

## BA PROGRAM(S) AT THE SCHOOL OF ENGLISH AND INTERNATIONAL STUDIES

### Course List

BA Degrees	Course Name	中文名称	Credits	Taught Language	Weeks	Contact Hours/Week
Literatures in English	Introduction to Literature	文学概论	3	English	18 weeks	2hours
	English Literature (I)	英国文学（上）	3	English	18 weeks	2hours
	English Literature (II)	英国文学（下）	3	English	18 weeks	2hours
	American Literature (I)	美国文学（上）	3	English	18 weeks	2hours
	American Literature (II)	美国文学（下）	3	English	18 weeks	2hours
	British and American Poetry	英美诗歌	3	English	18 weeks	2hours
	Classic British Essays	经典英语散文	3	English	18 weeks	2hours
	Western Drama	西方戏剧	3	English	18 weeks	2hours

	British and American Short Stories	英美短篇小说	3	English	18 weeks	2hours
	Victorian Novel: Text and Context	维多利亚时期小说	3	English	18 weeks	2hours
	Bible as / in Literature	《圣经》与文学	3	English	18 weeks	2hours
	Introduction to Literary Criticism	文学批评导论	3	English	18 weeks	2hours
	Chinese American Literature	华裔美国文学	3	English	18 weeks	2hours
	Selected Readings from Shakespeare	莎士比亚戏剧	3	English	18 weeks	2hours
	Women and Literature	女性主义文学	3	English	18 weeks	2hours
	Utopia and Dystopia	乌托邦与反乌托邦经典	3	English	18 weeks	2hours
	British and American Ecoliterature	英美生态文学	3	English	18 weeks	2hours

	Diasporic Literature in English	英语流散文学	3	English	18 weeks	2hours
	Canadian Literature and Culture	加拿大文学与文化	3	English	18 weeks	2hours
Linguistics and Applied Linguistics	Introduction to Linguistics	语言学概论	3	English	18 weeks	2hours
	Meaning of Language	语言的意义	3	English	18 weeks	2hours
	Language and Cognition	语言与认知	3	English	18 weeks	2hours
	Research Methods in Linguistics	语言学研究方法	3	English	18 weeks	2hours
	Sounds of Language	语言的声音	3	English	18 weeks	2hours
	Introduction to Pragmatics	语用学入门	3	English	18 weeks	2hours
	Introduction to Morphology	词汇学入门	3	English	18 weeks	2hours
	Second Language Acquisition	二语习得	3	English	18 weeks	2hours
	Discourse Analysis	语篇分析	3	English	18 weeks	2hours

	Language and Society	语言与社会	3	English	18 weeks	2hours
	Comparative Studies on English and Chinese	英汉语比较	3	English	18 weeks	2hours
	English Stylistics	文体学	3	English	18 weeks	2hours
	History of English	英语史	3	English	18 weeks	2hours
	History of Chinese linguistics	汉语语言学史	3	English	18 weeks	2hours
	Psychology of Language	语言与心理	3	English	18 weeks	2hours
	Corpus Based Language Studies	语料库辅助语言研究	3	English	18 weeks	2hours
	Major Issues in Applied Linguistics	应用语言学重点问题研究	3	English	18 weeks	2hours
<b>Social and Cultural Studies</b>	Sociology and the Modern World	社会学与现代社会	3	English	18 weeks	2hours
	Classic Readings in Sociology	社会学经典导读	3	English	18 weeks	2hours

	Research Methods for Social Science	社会科学研究方法	3	English	18 weeks	2hours
	Cultural Theory and Popular Culture	文化理论与大众文化	3	English	18 weeks	2hours
	Gender and Society	性别与社会	3	English	18 weeks	2hours
	Film and Culture	电影与文化	3	English	18 weeks	2hours
	Media and Society	媒体与社会	3	English	18 weeks	2hours
	Social Problems and Public Policy	社会问题与公共政策	3	English	18 weeks	2hours
	Cultural Sociology	文化社会学	3	English	18 weeks	2hours
	American Society and Culture	美国社会与文化	3	English	18 weeks	2hours
	British Society and Culture	英国社会与文化	3	English	18 weeks	2hours
	Canadian Society and Culture	加拿大社会与文化	3	English	18 weeks	2hours

	Australian Society and Culture	澳大利亚社会与文化	3	English	18 weeks	2hours
	Classics of Chinese Thought	中国思想经典导读	3	English	18 weeks	2hours
	Sociological Theory	社会学理论	3	English	18 weeks	2hours
	American History	美国历史	3	English	18 weeks	2hours
	British History	英国历史	3	English	18 weeks	2hours
	New Media Studies: Theory and Method	新媒体研究的理论与方法	3	English	18 weeks	2hours
	Global Warming and the Sustainable Society	全球变暖与可持续性社会	3	English	18 weeks	2hours
International Politics and Economics	Introduction to International Relations	国际关系导论	3	English	18 weeks	2hours
	Chinese Foreign Policy	中国外交	3	English	18 weeks	2hours
	Research Methods for Social	社会科学研究方法	3	English	18 weeks	2hours

	Sciences					
	Introduction to Economics	经济学概论	3	English	18 weeks	2hours
	American Politics	美国政治	3	English	18 weeks	2hours
	International Political Economy	国际政治经济学	3	English	18 weeks	2hours
	China and the World Economy	中国与世界经济	3	English	18 weeks	2hours
	International Organization and Global Governance	国际组织与全球治理	3	English	18 weeks	2hours
	U.S. Foreign Policy	美国外交	3	English	18 weeks	2hours
	Politics of Contemporary China	当代中国政治	3	English	18 weeks	2hours
	Contemporary Chinese Economy	当代中国经济	3	English	18 weeks	2hours
	History of Sino-American Relations	中美关系史	3	English	18 weeks	2hours

	European Integration	欧洲一体化	3	English	18 weeks	2hours
	Comparative Politics	比较政治学	3	English	18 weeks	2hours
	A Survey of American Economic History	美国经济史	3	English	18 weeks	2hours
	Public Opinion	公共舆论	3	English	18 weeks	2hours
	International Relations of the Asian-Pacific Region	亚太地区的国际关系	3	English	18 weeks	2hours
Translation & Interpreting	Fundamentals of Translation	笔译基础	3	English	18 weeks	2hours
	Translating English Literature into Chinese	英语文学作品汉译	3	English	18 weeks	2hours
	Fundamentals of Interpreting	口译基础	2	English	18 weeks	2hours
	E-C Contrastive Linguistics for Translation	英汉语言对比与翻译	3	English	18 weeks	2hours



	Translating Traditional Chinese Cultures into English	国粹文化英译	3	English	18 weeks	2hours
	Gateway to E-C Consecutive Interpreting	英汉交替口译入门	2	English	18 weeks	2hours
	Gateway to C -E Consecutive Interpreting	汉英交替口译入门	2	English	18 weeks	2hours
	Translating Chinese Literature into English	中文文学作品英译	3	English	18 weeks	2hours
	Headway in Consecutive Interpreting	口译实务	2	English	18 weeks	2hours
	Translation: Theories and Reflections	翻译：理论与思考	3	English	18 weeks	2hours
	Translation of Political Documents and Current Affairs (C-E)	时政文献翻译（汉英）	3	English	18 weeks	2hours

	Translation in Trade and Commerce	商务经贸翻译	3	English	18 weeks	2hours
	Intermediate Translation	综合笔译	3	English	18 weeks	2hours
	Intermediate Interpreting	综合口译	2	English	18 weeks	2hours
	Mock Conference Interpreting	综合模拟口译	2	English	18 weeks	2hours
	C-E Sight Interpreting	汉英视译	2	English	18 weeks	2hours
	E-C Sight Interpreting	英汉视译	2	English	18 weeks	2hours
	Legal Translation	法律翻译	3	English	18 weeks	2hours
	Culture and Translation	文化与翻译	3	English	18 weeks	2hours
English Language Skills	Conversational English	英语交际口语	3	English	18 weeks	3hours
(required for all degrees)	Interpersonal Communication	人际交流	3	English	18 weeks	3hours

	Public Speaking in English	英语演讲	3	English	18 weeks	3hours
	Debating in English	英语辩论	3	English	18 weeks	2hours
	Reading Critically 1: Language and Culture	英语精读 1: 语言与文化	6	English	18 weeks	6hours
	Reading Critically 2: Literature and Life	英语精读 2: 文学与人生	6	English	18 weeks	6hours
	Reading Critically 3: Society and Individual	英语精读 3: 社会与个人	4	English	18 weeks	4hours
	Reading Critically 4: Philosophy and Civilization	英语精读 4: 哲学与文明	4	English	18 weeks	4hours
	Narrative Writing in English	英语叙事文写作	3	English	18 weeks	2hours
	Expository Writing in English	英语说明文写作	3	English	18 weeks	2hours
	Argumentative Writing in English	英语议论文写作	3	English	18 weeks	2hours

	Academic Writing in English (Literature Studies)	英语学术写作（文学研究）	3	English	18 weeks	2hours
	Academic Writing in English (Language Studies)	英语学术写作（语言研究）	3	English	18 weeks	2hours
	Academic Writing in English (Social and Cultural Studies)	英语学术写作（社会与文化研究）	3	English	18 weeks	2hours
	Academic Writing in English (Political and Economic Studies)	英语学术写作（政治学研究）	3	English	18 weeks	2hours
	Academic Writing in English (Translation Studies)	英语学术写作（翻译研究）	3	English	18 weeks	2hours
	English Pronunciation & Phonetics	英语语音	1	English	18 weeks	2hours
	English Listening (1)	英语听力 (1)	1	English	18 weeks	2hours
	English Listening (2)	英语听力 (2)	1	English	18 weeks	2hours

	English Grammar: Knowledge and Skills	英语语法：知识与技能	3	English	18 weeks	2hours
	Western Civilization and Readings in Classics of Western Thought	西方文明与思想经典导读	3	English	18 weeks	2hours
	E-C Translation	笔译：英译汉	3	English	18 weeks	2hours
	C-E Translation	笔译：汉译英	3	English	18 weeks	2hours
	E-C Interpreting	口译：英译汉	2	English	18 weeks	2hours
	C-E Interpreting	口译：汉译英	2	English	18 weeks	2hours

\* Details subject to change. Partner universities will be notified in writing prior to the implementation of program changes.

