentations

Writing and oral presentations are two of the most effective ways to brainstorm about ideas and to communicate our ideas in an in-depth manner. In addition to informal and formal writing assignments, there will be oral presentation assignments.

- On matters of research and exploration of topics, make use of the UT library, including resources tailored for undergraduate students. Website:
<http://www.lib.utexas.edu/students/>
- On matters of writing at any stage, I encourage you to consult with me and/or make liberal use of the University’s Writing Center. <http://www.utexas.edu/cola/centers/uwc>

II. Reading and Discussion Questions (50%)

There is NO make-up of Reading and Discussion Questions (DQ)

DQ Dates: DQ 1 2/15, DQ 2 3/13, DQ 3 4/12

Reading/Discussion Questions are based on the material covered in lectures, class discussion, and assigned reading, each one is worth 100 points. One DQ will be given per Section, and within each DQ there will be a set of discussion questions. **At the start of class**, you will be expected to develop these discussion questions into concise but thoughtful responses. You are not expected to be exhaustive or comprehensive in response. The DQs are open-book and open notes (no electronic access) so it would be helpful to take good class notes and to review lectures along the way.

Some questions will be factually-based, some will be geared toward your response to lecture and class discussion topics, assigned readings, and student panel presentations. These discussion question responses are exercises in developing your ideas and observations. I would like you to regard all informal writing as “thinking” drafts, therefore you are NOT expected to provide a “thesis” or formal introductions or conclusions. Rather, the focus is on critical thinking and analysis in written form, and evaluation will be based on a **focused response** in CONTENT.

Evaluation will consider factual accuracy, quality of discussion, and a semblance of organization and clarity in discussion.

III. Oral Presentation on Section II Topics (10%)

See CANVAS for Oral Presentation Guidelines

- **ONE** Powerpoint Presentation on your assigned Panel topic (3-5 minute presentation, depending on group size). Topics are based on assigned secondary sources (book chapters or journal articles)
- Please sign up on Canvas/People/Groups (Week 3 2/6, after 12th class day)
- Each student is responsible for an individual presentation but you are expected to coordinate the Panel presentations with your fellow panelists, including the submission of a merged presentation file by classtime of your presentation day.

Panel Groups: Section II: Language and Culture

Week 7 3/4, 3/6, 3/8: Language and Cultural Habits (Peter W. Culicover and Elizabeth V. Hume, *Basics of Language for Language Learners*: on “thinking and acting” like a native speaker)

The process of preparing an oral presentation of one’s ideas is an integral part of developing ideas and refining observations. A prepared oral presentation is an excellent exercise in abstracting the essence of one’s ideas, basically “getting to the point,” and supporting one’s point with meaningful examples from the assigned text.

Your presentation will be evaluated on **Content and Oral Presentation**. You will be assessed on oratory skills and a well-spoken and well-timed presentation will greatly contribute to a communication of your ideas. As well, oral presentations and leading discussion are always good practice for something you will be called upon to do at some point in your life and career, long after you leave the classroom.

Content Quality of discussion of selected topic (including assimilation assigned reading, lectures and discussion), expression of ideas and opinions in response to designated source

Oral Presentation Organization, clarity of expression of ideas and opinions, “mechanics” of presentation (within time limit, articulate delivery of presentation), effective use of Powerpoint presentation, effectiveness of lead discussant work

IV. Final Project (25%)

See CANVAS for worksheet, writing “template”

- *Formal Final Project Report – on Translation Project (20%)*
- *Project proposals (1 paragraph description and sources) due by class Week 13 Monday 4/15. (Late proposals will result in a half grade deduction of Written Presentation grade of Final Project paper.)*
- *Subsequent individual consultations with instructor may be required.*
- *Class will meet in small working groups on projects Weeks 13-14*
- *Final project presentations Weeks 15-16*

One 5-7 page (.doc/.docx/pdf format, double-space) Written Translation Project Report – all projects must meet with instructor approval.
Final project reports must be submitted by Friday 5/10 11:59 p.m. on Canvas/Assignments. No late assignments will be accepted.