## Course Description

### Reading Critically 1: Language and Culture 英语精读1：语言与文化

This is the Intensive Reading course for the first semester of the first year. The assigned course book is Reading Critically 1: Language and Culture. There are 30 reading materials in the course book, most of them being excerpts from academic works and popular readings on linguistics and culture. The topics covered include the nature of language, the function of language, language learning, cultural values, cultural stereotypes, language and gender, language and politics, etc.. The texts are of

different styles and provide a good sample of various language forms. The main objectives of the course are twofold. The first is to enhance students' English proficiency, and the second is to give them an opportunity to explore the nature of language, the essence of culture and challenges of cross-cultural communication. In this process, students' critical thinking ability, autonomous learning ability and humanistic literacy will also be cultivated. The course integrates lecturing, discussion, presentation and interaction. Formative assessment is adopted to evaluate students' attainment.

#### Reading Critically 2: Literature and Life 英语精读2: 文学与人生

Using Reading Critically: Literature and Life as its textbook, this course is designed as Intensive Reading to be taken by the first-year undergraduates in their second semester. The provided literary texts in the number of thirty are mainly in the genre of short stories covering various themes such as emotional entanglements, moral complexities, racial issues, and self-discovery. The major objectives of the course are 1) to cultivate critical thinking, literary sensibility, and cross-cultural awareness; 2) to help students hone and enhance their skills in reading, writing, and engaging in discussions in English language; 3) to encourage students to explore the meanings of life through efforts to understand the themes of the literary texts. For this course, assessment takes the form of formative tests.

#### Reading Critically 3: Society and Individual 英语精读3: 社会与个人

This is the Intensive Reading course for the first semester of the second year. The assigned course book is Reading Critically 3: Society and Individuals. The texts in the course are selections either from sociological classics or from contemporary academic writings that are considerably influential or controversial. Most of them are concerned with contemporary social issues and social problems that are relevant to the students' life. The course will enable the students to have a basic understanding of the most basic concepts and theories of sociology, and then use these concepts and theories to reflect on and discuss social problems. The main objective of the course is, through these discussions and reflections, to enhance students' critical thinking ability, language expression and reading skills, and cross-cultural communication skills and liberal attitudes. In addition, students' autonomous learning and cooperative exploration abilities will also be further upgraded. The course is discussion-based, integrating presentation and interaction. Formative assessment is to be adopted to evaluate students' attainment.

#### Reading Critically 4: Philosophy and Civilization 英语精读4: 哲学与文明

This is the Intensive Reading course for the second semester of the second year. The assigned course book is Reading Critically 4: Philosophy and Civilization. There are 15 units in the course book, each consisting of a Text A for intensive analysis and a Text B for complementary reading. All texts are excerpts from classic western works or influential review literature on philosophy and civilization, covering a wide range of topics on the humanistic society and political operation such as self, democracy, reason, emotion, history, and philosophy. By reading classics of political philosophy and civilizational history, students are encouraged to understand

the core values and philosophical theories of the western world, cultivate their critical reading ability, and conduct cross-cultural comparison and reflection. Students are also provided with venues of language improvement, especially academic language enhancement, through multiple measures such as discussion, presentation, interaction and investigation, so that they can achieve the objectives for English major at this level.

#### Conversational English 英语交际口语

The course of Conversations and Intercultural Communication is offered to first-year undergraduate students. It aims to help students acquire basic language functions in English, develop their competence in intercultural communication, and cultivate critical thinking abilities. The course is organized around themes close to students' daily and campus life, such as student clubs and services, time management, food and dining etiquette, holidays and festivals, etc. Students are expected to enhance their English oral proficiency through various class activities including teacher-led whole class discussion, pair and group work, presentation, and English dubbing activities.

#### Interpersonal Communication 人际交流

This is a one-semester course offered to first-year undergraduate students. It provides an introduction to interpersonal communication theories and techniques in a variety of contexts. The aim of it is to develop students' interpersonal communication competence in different contexts. To achieve this aim, students are guided to read selected readings about human communication to develop a basic understanding of human communication process. Students also have the opportunities to practice applying the theories and techniques introduced in the readings through in-class activities and after-class projects.

#### Public Speaking in English 英语演讲

English Public Speaking is offered to first-year undergraduate students. This course aims to cultivate students' ability to speak effectively in public, with a clear sense of purpose, resourceful thinking, and confidence to express ideas. Special consideration is given to listening behaviors and the ethical conduct of speech in various occasions. The 15 weeks for the course are classified as practice weeks and speech weeks. In practice weeks, students learn the principles and skills of public speaking following the course schedule, watch and analyze sample speeches, and practice the focal speaking skills of the week in class. In speech weeks, each student delivers prepared informative and persuasive speeches, followed by on-site peer evaluation and feedback from the instructor. By the end of the course the students are expected to be familiar with various types of speeches, be able to deliver effective informative and persuasive speeches, critically evaluate speech performance of others, and approach public speaking with greater confidence.

### Debating in English 英语辩论

"Debating in English" is a course offered in the first semester for second-year English majors in the School of English and International Studies. It aims for broadening the students' scope of knowledge and increasing their understanding of a variety of issues concerning our society and human life. It familiarizes students with research basics, critical thinking, speech organization skills and debate skills. The course is designed around debate motions, and the organization of a typical class includes introduction of debate skills, focused practices/activities, and debates.

With pre-class reading and research, in-class activities and debates on different motions, this course is able to help enhance students' overall proficiency in oral English and improve their critical thinking skills.

### Narrative Writing in English 英语叙事文写作

Narrative Writing in English is designed in accordance with the belief that the ultimate purpose of writing, like that of any other skill courses for English majors is to achieve competent, meaningful communication. Therefore, emphasis is placed on both what the students write (content) and what helps them write well (skills). The guideline is to integrate writing with the content of other courses, Intensive Reading, in particular. The topics for paragraph writing are closely related to the themes of IR texts and Oral Practice. The teaching approach is a combination of instruction, discussion and group work. Student involvement is encouraged. The role of the instructor is not that of authority, but that of a guide, a trainer and an organizer all in one.

### Expository Writing in English 英语说明文写作

Expository Writing in English is designed in accordance with the belief that the ultimate purpose of writing is to achieve competent, meaningful communication. Therefore, emphasis is placed on both what the students write (content) and what helps them write well (skills). After the completion of this course, students are required to grasp the basic steps and principles of expository writing and be proficient with the six major ways of organizing and developing an expository essay (exemplification, process analysis, cause-effect analysis, comparison/contrast, classification and definition).

### Argumentative Writing in English 英语议论文写作

The course of Argumentative Writing builds upon the competencies and skills acquired in Narrative Writing and Expository Writing in their first year in the university. This course aims to help the students grasp the basic skills of argumentative writing in English, and further develop their analytical, reasoning and evaluative capabilities, especially the ability to do research on topics and form their own opinions and present evidence accordingly; further develop their critical thinking and cross-cultural abilities, thus helping them acquire the habit of independent and prudent thinking. The focus is on: being able to recognize and assess relevant evidence



and information and understand the logic between the arguments; being able to recognize, build and appraise arguments and detect the inconsistency and logical fallacy in the reasoning; being able to evaluate the relevancy, importance and diversity of the arguments; being able to reflect upon one's belief, assumption, and value judgment; being able to form an open attitude, wide vision and awareness of cultural criticism. This course also emphasizes the development of students' language abilities by using language study modules and analyzing sample essays, so that students can enhance their ability of language appreciation, analysis and appraisal.

#### Academic Writing in English (Literature Studies) 英语学术写作（文学研究方向）

Through a systematic study of major contemporary Western research methodologies in literary studies and a close analysis of some literary works and movies, this course aims at improving students' ability in reading, appreciating, and interpreting English literature. Moreover, through a combination of critical theory learning and research paper writing, it strives to improve students' ability in critical thinking and academic writing. The teaching mainly includes: 1. Critical approaches to literature: psychoanalytic criticism, Marxist criticism, feminist criticism, lesbian, gay, and queer criticism, new historical and cultural criticism, African American criticism, and postcolonial criticism. 2. The general procedure and techniques of writing a research paper in line with MLA documentation.

#### Academic Writing in English (Language Studies) 英语学术写作（语言研究方向）

The course of Academic Writing builds upon the competencies and skills acquired in research-based Argumentative Writing and aims to help the students work further toward their goal of learning to become independent (and possibly skilled) writers of research papers in the areas of language-related studies. During the course, the students will:

- be initiated into the culture of academic writing and learn to position themselves as academics in their interested areas;
- be exposed to a range of quality writings discipline-specific and learn to develop a construct of what is/NOT academic writing;
- become familiar with and practice academic writing through generating ideas, selecting a topic, reviewing the literature, designing a research project, presenting and discussing the data and results and drafting, revising, editing and proofreading processes;
- gain confidence in writing in English academically and be ready to produce a discipline-specific research paper in English in later semesters.

The selected topics to be covered in this strand include: What is language? Functions and properties of language; What is linguistics? Basic distinctions in linguistics; Use of linguistics; the Sapir-Whorf Hypothesis; Introducing B.F. Skinner, N. Chomsky and L. Vygotsky; Key issues in Second Language Acquisition; human Learning: learning theories; Individual learner differences; Language planning and policy; language and power. And the learning will be organized around the following sessions:

1. Introduction to Academic Writing (AW, culture, genre and conventions)

2. Plagiarism: Violation of the Core Value of Academic Culture
  3. Process of AW/Research Papers: choosing a topic
  4. Process of AW-Reviewing the Literature: case studies
  5. Process of AW-Writing about Research Methodology
  6. Process of AW-Presenting and Discussing the Results
  7. Process of AW-Introduction and Conclusion
  8. Process of AW-Abstracts and Acknowledgements
  9. Process of AW-Writing a Research Proposal
  10. Cohesion and coherence in AW
  11. Documentation and Referencing Styles
  12. Winding up: a writing project
- (Open for minor change when necessary.)

#### Academic Writing in English (Social and Cultural Studies) 英语学术写作（社会与文化研究）

The course of Academic Writing builds upon the competencies and skills acquired in research-based Argumentative Writing and aims to help the students work further toward their goal of learning to become independent (and possibly skilled) writers of research papers in the areas of language-related studies. During the course, the students will:

- be initiated into the culture of academic writing and learn to position themselves as academics in their interested areas;
- be exposed to a range of quality writings discipline-specific and learn to develop a construct of what is/NOT academic writing;
- become familiar with and practice academic writing through generating ideas, selecting a topic, reviewing the literature, designing a research project, presenting and discussing the data and results and drafting, revising, editing and proofreading processes;
- gain confidence in writing in English academically and be ready to produce a discipline-specific research paper in English in later semesters.

The selected topics to be covered in this strand include: What is personal, social and cultural identity? What is cultures shared by members of societies? Interactions of persons, societies, cultures and environments across time; continuity and change, personal and social futures and strategies for change; the role of power, authority, gender and technology in societies and cultures; the methodologies of social and cultural research.

And the learning will be organized around the following sessions:

1. Introduction to Academic Writing (AW, culture, genre and conventions)
2. Process of AW/Research Papers: choosing a topic
3. Process of AW-Reviewing the Literature: case studies
4. Process of AW-Writing about Research Methodology
5. Process of AW-Presenting and Discussing the Results
6. Process of AW-Introduction and Conclusion
7. Process of AW-Abstracts and Acknowledgements
8. Process of AW-Writing a Research Proposal
9. Documentation and Referencing Styles
10. Textual coherence and cohesion

#### Academic Writing in English (Translation Studies) 英语学术写作（翻译研究方向）

##### **Course Content**

The course is to focus on the following three sectors: basic procedures in academic writing, topic selection and method constructing in research articles about translation, norms and rules adhered to in specific writing stages.

##### **Course Purpose**

The course is to assist students to identify proper topics and scope in translation-related research articles, understand the primary writing specifications, thus aiming to guarantee the quality of writing process and product and to guide students to conduct more intensified translation researches.

##### **Teaching Method**

The course is to adopt task-based and case-driven model to integrate specific writing norms into writing assignments at different stages. Meanwhile, a large reading of published articles is provided to underline proper writing model and standard.

#### English Pronunciation & Phonetics 英语语音

**Contemporary College English Pronunciation** is a one-term course to help freshmen to improve their English pronunciation. The content covers: 48 phonemes, incomplete plosion, linking and weak forms, stress of English words and sentences, and rhythmic patterns and intonation.

The purpose of this course is to help freshmen to diagnose their problems or difficulties in English pronunciation and to raise students' awareness of long term efforts in the improvement of English pronunciation so that they will be able to better communicate with good pronunciation and intonation.

#### English Listening (1) 英语听力(1)

English Listening (I) aims to help nurture students' interest in listening, and boost their confidence in listening. Through weekly in-class listening practice and after-class practice, students are to enlarge their vocabulary, foster their effective listening habits, primarily note-taking, and improve their listening and cross-cultural sensitivity.

#### English Listening (2) 英语听力(2)

English Listening II aims to boost their confidence in listening, and foster efficient English learning habits through listening. Through weekly in-class and after-class listening practice based on the materials of diverse subjects, students are to improve listening skills, primarily shorthand and summarizing, enlarge their vocabulary, increase their knowledge in various fields of studies, and improve their critical thinking ability and cross-cultural sensitivity.

#### English Grammar: Knowledge and Skills 英语语法：知识与技能

English Grammar: Knowledge and Skill is a one-term elective course for English majors in the first grade, mainly those who are weak in grammar. The contents of the course includes: the hierarchies of English grammar; sentence structures and subject-verb agreement; nouns, pronouns and determiners; verbs: tense and aspect, the passive voice and the subjunctive mood, auxiliaries, finite and non-finite verbs; adjectives, adverbs and the comparative construction; coordinate and sub-ordinate clauses; negation, tag questions, there-be sentences, and IT- sentences; modification, substitution, ellipsis, postponement and fronting. The purpose of this course is to help students establish a systematic understanding of the English grammar and improve their grammar knowledge and skills.

#### Western Civilization and Readings in Classics of Western Thought 西方文明与思想经典导读

This course takes an interdisciplinary approach, intended to enrich your knowledge of Western intellectual tradition. Our exploration will unfold on three levels—historical, philosophical, and aesthetic. The historical level: While stressing the unique patterns of thought, the systems of value and the artistic achievements that constitute the Western heritage, this course also deals, from a historical perspective, with the most significant issues in the economic, political and social development of the West. The philosophical level: Your personal growth in the philosophical area is also highly valued in this course. You are expected to grow intellectually through contact with diverse ideas that have shaped the Western mind. By exploring the thoughts of great thinkers in Western cultural history, this course

hopes to enable you to refine your thinking on the basic questions that affect all human beings, to formulate more clearly your personal values, and to discuss these with intellectual rigor. The aesthetic level: It is important for college students to be artistically accomplished. In this respect, this course can serve as a guide to the wonderland of Western painting, sculpture, architecture, and literature. It aims to heighten your aesthetic sensitivity by personal confrontation with an array of famous Western works of arts. It is expected that successful completion of this course will help you improve your critical thinking, intercultural competence, research ability and academic English.

#### E-C Translation 笔译: 英译汉

This course introduces basic concepts, standards and techniques of translation and helps students to apply them in actual translation practice. It aims to enable students to form a good translating habit, develop their competence in translation and ability to evaluate translations, and enhance their sensitivity to linguistic and cultural differences between English and Chinese, so as to lay a foundation for their future studies or practice in translation. Through participation in this course, students are expected to translate an English text of average difficulty level into Chinese at a speed of 300-350 (English) words per hour while observing such standards as faithfulness and acceptability.

#### C-E Translation 笔译: 汉译英

C-E Translation: An Introduction, a one-term course for the third-year undergraduates of English major, has been designed to familiarize students with the linguistic features of Chinese jokes, idioms, fables, city profiles, advertisements and essays, and enable them to translate the texts into English faithfully and smoothly at a speed of 250-300 characters per hour through introducing basic C-E translation theories and strategies to them.

Enlightening students to the differences between Chinese and English languages and cultures, the course aims at cultivating a responsible attitude towards translation and strengthening students' creative ability by developing their ability of independent learning.

#### E-C Interpreting 口译: 英译汉

The course is intended to help students acquire certain basic qualifications necessary for oral interpreting from English to Chinese, with the focus of training on comprehension of structural relations, logical thinking and rendering in natural Chinese.

- To expose students to accents of different kinds of English speakers.
- To focus on main ideas, attitudes, tones and structures of the speech.
- To develop students' abilities of following logics and grouping thoughts in cases of long sentences or passages and with complicated meanings.

- To enhance students linguistic competence and interpreting skills.
  1. Memory training
  2. Handling figures
  3. Note-taking
  4. Cultural awareness

#### C-E Interpreting 口译：汉译英

The course is intended to help students acquire certain basic qualifications necessary for oral interpreting from Chinese to English, with the focus of training on rendering in natural Chinese.

The course is designed

- To familiarize students with major current issues both national and international (background knowledge and specific expressions)
- To develop students' abilities of following logics and grouping thoughts in cases of long sentences or passages and with complicated meanings.
- To enhance students linguistic competence and interpreting skills.
  1. Memory training
  2. Handling figures
  3. Note-taking
  4. Cultural awareness

### **Literatures in English**

#### Introduction to Literature 文学概论

##### **I. OBJECTIVES**

1. **Knowledge:** Plot, character, theme, point of view, style, tone, irony, symbol, types of fiction, alliteration, assonance, rhyme, rhythm and meter, closed form and open form, figures of speech, types of poetry, and drama
2. **Skills/Ability:** Students are expected to study those elements of literature and learn how to analyze some short stories and poems closely.

## 2. REQUIREMENTS

### 1. Attendance/participation (10%)

Attendance will be taken starting from Week 2. Medical excuses must be accompanied by a doctor's note. Active participation in class is expected and will be graded.

### 2. Presentation (20%)

Each student is expected to give one presentation and to speak actively in class. He/ She will be graded on his/her performance.

### 3. Reading response (20%)

Students are expected to complete three reading responses of 300--500 words (2-3 typed pages). Details to be announced.

### 4. Final exam (50%)

Students will be examined on the knowledge they have learned during this semester and their ability to analyze a poem and a short story. Details to be announced.

## American Literature (I、II) 美国文学 (上、下)

American Literature is to be offered to the students in the second semester of the 3rd year and the first semester of the 4th year. The goal of this course is to introduce the students to the works of some 20 major American authors from Ralph Waldo Emerson to Saul Bellow. The students are asked to experience the representative works of a relatively small number of significant writers rather than to skim the surface of the period by glancing at dozens of writers. Reading the works of major American writers will help the students understand better the American people, their culture and literary tradition. It will also familiarize them with the characteristics of American literature and its important themes such as the American dream and search for identity. Hopefully, it will also sharpen the students' awareness of our own culture and literary tradition and at the same time help deepen the students' understanding of themselves as well.