- *Oral Presentation on Final Project – Weeks 15-16 (5%)*

Powerpoint Presentations on final projects will be between 3-5 minutes. (See guidelines on Canvas.) There is no make-up for missed presentations.

- **Translation project – application of translation theory and practice**

TWO PROJECT CHOICES:

1. The translation project is a translation of a short work or excerpt into English, from Chinese or another foreign language (with instructor approval). Included in this written report would be a technical discussion of the translation approach applied, with a brief overview of the selected translation theory.

OR

2. The translation project may also be a comparison of two English translations of the same original language work (in any language).

Bibliography required (Citation Guidelines on Canvas.) Plagiarism will not be tolerated and consequences will include failure of assignment and may lead to failure of the course.

I expect you to proof your work carefully and to hand in final drafts with minimal errors in spelling, punctuation, and grammar. Your paper will be assessed two grades, equally evaluated on the following:

Content Quality of discussion and selected topic (including assimilation of research, background reading, discussion, lectures), expression of ideas and opinions, observations, etc. Quality of analysis of translation theory or practice.

Written Presentation Organization, clarity of expression of ideas and opinions, writing mechanics and proper usage of English (e.g. spelling, punctuation, and grammar), proper citation usage

SCHEDULE OUTLINE

- *All readings are in **Posted on CANVAS**.*
- *Assigned reading must be done by Monday's Lecture*
- *Lecture outlines, notes, etc. can be found under CANVAS/Files*
- **Forum for in-class writing and discussion** *In-class discussion will include informal writing and reading of informal writing (to be collected).*
- **Reading and Discussion Questions (DQ)** *will be written at the start of class. No late submissions, including being late to class, accepted for credit.*

Weeks 1-4 (1/23) Section I – The Chinese Language as Case Study

- Introduction to the Chinese Language, Dialects, Minority Languages
- DQ 1 2/15

Weeks 5-8 (2/18) Section II – Language and Culture

- Panel Group Presentations (Week 7: 3/4, 3/6, 3/8)
- Language Attitudes and Cultural Habits
- Language Learning and Culture
- Case Study in Language Attitudes: American and Chinese “Refusal Strategies”
- DQ 2 3/13

[Week 9 (3/18) Spring Break – no classes]

Week 10-14 (3/25) Section III – Translation Theories and Approaches

- Translation Theories and Approaches
- Influence of English and Western Culture
- Case Study: The *Harry Potter* series in Chinese Translation (China and Taiwan)
- DQ 3 4/12
- *Approval of Final Project Proposal – short proposal with list of sources due by class time Monday 4/15. Late proposals will result in a half grade deduction of Written Presentation grade of Final Project paper.*
- *4/19-4/29: Small group work on translation projects (organized by language or topic)*

Weeks 15-16 (4/29) Oral Presentations of Final Projects

- 5/1-5/8 Final Project presentations
- 5/10 Writing Day – no class session; instructor available in office

FINAL PROJECT REPORTS DUE BY 11:59 P.M. FRIDAY 5/10 ON CANVAS/ASSIGNMENTS. No LATE assignments will be accepted

Use of Canvas

This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. Canvas can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notifications of these disruptions will be posted on the Canvas login page. Scheduled downtimes are **not** an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Canvas is available at <http://canvas.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 a.m. to 6 p.m., so plan accordingly.

The UT Library

The UT Library offers resource help and many services. The following link is for Undergraduate Students:

Website: <http://www.lib.utexas.edu/students/>

The Undergraduate Writing Center

The Undergraduate Writing Center provides individual, professional advice on all aspects of writing to UT undergraduates on a drop-in basis or by appointment.

Writer's Advice Line: free and open to everyone.

Email your brief query or call at 475-VERB.

Website: <http://www.utexas.edu/cola/centers/uwc>

IMPORTANT INFORMATION ON UNIVERSITY POLICIES

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University Electronic Mail Notification Policy

(Use of E-mail for Official Correspondence to Students)

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: if you are an employee of the University, your e-mail address in Canvas is your employee address.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. See Website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>