## English Literature (II) 英国文学

This course covers the 19th century and the first two decades of the 20th century. For the 19th century, we will be reading and studying English romantic poetry by the major poets of this school including Wordsworth, Coleridge, Shelley, Byron, and Keats. Two prominent Victorian poets, Lord Tennyson and Robert Browning, will also be read before we move on to the examination of the Victorian values and issues reflected in the novels of the period. For the 20th century part, we will focus on the key figures of high modernism such as James Joyce, Virginia Woolf, D. H. Lawrence, and T. S. Eliot. The selected texts include short stories, poems, extracts of novels, and literary essays. Dramatic works are not included in this course as the periods in question are predominated by poetry and novel.

The main purpose of this course is to get students acquainted with a range of canonic texts of English literature from the periods in question. Through reading and discussing the selected texts, students are expected to develop their literary insights and analytic skills in interpretation.

### British and American Poetry 英美诗歌

“English Poetry,” an undergraduate course on British and American poetry, builds upon what students have learned about British and American poetry in other courses. The course aims to broaden students’ scope of reading, to enhance their understanding of English poetry and to improve their ability to appreciate and analyze poems that will help sharpen their perception of life and enable them to think critically. It is hoped that the students will learn how to write papers on poetic works through reading, discussing and questioning. For these purposes, the required readings include not only representative masterpieces by important British and American poets but also works that will give the students a broader view of these poets and their works. Specifically, the students are required to read Geoffrey Chaucer’s *The Canterbury Tales* (excerpts), Edmund Spenser’s sonnet cycle “Amoretti,” William Shakespeare’s 154 sonnets, John Milton’s “Lycidas,” William Blake’s *Songs of Innocence and Songs of Experience*, William Wordsworth’s *Lucy Poems*, John Keats’ odes, Thomas Hardy’s “Wessex Poems,” T. S. Eliot’s *The Waste Land*,” Walt Whitman’s “Song of Myself,” Emily Dickinson’s selected poems, Robert Frost’s *North of Boston*, Ezra Pound’s *Chinese cantos* and Wallace Stevens’ *Harmonium*. The students’ final score will be based on classroom participation and performance (50%) and a term paper of 8-12 pages on one or two works on the required reading list (50%).

### Classic British Essays 经典英语散文

This course is designed to lead students, through a reading of about 20 British essayists, to the sense and sensibility of the British people in their actual social and personal existence. An awareness of historical and ethnical consistence is implied in such aspects as politics, economy, institution, philosophy, literature, and evolution of the essay as a genre. The students of this course are supposed to enrich their knowledge of English culture and improve their observing, analytic, and speculative abilities and language ability as well.

### Western Drama 西方戏剧

Western Drama and Theatre is to be offered to the students in the second semester of the second year. The teaching content consists of dramatic literature and performance. The goal of this course is to introduce the masterpieces of Western drama from classic Greek drama, Shakespearean drama, realist drama to the epic theatre of Brecht. The course will guide students to study the representative works of western drama, the major schools of theatrical practice, and the history of western theatre, including the developments of the stage and theatre, the trends in directing and acting theories. To improve students’ ability in research and practice, the course requires students to perform an excerpt of a play at the end of the semester and offers basic training in writing theatre reviews.



### British and American Short Stories 英美短篇小说

**Knowledge:** We are going to discuss such issues as desire, man and woman, marriage and family, capital and commodity, society and tradition, racial conflict, reality and representation, etc. And we are going to study related critical theories on these issues.

**Skills/Ability:** To be more critical about Western culture.

**Quality:** This course aims to help students to better understand Western culture through films and short stories (12 and 16 of them, respectively).

### Victorian Novel: Text and Context 维多利亚时期小说

The Victorian novel refers to novels written during the reign of Queen Victoria of Britain, or roughly from 1837 to 1901. The era was a tremendously exciting period when many artistic styles, literary schools, and social, political and religious movements flourished. This course aims to introduce students to both the Victorian novel and its cultural, social, literary and historical contexts. Students will experience and examine the writing of the four major novelists, and will also engage in the in-depth discussion on the related issues, with special attention paid to literary genre and conventions, class, identity, race, gender, and social values of the Victorian period. Various reading strategies and critical approaches will be employed to enhance students' critical reading and thinking skills.

### Bible as / in Literature 《圣经》与文学

This course begins by introducing the fountainhead of Western culture: Greek, Hebrew and Roman culture. From a Chinese-Western comparative perspective, it familiarizes students with the Bible, the most influential text in Western culture, for its religious, cultural and most important of all, literary significance. Students will be introduced to the various types of literary genres in the Bible and will learn how to understand, analyze and research the Bible as literature, with a focus on narrative, poetry and parables. Instruction examines ways in which Biblical literary forms, themes, and images influence British and American literature (and to some extent Chinese literature), exploring the interactions between history, literature and religion. The content of the course includes (but not limited to) Bible as literature: a Brief History; Important Biblical Chapters; Literature of the Old Testament; Literature of the New Testament; Literary Influence of the Bible; Biblical Narrative; Biblical Poetry; Biblical Archetypes; Biblical Allusions in Literature; Biblical Epic; Biblical Tragedy; Biblical Images.

### Introduction to Literary Criticism 文学批评导论

The present course aims to provide an introductory guide to modern literary theories and to show their wide application in the critical studies of some English literary masterpieces. Firstly, the course gives critical account of traditional research methods usually adopted by impressionist, biographical, textual and historicist critics respectively. Then it turns to interpret and evaluate more than 10 schools of modern literary theory ranging from Russian formalism to New Historicism,

articulating their complicated tenets, explaining their obscure concepts and showing their concrete operations. In this process, students are taught to use critical strategies from each school of theory to analyze one or two familiar literary works. In each lecture, several theoretical questions are raised to inspire students to interpret some relevant literary works after class. At last, the course also makes comments on some of the most representative critical essays, thus helping students improve their academic writing.

### Chinese American Literature 华裔美国文学

This course introduces students to Chinese American literature through selected readings that reflect Chinese American experience both in theme and subject matter. It will not only examine the sociohistorical context that has shaped Chinese American literature, it will also explore how, instead of reducing the literary value of Chinese American works, elements relevant to and determined by this context—history, culture, identity, assimilation, race, gender, class and family—diversify and enrich the parameters of Chinese American literary aesthetics. Therefore, the lectures will focus both on the interpretation of Chinese American literary texts and on the examination of sociohistorical context that form and inform them. Through engaging students in reading texts, facilitating discussions, presenting opinions and doing research, the course will raise students' awareness of the essential qualities and features of Chinese American literary works as well as enable them to respond critically to the form and content of these works. The final grade will be made of four parts: required readings (20%), presentations (20%), discussions (20%), and a term paper about 8-10 pages on one or two required readings.

### Selected Readings from Shakespeare 莎士比亚戏剧

Selected Readings from Shakespeare is a bilingual course designed for English & Translation majors. To enable students to inhabit Shakespeare's imaginative world in accessible and creative ways, the course centers on the perusal of Shakespeare's representative plays selected from the First Folio (1623) with reference to their film adaptations. The goal of the course is to help students grasp the interaction and mutual-construction between plays and social culture by studying Shakespeare's plays from the perspective of comparative literature and culture. Allowing students a glimpse of the theatricality and infinite possibility of interpretation of Shakespeare's plays, this course also directs students to perform mini-plays and familiarizes them with important approaches of analyzing the plays.

### Women and Literature 女性主义文学

The graduate course in American women's fiction introduces you to one of the fastest growing fields of scholarly interest in the United States. This course is designed to focus on works by several major American women writers. The study of their works will contribute to your better understanding of the American culture and literature as a whole.

### Utopia and Dystopia 乌托邦与反乌托邦经典

In *Culture and Anarchy* (1869), the prominent nineteenth-century critic and poet Matthew Arnold argued for the importance of reading “the best that has been said and thought in the world.” This course is intended to afford the students of humanities an opportunity to study intensively some of the great works of all time.

In this course we are going to study five classic texts, namely, Plato’s *Republic*, More’s *Utopia*, Rousseau’s *The Social Contract*, Marx and Engels’ *Manifesto of the Communist Party*, and Orwell’s *1984*. The selection is meant to suggest a connection among these works in themes regarding the ideal and politics of human society. This strand of thought in Western intellectual tradition is of particularly strong relevance to contemporary concerns about the future of societal development.

The considerable amount of intensive reading is meant to improve and enhance students’ reading comprehension, particularly in dealing with linguistically and stylistically more challenging texts. Since the course essentially takes the form of seminar, students are required to be active in discussing and giving oral presentations in class. This course is also designed to be writing intensive, therefore students should be prepared to spend a significant amount of time on this.

In getting acquainted with part of the most profound tradition of Western intellectual thinking, students are expected to learn to think critically and cultivate a more heightened sense of social, historical, and philosophical outlook along the way.

### British and American Ecoliterature 英美生态文学

Facing the unprecedented global environmental degradation, we need to reconsider our basic attitude towards the nonhuman environmental. If we must fundamentally redress our basic attitude towards nature, an investigation the existing narratives might be an important first step.

This course explores the vital relationship between literature and the environment, between nature and culture. It examines the historical trends that have shaped Western thinking and understanding about nature and how humans and the natural world interact. It explores literary wrings on issues of anthropocentrism, sustainability, environmental justice and speciesism. Through the close reading and critical thinking required in the course, we will investigate the extent to which literary and cultural forms shape the ways we see and relate to the environment.

### Diasporic Literature in English 英语流散文学

This course will trace the development of the concept of diaspora and explore its relationships with identity, state, and transnationalism based on selected literary works, which will be centered around Asian Diasporic and African Diasporic literatures. A selection of novel chapters, novellas and poetry will be discussed to balance the depth and breadth of this course. By the end of this course, students are expected to deliver solid literary criticism based on close reading and supported by appropriate literary theory or theories, thus enhancing their critical thinking on diasporic literature in English and contemporary cultural trends.

### Canadian Literature and Culture 加拿大文学与文化

"Canadian Literature and Culture" is a SEIS course open to third- and fourth-year students. Participants will read classic stories from a Course Reader as well as three classic novels by a variety of Canadian authors. Through reading, students may gain a knowledge of the living conditions and social reforms in different historical periods. Careful readers will not only learn to appreciate some of the best Canadian literature, but also acquire a degree of social and cultural awareness of the Canadian society and Canadian culture.

The objective of the course is to broaden students' knowledge of Canadian literature and culture, and improve their ability to appreciate and analyze literary works in their English original. The course is conducted in English, including reading, lecture, and discussion.

## **Linguistics and Applied Linguistics**

### Introduction to Linguistics 语言学概论

This course aims at arousing students' interest in language and linguistics, dispelling a number of myths about the nature of language, and discussing the various aspects of language from both a historical and current point of view. As an introductory course, it assumes no previous knowledge on the part of students. It is hoped that this course will foster students' awareness of language and language use. Students will also learn something about both L1 and L2 acquisition.

### Meaning of Language 语言的意义

Meaning is the heart of language. This course will provide a basic overview of important theories of linguistic meaning. Students can benefit from a general knowledge of how meaning is encoded, expressed and constructed by linguistic forms and the interlocutors at the word, sentence, utterance and discourse level. Some general tendencies regarding the encoding and expressing of meaning in English and some differences between English and Chinese will also be introduced to them.

### Language and Cognition 语言与认知

This course draws students' attention to the relationship between language and cognition and in doing so introduces the basic theories and research methods of cognitive linguistics. The course covers 7 topics: 1. Linguistic Relativism and Determinism, 2. Categorization in Language and Cognition, 3. Conceptual Metaphor and Metonymy, 4. Literature and Cognition, 5. Religion and Cognition, 6. A Cognitive Perspective at Chinese Classics, 7. Multimodality and Cognition.

### Research Methods in Linguistics 语言学研究方法

This is an introductory course to research methods in linguistics for year 2 English major students. The key methods in doing research in linguistics will be introduced and explained. Topics include the meaning of research, research elements, research design, collecting and processing data in the quantitative approach, collecting and processing data in the qualitative approach, presenting research findings and evaluate research.

It is hoped that through this course the students will become aware of the essentials and procedures in doing linguistic research, be capable of planning a research based on literature review and personal interests, gain first-hand experience in carrying out research, and be able to read and evaluate others' research.

### Sounds of Language 语言的声音

The study of the sounds of human speech (or phonetics), concerned with the physical properties of speech sounds, is an important branch of linguistics. This course will introduce students the basic concepts and the research scope of this field, such as the relationship between sounds of human speech and language, the historical development of phonetics, theories and research methods of doing phonetics studies, sound patterns, application studies of phonetics, etc.. It is hoped that this course will arouse students' interest in phonetics and prepare the ground for them to conduct small-scale research in this field. A minor focus of this course will be on the typical features of English phonetics so as to help students identify their own English pronunciation problems and carry out some remedial work needed.

### Introduction to Pragmatics 语用学入门

Introduction to Pragmatics is designed to provide English majors with a foundational knowledge of pragmatics for the linguistic courses at the third and fourth years. Students are encouraged to systematically investigate the theoretical aspects of language use, and develop their research ability and critical thinking. The course covers the basic theories of pragmatics, including conversational implicature, Cooperative Principle, presupposition, Relevance Theory, Speech Act Theory, face and politeness, and deixis. This course will also introduce some interfaces between pragmatics and its neighboring disciplines, such as literary pragmatics, pragmatics and translation, and intercultural pragmatics, etc. Students are required to listen to a series of lectures and actively participate in the discussion. The final evaluation will be mainly based on the term paper, attendance, and participation in discussion.

### Introduction to Morphology 词汇学入门

The course English Lexicology, a Survey focuses on English lexicon and encompasses 10 closely related topics: 1) Explanation of Basic Concepts; 2) The Development of the English Vocabulary; 3) American English, Its Characteristics and Differences from British English; 4) Morphological Structure & Word Formation; 5) Word Meaning; 6) Sense Relations; 7) Semantic Change; 8) Meaning and Context; 9) English Idioms; 10) English Dictionaries and Dictionary Use.

This course enables the students to have a systematic and comprehensive command of English lexicology in general and lexicon in particular, thus to help them

overcome misconceptions about words. It also facilitates further research on the part of the students in obtaining raw data and findings in academic papers and books. Through lectures, reports by the students, class discussions, etc, the students can broaden their horizons and deepen their research. Furthermore, the students can have a better command of the English language and meanwhile improve their analytical abilities, thus bringing their research ability to a higher plane.

### Second Language Acquisition 二语习得

This course will introduce students to the study of language acquisition, beginning with a brief look at first language acquisition, and then covering broadly the area of second language acquisition. After completion of this course, students will be familiar with the types of questions, concerns, and issues related to the field of language acquisition, and will have a good understanding of the development of the field of second language acquisition.

### Discourse Analysis 语篇分析

This course aims to provide an overview of Discourse Analysis (henceforth DA) as a rich and interdisciplinary field by introducing the key concepts and approaches of DA with the emphasis on their theoretical background and assumptions. The course comprises two parts, with one part making a panoramic and sketchy introduction to the key concepts and approaches of discourse analysis, and the other involving students' workshops of some sample illustrations of how discourses, both written and spoken, could or should be tackled under the guidance of those theoretic works that benefit the formation and development of such a hybrid discipline as discourse analysis.

This course intends to help students to 1) gain an accessible and comprehensive overview of the core concepts, practical methods, current trends and directions of DA; 2) gain insights into, and experience of, various DA approaches so as find an approach suitable for their individual research needs; 3) enhance their interest to explore discourse analysis from different angles and 4) develop their ability to conduct research using concepts and theories of DA to solve academic or practical problems being investigated.

### Language and Society 语言与社会

***Language and Society*** is designed for the first semester for fourth-year English majors in the School of English and International Studies. Language is shaped by the social worlds we inhabit and, at the same time, shapes society. Language also enables us to express representations of socio-cultural worlds within our minds. The course provides you with a general understanding of language use in society.

The course explores how aspects of everyday language relate to social categorizations, such as the evolution of address terms, language change and new media, language contact and variation, language and politeness, language and gender as well as language and economy; it accounts for the linguistic diversity we encounter at all levels. The course also introduces key concepts, principles, methods and theories in the interdisciplinary field of sociolinguistics and their application to a range of

areas, including intercultural communication, language ideology and discourse, social interaction and identity, and meaning and (im)politeness. The assessment is primarily based on your course paper.

#### Comparative Studies on English and Chinese 英汉语比较

This course introduces students to some systematic differences between the English and Chinese languages on the morphological, lexical, syntactical as well as the discourse level. Knowledge of such differences is helpful both in deepening students' understanding of the two languages and in improving their command of English. Students are also expected to gain a better understanding of the linguistic concepts, tools, theories and methods that are used to describe and contrast the two languages as well as an initial experience with conducting contrastive analysis of languages.

#### English Stylistics 文体学

English Stylistics is a course for students who want to increasingly acquire a basic understanding of varieties of contemporary English and critically evaluate and interpret literary and non-literary texts with some general theoretical approaches to linguistic analysis of the texts. The course which covers core concepts and areas of English stylistics demonstrates how insights from linguistics and analytical techniques can be applied in the analysis of literary and non-literary texts, in order to explain how texts mean and what interpretative effects such texts have on readers.

#### History of English 英语史

History of English is a course offering social linguistic insights into the development of English through its history. We shall read the background material on the social historical changes involved in the communities speaking English(es) and look at samples of English(es) across time and space. Students will have hands-on practice of analyzing the samples and understand the linguistic features of the English(es). In addition, we shall explore the reasons behind the language changes.

#### History of Chinese linguistics 汉语语言学史

**History of Chinese Linguistics** is a selective course for English majors at the third and fourth years. The objective of this course is to foster a primary understanding of the tradition of Chinese linguistics/philology. The topics covered are the origin of *xiao xue* (traditional Chinese philology), the linguistic ideas of *Xun Zi*, *Er Ya*, *Fang Yan (Dialects)*, *Shuo Wen Jie Zi*, *Shi Ming*, phonology before Ming Dynasty, phonology of Qing Dynasty, Textual School of Qing Dynasty, and *Ma Shi Wen Tong*. In the lectures and discussion of this course, students are encouraged to systematically reflect on the commonalities and differences between traditional Chinese linguistic studies and modern linguistics in the aspects of orientation and methodology.

### Psychology of Language 语言与心理

Language and psychology is a course for junior and senior English majors. It will introduce students to the basic knowledge of the nature of language. Specifically, we will ask the question of whether language is innate or learned. We will also pursue the issue of language and thought. How we understand and produce language will be our quest too. Major topics covered are: Nature or nurture controversy, Animal language, Biological foundation of language, Language programmed mind? Blueprint in the brain? Language and thought, Meaning in the mind, Organization of words in the mind, Understanding words, Understanding sentences and Speech production. Analytical and logical ability will be constantly used in the course. Students will also be encouraged to be observant.

## **Social and Cultural Studies**

### Sociology and the Modern World 社会学与现代社会

This course serves as an introduction to the discipline of sociology. It will introduce basic sociological paradigms, theories, concepts, research methods, and analytical approaches. The whole semester will be composed of 4 parts. The first part addresses what is sociology, how does a sociologist work, and what are his/her major concerns. The second part explores two core components of sociology – culture and structure and will cover such key issues as social interaction, social structure and social control. The third part introduces four fundamental organizing principals of American society, i.e. four core aspects of social inequality – class, race, gender, and age. The fourth part will discuss 5 major social institutions of modern society: family, religion, education, government, and economy.

The textbooks to use are Richard Schaefer, *Sociology* (10<sup>th</sup> ed.) and Eve Howard, *Classic Readings in Sociology* (4th ed.) Course assignments include presentation & leading discussion, peer evaluation, field trips and analytical reports, a mid-term on basic concepts, and a final analytical essay on a social problem/issue in China.

This course requires students to be passionate about critical thinking, to transform sociological concepts into one's own words, to take each other's experiences and voices seriously, and to turn social problems into one's own concern and activism. It will NOT be a desirable course for those who count on intensive reading and precise memorization to get a good grade, who think field trips are a waste of study or personal time, and who do not feel learning until getting final and definitive answers from the professor.

### Classic Readings in Sociology 社会学经典导读



This course aims at introducing to students a selection of classic readings in sociology. Differing from a course in theory, the main objective here is to familiarize students with basic concepts, terminology, approaches, theoretical framework and research methods in sociology through an immersion in scholarly works that engage with some of the most important topics and concerns of the discipline. Through readings, students are expected to acquire a rudimentary knowledge on the range of key issues addressed in the discipline and develop a basic literacy that enables them to further explore sociological themes of their choice.

#### Research Methods for Social Sciences 社会科学研究方法

The basic ability of academic research is a prerequisite for all undergraduate students. However, the limitation of students' grasp of knowledge and methods in the social sciences research seriously constrains them, and their theses often end up being merely descriptive. This course is a solution to this problem.

In this course students are introduced to the basic concepts and techniques that are used in social science research. Consideration is especially given to formulation of problems, techniques of gathering data, presentation and interpretation of research. The course is divided into three sections, which cover social scientific inquiry and research design, quantitative data gathering and analysis, and qualitative data gathering and analysis, respectively. As a result of taking the course, students should be able to: (a) demonstrate their understanding of the basic principles and procedures of social sciences research methodology; and (b) critically evaluate both quantitative and qualitative research studies.

#### Cultural Theory and Popular Culture 文化理论与大众文化

Is culture a code or a way of doing? Does culture provide solidarity and opportunity in the society, or does it sustain conflict and inequality? Does culture constrain our agency or does it enable action and change? For those who are interested in exploring meaning as a central dimension of human experience, this course provides a basic literacy with the theoretical perspectives and tools that inform your inquiry in culture. Together, we will consider the developments in contemporary cultural theory, tracing a route from the classic statements put forward by Marx, Weber and Durkheim, to main perspectives inspired by Western Marxism, and late-Durkheimians, through the profound conceptual shifts brought about by structuralism, post-structuralism and post-modern critical theory. Empirical studies will illustrate various approaches so that the efforts to build up your theoretical vocabulary can be balanced with a touch on the applicability of theory.

#### Gender and Society 性别与社会

"Gender and Society," which can also be called "The Sociology of Gender," invites you to explore the social behaviors, social relations, and social structure of contemporary Chinese and American society through the lens of gender. In sociological terms, we will examine the two societies by taking gender as a fundamental organizing principle, based on which life and culture are determined, organized, and regulated. Overall, the course attempts to make the students strive for the

following goals: 1. Personally, to better understand who you are as a gendered human being and to make connection between your individual problems and social problems. 2. Academically, to develop your organizational and analytical skills in reading and writing. 3. Socially, to be critical of the mechanisms of gender inequality, and to be a positive change for more gender equality in China.

### Film and Culture 电影与文化

This seminal course covers the essentials of film studies through discussing English-language film examples and related readings. The major content includes: Part I Introduction to the Study of Film; Part II Film Language; Part III Film Genres; Part IV Auteur Theory; Part V Film and Society; Part VI National Cinema; Part VII Star System; Part VIII Film and Technology. Each session focuses on one film example.

Students are required to both read related articles of about 20-30 pages a week and watch related film examples before coming to class for discussion. Students' presentation in class is around 15 minutes and is evaluated by the teacher. The class discussion which we call Q & A session follows and this part is the most important and most valuable session of the class because it probes into the depth of the issue under discussion.

Through analysis and discussion on related topics, students are expected to acquire systematic knowledge on film studies, have a deeper understanding of western culture and society, improve their critical thinking ability, and develop their analytical potentials.

Students' final grade will consist of the following parts: Presentation 30%, attendance and participation in discussion 20%, and a film research paper of approximately 2000 words in MLA format (50%).

### Media and Society 媒体与社会

Media and Society is a one-semester elective course for first-year undergraduate students. The course describes the role, attributes and modules of media through its two major dimensions, i.e., media information and media entertainment. The former is concerned with reports evaluation while media the latter features evaluation on stars and advertising. It is hoped that students could enhance their skills of using and selecting media information and entertainment. Classroom activities are conducted entirely in English, with the bulk of materials in English. This course is seminar-driven, supported by brief lectures.

### Cultural Sociology 文化社会学

Cultural sociology represents one of the most vigorously thriving fields in American as well as European sociology. It focuses on the process of meaning-making in society and attempts to answer questions like: what kind of roles does meaning play in our social life? Does it reflect society or give rise to different forms of social institutions? What part does culture play in consensus formation, domination and resistance? How has the relation between culture and

social institutions changed? We will explore some of the central issues in this exciting and robust field and their more general implications for social analysis and understanding. Classic statements will be reviewed and more recent exemplary theoretical as well as empirical studies will be introduced.

### American Society and Culture 美国社会与文化

American Society and Culture is designed to provide an overview of the forces and events that have shaped the United States and to examine issues that are vital to its development. It seeks to improve the students' ability to summarize, analyze and think critically. By comparing the similarities and differences between China and the United States, the course also intends to raise the students' cultural awareness.

The course covers the following topics: course overview, the American context, land, people and immigration, sketches of American history, religion in the US, American values and the American character, American culture in literature, *The Terminal* (movie screening) and discussion, US criminal justice system, government and the political system in the US, popular culture in the US, and the US and the world.

### British Society and Culture 英国社会与文化

British Society and Culture is a one-term course for 1<sup>st</sup> year students of School of English and International Studies. It aims at providing students with basic knowledge about the country and its systems to broaden their horizon. It mainly deals with British political system, foreign affairs, economy, society and culture. The course covers the following topics: the Country and the People, the Cultural Heritage and National Identity, Work and Leisure, System of Government, Political Parties and Election, Educational System, Welfare State, Economy, *Iron Lady* (film), Mass Media, Irish Nationalism (Northern Ireland), Britain and the EU, Anglo-US Special Relationship, British National Cinema. This course is conducted in English.

### Canadian Literature and Culture 加拿大社会与文化

This course is designed to provide a general understanding of Canada and its people; to examine issues that are vital to the development of the country, and to encourage students to think critically about these issues. Topics covered include Canadian political system, Canadian economy, multiculturalism and bilingualism, foreign policy, Canadian education, Canada-China relations etc.

### Australian Literature and Culture 澳大利亚社会与文化

#### **Course Description**

This course examines Australian society and culture, its history and current structure. It provides a broad and interdisciplinary introduction to contemporary Australia.

### **General Objectives**

The course is designed to provide students with a different perspective in understanding world cultures and helps facilitate cultural communication and develop cultural tolerance.

### **Specific Goals**

The course introduces various social and cultural facets of contemporary Australia in order to enable students to make a comparative study on the similarities and differences of different cultures through cross-cultural analysis.

### Classics of Chinese Thought 中国思想经典导读

Chinese canons constitute the spiritual root of the Chinese people; they can both remold the moral standards of the present-day China and help deliver the West out of its cultural crisis. This course aims to initiate students' cultivation in classical Chinese texts that enhance their wisdom in life and outlook of the world: Taoist, Confucian and Buddhist, covering extracts from The Book of Change, Tao TeChing, ZhuangZi, The Yellow Emperor's Inner Classic of Medicine, Confucian Analects, Mencius, Great Learning, Han Feizi, Book of Poetry, Three Character Classic, Heart Sutra, Diamond Sutra, Platform Sutra, Lotus Sutra, etc.. The course combines selected readings in English with early Chinese intellectual traditions and historical contexts, functioning as a gateway to future explorations in classical Chinese religions and philosophies, which, by being rooted in the past, shape the present and envision the future. With successful completion of this course, students will understand critically and research creatively the profound influence of the above- mentioned texts on Chinese life, politics, art, and literature.

### British History 英国历史

Britain is one of the countries in the world with long history and rich culture. The world's first bourgeois revolution and first industrial revolution took place here, paving the way for the capitalist development with a market economy, and eventually led to the shaping of the British Empire across the globe. In the past 300-400 years Britain has influenced the world history in many ways, including its dominance in the English language, literature and culture, and still remains one of the world powers. Britain is one of the five members of the UN Security Council, a member of the G7 and G20 and NATO, and its GDP ranks 5<sup>th</sup> just behind the United States, China, Japan, and Germany. It is the host country of its former colonies in the form of the Commonwealth of Nations.

Through reading and discussing stages, events, figures in British history, students shall be able to grasp the general outline of the British historical development and gain systematic knowledge on the experience and lessons British history can offer and thus cultivate their capability in cross cultural research and comparative studies in historical studies. The main contents of the course include roughly the seven ages of the British history, namely:

The Age of Conquest,  
The Age of Worship,  
The Age of Power,  
The Age of Revolution,  
The Age of Money,  
The Age of Empire,  
The Age of Ambition

#### American History 美国历史

This course is designed as a survey of US history since the Second World War with a focus on the forty years between the election of JFK in 1960 and the election of Barack Obama in 2008 which mark one of the most turbulent periods in American history. Radical changes occurred during these decades in the political, social, and cultural life of Americans, changes which most Americans have inherited, and accepted, changes which have shaped so much of the American lives today and so many of the problems America faces as a society. Throughout this course, we shall pay special attention to the origins of those radical changes, such as the Cold War, the Civil Rights Movement, and the Rise of neo-Conservatism since the Reagan Administration as well as the post-racial society under the Obama administration. Through a variety of *readings, seminars, discussions*, as well as screenings of feature films, documentaries, and musical albums, the course aims at evoking the four decades for the purpose of arriving at a deeper understanding of the major events that took place during the period.

#### New Media Studies: Theory and Method 新媒体研究的理论与方法

The organization and function of new digital media has become a focus of study particularly for sociology, culture studies as well as communication studies in their exploration of the profound transformations of the world today. This course intends to familiarize the students with the academic discussions and debates in these several fields of study on the evolvement of new media and its socio-cultural implications and get students prepared to pursue their own interest in the study of new media products ranging from online news, advertisements, user-generated content to popular social media products such as wechat. To achieve such a purpose, selected academic book chapters and research journal articles which presented a variety of theoretical and methodological approaches will be discussed and evaluated in class. During the process, students will learn how well-developed functional, utilitarian, cultural symbolic and critical theories such as network theory, U&G theory, representation theory and critical discourse theory are adjusted to explain the new media phenomena and what newly developed theories such as media convergence theory, participatory culture theory and complexity theory are generated as a response to the unprecedented transformation facilitated by new media. In addition,

research methods adopted in the readings will also be discussed in relation to their frequently associated theoretical frameworks. Further, the class evaluation of the readings will expose the students to a series of key issues involving identity, ideology and power construction which is shaping or being shaped by the use of new media and thus get the students prepared to discover and pursue their own research interest in the field of new media studies.

#### Global Warming and the Sustainable Society 全球变暖与可持续性社会

This course serves as an introduction to the science, arguments, policies and future of climate change and sustainable society. Through pre-class reading of scholarly research papers and reports and media reports, and in-class documentary watching, this course teaches the basics of climate change science and arguments. On this basis, class presentation, discussion, and writing aim to cultivate students' ability to critically read, understand and analyze relevant researches and debates, so as to provide students with new perspectives in their understanding of climate and sustainability challenges for the world in general and China in particular. In addition, various practice activities and practitioner lecture(s) will help foster environmental awareness and stimulate participation among students.

### **International Politics and Economics**

#### Introduction to Economics 经济学概论

*Introduction to Economics* is a one-term course for English majors of 3rd and 4th graders. It is designed to provide basic economic concepts and knowledge with examples mostly taken from the Chinese economy. The content covers: demand and supply, national income, money and financial institutions, inflation, business structure, monopoly and competition, multinational corporations, unemployment, taxation and government spending, distribution of income and wealth, international trade, etc.

The purpose of this course is to lay a foundation for students who are interested in economics, or wish to engage in economic or financial related work in future. This course is conducted in English and is therefore also helpful to improve their English.

#### American Politics 美国政治

This is an introductory course about the American government and American politics. The purpose of this course is two-fold. First, it aims to improve your general knowledge about the American political system, arguably the most complicated in the world. Such knowledge is crucial to understanding U.S. China policy and the Sino-U.S. relationship, perhaps the most important and controversial bilateral relationship in the world today. Second, and more importantly, the course aims

to cultivate your social science research abilities. As language students, your exposure to social science research is rather limited, but research abilities are critical for your future research as well as your career.

Toward these goals, selected topics of American politics will be covered, including the Constitution, the presidency, Congress, the Supreme Court, political parties, elections, interest groups, public opinion, and mass media. Instead of lecturing you on these topics, I will show you (as patiently as I can) how scholars conduct research on them. In order for you to apply what you learn to your own research, I will assign a number of group-based small research projects. Again, the purpose of such projects is to encourage learning by doing.

### International Political Economy 国际政治经济学

International Political Economy (IPE) is the rapidly developing social science field of study that aims to understand international and global problems from interdisciplinary point of view. It goes beyond the perceived limits of International Politics and International Economics, whose mutual interaction is widely appreciated today. This course will cover three topical areas. The global issues include international finance, international trade, MNCs, FDI, North-South relations, hegemony and globalization. The regional issues include regionalization and economy of state coalition. The national issues include development, transformation and competitive power.

### China and the World Economy 中国与世界经济

This course examines the complex process of the transforming world economy today, focusing on China and its role in the world economy. The purpose is to help the students understand the various aspects of institutional framework in classifying economic systems, and develop critical thinking of different economies in the contemporary world. Class sessions take the form of seminar, supplemented with pre-class readings. The final grade consists of group discussion (30%), mid-term exam (30%), and term paper proposal (40%).

### International Organization and Global Governance 国际组织与全球治理

International Organization and Global Governance is a one-semester course for the 3rd and 4th year English majors. This course is designed:

to introduce to students theories and historical evolution of the UN, its special agencies, and other important global and regional IOs (e.g. IMF, WTO, EU and ASEAN),

to examine their structures, functions and operations,

to explore some common theoretical and practical issues involved in them , and

to think and rethink critically their roles in certain procedural and/or substantive areas in the emerging global governance.

After exploring these issues, students will be expected:

to understand theories and practice of international organizations,

to learn to analyze critically certain literatures (treaties, cases, academic writings, etc.) on the IOs and discuss pertinent questions at some depth, and

to get prepared to solve some practical questions concerning IOs in their further studies and/or future careers.

### Politics of Contemporary China 当代中国政治

This course introduces students to some of the key aspects of contemporary Chinese politics. Discussion topics include economic development, political reform, rural governance, legitimacy, civil society, nationalism, mass media, the China model, and Chinese foreign policy. The course aims to improve students' factual knowledge about China and to engage them in scholarly (particularly western) discourse on Chinese politics.

### European Integration 欧洲一体化

European integration is a one-semester course for the students of English majors. It aims to introduce students from a variety of humanistic and social scientific backgrounds to the study of European integration, to explore the role of the EU in the contemporary international system, and to reflect on the legacies of the European experiments on the ideas of the nation state and of global governance.

This course will include a historical overview of European integration evolving from post-war reconstruction to the ratification of Treaty of Lisbon to the ongoing European sovereign debts crisis. In the study of historical evolution of the EU, it will analyze the main EU policies and current issues facing the Union. Particular attention will also be given to the relationships between the EU and its member states as well as between the EU and the rest of world, particularly China, the US and other international institutions.

At the end of the course, students will be able to understand theories and history of European integration, learn to analyze critically certain policies and issues in the EU, and get prepared to solve some practical questions concerning the EU and its global role.

### Comparative Politics 比较政治学

This is a survey course that introduces students to important concepts and theories in comparative politics. Discussion topics include state formation, modernization, conceptualization of democracy, economic development and democratization, varieties of democracies and non-democratic regimes, economics of authoritarianism, democratic transition, nationalism, and revolution.



### A Survey of American Economic Development 美国经济史

This course surveys the economic history of the United States from colonial times to the present. The course contents are organized by topic, with special focus on growth, labor, money and government. The methods of economics are used to explore historical issues, and historical examples are used to illustrate the process of economic development. While the course readings help students grasp the outline and general trends of American economic history, the lecture and discussion provide a deeper understanding of the key events, through the application of economic theories. The primary objective of the course is to cultivate students' analytical skills on a great variety of issues in American economic history.

This is a one-semester course for 3<sup>rd</sup> year English majors. The classes are conducted in English. Each seminar of the course involves lecture, discussion and presentation of assigned questions. Throughout the course each student is expected to contribute effectively to group discussion and get three chances to lead a group. The group leader needs to present an oral report in class on behalf of the group, and submit a one-page written report one week after the discussion.

### Public Opinion 公共舆论

This course mainly focuses on the structure and change of a country's public opinion, and the exploration into the elements stimulating change in people's social and political attitude in modern times. This course mainly includes the following topics: the origin, development and characteristics of public opinion; theories of public opinion formulation; elements influencing public opinion; influence of public opinion on public policy; the relationship between media and public opinion (especially in the new media era); the measurement of public opinion; ways to conduct survey and the explanation of the results. This course will be based on extensive reading of classic literature and modern politics theories, thus guiding students into the habit of analyzing major political phenomena from different perspectives. Therefore, students could form a more insightful and comprehensive understanding of the factors involved in the formation of a nation's belief, attitude and points of view.

### International Relations of the Asian-Pacific Region 亚太地区的国际关系

As a selective course (in the module of "International Politics and Economy") offered to BA candidates in the School of English and International Studies (majoring in English or Translation), this course intends to provide with an overview on international relations ("IR") in the Asia-Pacific Region. Topics covered range from the Asia-Pacific region-in geographic and geopolitical senses; a historic review of changing patterns of IR in this region; an updated analysis of political, military, economic and cultural relations between countries in this area (in particular major powers), to international institutions. Students are expected to familiarize themselves with history and status quo of IR in this region, as well as achieving understanding of literature and methodology for topics of their interest.



## Translation and Interpreting

### Fundamentals of Translation 笔译基础

This is a compulsory course for the second-year students majoring in Interpreting & Translation. It is aimed to introduce students to the fundamentals of translation theory and practice. They are expected to understand intricacies of language and the difficulties in translation, notions of accuracy and equivalence, different approaches to translation, cross-cultural differences, resources for translation, and translation profession and ethics. The course focuses on the training of problem-solving skill, analytical and reflective thinking skills and independent learning skills. This course consists of a one-hour lecture and a one-hour tutorial on campus each week. The lecture provides students with an overview of translation theories and translation approaches. The tutorial is to provide students with guidance and strategies in translation exercises of different types of texts.

### Translating English Literature into Chinese 英语文学作品汉译

Literary translation is indispensable in the theory and practice of translation and also one of the liveliest areas in Translation Studies. Training in literary translation is not focused on cultivating would-be literary translators but on equipping students with relevant literary theories and translation theories while providing them with literary works for close reading and hands-on translation exercises. This course is intended to enhance students' reading comprehension and knowledge scope. Literary works, with their well-chosen words and deliberately constructed structures, may hopefully elevate students' competence of appreciating literature and sharpen their awareness of languages, whether the mother tongue or foreign languages, which may lay a solid foundation for their translation practice in other areas. The literary works chosen for translation in this course include classics in English written by authors from all over the world rather than those from English language countries only. In this course students deal with the translation of various literary genres: short stories, novels, essays, poetry, etc.

### Fundamentals of Interpreting 口译基础

The course is intended to help students acquire basic qualifications necessary for oral interpreting both from English to Chinese and Chinese to English, with the focus on a proper understanding of oral interpreting, good professional habits, e.g. the consciousness of enhancing one's LK and ELK, and flexible coping tactics. The course is to lay a solid foundation in students for further training in consecutive interpreting. More emphasis will be given to major current issues both national and international (for background knowledge and specific expressions) and exposure to different accents of speakers while getting main ideas, attitudes, tones and structures of the speech currently.

### E-C Contrastive Linguistics for Translation 英汉语言对比与翻译

The objectives of this course are 1) to introduce translation students to some systematic differences between English and Chinese that are relevant for translators. 2) to introduce and illustrate some linguistic concepts and research methods that are crucial in translation and/or contrastive study of English and Chinese. Students will gain a linguistic perspective on translation enabling them to understand why certain accommodations should be made in translation as well as to identify occasions that call for such accommodations. Rather than presenting the systematic differences directly, students are constantly given translation and back translation tasks and are required to discuss different translation options that will lead them to the discovery of such differences. In addition to improve translation skills, this methodology should be able to build an awareness to seek for new translational strategies enlightened by a linguistic perspective and refine existing translational strategies.

### Translating Traditional Chinese Cultures into English 国粹文化英译

The aim of this course is to invite students' attention to the Chinese cultural heritage, to make students look into how the Chinese ancestors perceive universe and beauty, to help students understand the role of such legacy in communicating with other nations, and to train students' skills in translating texts that introduce traditional Chinese cultures to general readers in English. Upon completion of this course, the students should be able to

- (a) acquire a basic knowledge of selected subjects on traditional Chinese culture and the necessary terminology for translation;
- (b) use various resources in understanding a given subject and preparing translated texts;
- (c) understand the factors involved in presenting traditional Chinese cultures in a different language and to a different culture;
- (d) translate such texts in appropriate accuracy.

### Gateway to E-C Consecutive Interpreting 英汉交替口译入门

This is a skill-based, topic-oriented and underlying theory-supplemented course in E-C interpreting training. The ultimate Goal of the E-C Interpreting is to improve your language proficiency by way of interpreting training and to prepare you for possible interpreting professionalism in the future.

E-C interpreting (I) is basically introductory; it will introduce key interpreting skills, with focus primarily on listening comprehension & logical analysis; memory & recall; public speaking and note-taking.

### Gateway to C-E Consecutive Interpreting 汉英交替口译入门

#### **Course Description and Objectives:**

- Textbook: *Contemporary Oral Interpreting: A Coursebook*. To finish the first half of the textbook, covering the first 9 topics.

- To develop the students consecutive interpreting skills regarding memory, number conversion, resourcefulness, etc.;
- To familiarize the students with basic facts about China and important state policies so as to help them build up background knowledge for their future work;
- To familiarize the students with different interpreting settings, including tourist visits, interviews, press conferences, etc.;
- To help the students develop proper manner and public speaking skills and familiarize them with common rituals in public relations;
- Students are encouraged to collect and read relevant materials before they come to class, to develop a good knowledge base;
- Students are divided into groups and encouraged to work in teams to finish assignments like presentation.

#### Translating Chinese Literature into English 中文文学作品英译

This course sees as its primary function to train students in the practical aspects of literary translation. By working on a wide range of contemporary Chinese literature, students will encounter a variety of linguistic and cultural issues, some unique and others not to literary translation. They will be introduced to attested strategies to resolve consequent problems and encouraged to come up with their own solutions. At the same time, students will develop the vocabulary and skills to reflect on their translation choice at both macro and micro levels by reading literary translation theories and verbalizing decision-making processes.

#### Headway in Consecutive Interpreting 口译实务

**Interpreting Practice:** This course is designed to help students further improve their interpreting skills, based on the relevant interpreting courses they have completed in the previous semesters and combining both C-E and E-C consecutive interpreting. Real-life materials are used in class, focusing on different types of texts and recordings, particularly materials that are longer, involve more complicated topics and are delivered on more formal occasions, for example, interviews, conferences, ceremonial speeches, press conferences, negotiations, etc. Student participation before, during and after class is a priority. They are encouraged to build up their linguistic and extralinguistic knowledge, and do interpreting practices. More advanced interpreting tasks, such as sight interpreting and simultaneous interpreting, are also briefly introduced to the students to prepare them for future work or studies.

#### Translation: Theories and Reflections 翻译：理论与思考

##### **Course Content**

The course is to cover the following three inter-related areas: major topics concerning translation practice and phenomena, important theories or ideas about translation in both China and other nations, and distinguished texts and events co-existing with the theories and principles.

##### **Course Purpose**

The course is to enable students to obtain a general view of the prevalent translation theories and recognize the basic procedure and standard of translation assessment. Students can therefore be led to more motivated investigation into translation activities in an effort to upgrade the quality of preliminary translation researches.

### **Teaching Method**

Guided by the principle of combining translation practice and theory, the course is to make use of wide range of translation practice and texts to highlight the possibility and significance of approaching particular facts from various concepts and theories. In addition, cases and projects are to be employed to reinforce personal and collaborative involvement in trying to gain insight into the nature of translation.

### Translation of Political Documents and Current Affairs (C-E) 时政文献翻译（汉英）

This course gives students hand-on experience of reading, analyzing and translating political documents and news on current affair; to familiarize them with the popular topics, jargon and sentence patterns in both languages, as well as common-used translation methods from Chinese to English. The course is aimed to develop practical translation skills in work places, and is conducive to C-E consecutive interpreting and sight interpreting.

Upon completion of this course, students should be able to

- (a) have a preliminary idea of past and current events and policies in China and the world;
- (b) have basic knowledge of the characteristics of political documents and the requirements of their translation into English;
- (c) translate relevant documents with or without dictionaries with accuracy, style and speed (350-450 characters/hour);
- (d) and give sight interpreting or consecutive interpreting to passages at appropriate level of difficulty.

### Translation in Trade and Commerce 商务经贸翻译

Commercial Translation is a type of non-literary translation. It covers all types of commercial documentation, such as invoices, contracts, transport documentation, customs documents, advertisements, etc. This course introduces business English, domain knowledge, and translation techniques. It is designed to provide advanced instruction and supervised practice in translation from English into Chinese and vice versa as required by the professional practice of this activity. The following types of commercial documentation will be discussed with emphasis: advertisements, business letters, inquiry & offer, special occasion speeches, business contracts, brochures and bidding documents.

### Intermediate Interpreting 综合口译

**Advanced Interpreting:** This course is designed as an advanced course for students who have completed introductory and intermediate interpreting courses, aiming to further upgrade their interpreting abilities. It combines both C-E and E-C consecutive, sight and simultaneous interpreting tasks and involves materials that are longer, more formal and specialized. Student participation and peer learning is a top priority. Before class they are encouraged to do preparation to pick topics, read relevant information, produce glossary, etc. In class, they perform interpreting tasks with the teacher as a facilitator and evaluator. After class, they are encouraged to evaluate their class performance and fill up any gap they might identify.

#### Mock Conference Interpreting 综合模拟口译

This course is organized to simulate real interpreting tasks during which the students can use what they have learned in the previous interpreting courses, both C-E and E-C, to accomplish interpreting tasks so as to help the students switch more smoothly between the two languages. The course encourages the students to collect, process, and prepare useful information after class and use them in class. Teamwork is important throughout the course. Students also participate in interpreting quality evaluation.

#### C-E Sight Interpreting 汉英视译

This course is a skill-oriented, theme-based and practice-focused training course on C-E Sight Interpreting, which aims to familiarize the students with the features and training methods of Sight Interpreting; train the students to grasp the sub-skill sets of sight interpreting from the perspectives of comprehension, analysis and expression; familiarize the students with the glossary and background knowledge of different fields through Sight Interpreting Exercises. The teacher will also organize mock conferences for the students to try their hands at simultaneous interpreting with scripts, thus preparing them for the advanced training of conference interpreting.

The materials for the course include skill-oriented sentences and passages summarized by the teacher and speeches with different themes prepared by the teacher based on her interpreting experiences and from online sources, including those from the UN system and international organizations.

#### E-C Sight Interpreting 英汉视译

This course is a skill-oriented, theme-based and practice-focused training course on E-C Sight Interpreting, which aims to familiarize the students with the features and training methods of Sight Interpreting; train the students to grasp the basic accommodative skills for sight interpreting, including cutting the long sentences into manageable units and interpreting by following the SLOAP (SL Order Driven) principle; familiarize the students with the glossary and background knowledge of different fields through Sight Interpreting Exercises. The teacher will also organize mock conferences for the students to try their hands at simultaneous interpreting with scripts, thus preparing them for the advanced training of conference interpreting.

The materials for the course include skill-oriented sentences and passages summarized by the teacher and speeches with different themes prepared by the teacher based on her interpreting experiences and from online sources, including those from the UN system and international organizations.

#### Legal Translation 法律翻译

This course is designed for third or fourth-year undergraduates in School of English and International Studies to help them acquire basic skills in legal translation, overcoming such obstacles as comprehension, jargons, sentence structures and styles.

It is perfect for students who would like to go beyond the already mastered literature translation toward that of a more business and legal style. Students taking this course are expected to, through translation practice and theory study, be able to manage faithful and fluent translation of law-related materials, including English-Chinese and Chinese-English translation of contracts and statutes.

#### Culture and Translation 文化与翻译

The course **focuses on** the current understanding about the similarities and differences between Chinese culture and English culture through different text types and the importance of culture in translation studies. **The aim** is to have a better understanding between cultures, raise awareness of the role of culture in translating, and improve efficient communication across cultures. In this course, the students are to explore different cultural factors involved in Chinese-English translations of different text types with a view of helping them enhance their sensitivity toward cultural problems in translations and become a successful cultural mediator in translation practice.