SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

\_\_\_《笔译》\_\_\_课程教案

周次1 第1次课 学时2 教案撰写人：刘晓霓

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| 课程单元名称 | Outline of translation theory | |
| 本次授课目的与要求  To help the students:  1. to understand the definition, goals, standards and conditions of translation;  2. to master some preliminary theories on translation combined with certain translation practices. | | |
| 教学设计思路  First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. | | |
| 本次教学重点与难点  The more translation theories the students learn, the better. They should make sure the future direction toward “Xin-Da-Ya” to improve their translation skills. | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:   1. The definition, goals, standards and conditions of translation (20m); 2. Teaching on preliminary translation theories and famous Chinese translators (20m)； 3. Practice on words and sentence translation (25m)； 4. Group discussion on different translation versions (15m). | | 1.Teacher’s teaching and group discussion;  2.Questions and Answers in class;  3.Translation practices. |
| 课外复习、预习要求及作业布置  1.Finish chapter 1 in *Basic Translation* and Unit 1 in *English-Chinese Translation* on two online platforms and finish the online tests;  2. Preview the micro-course on BB platform;  3. Review what they have learned and organize the notes in the translation classes;  4..Finish the week-1 translation exercise as the homework. | | |
| 课后反思 | After these two translation classes, the teacher should reflect on the teaching methods and the teaching arrangements, to see that if the goal designed has been realized and to summarize the students’ feedback to make improvements in the next classes. | |

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周次2 第2次课 学时2 教案撰写人：刘晓霓

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| 课程单元名称 | Semantic translation 1:  1.the chosen meaning in the understanding;  2.the chosen vocabulary in the expression | |
| 本次授课目的与要求  To help the students to know that the correct understanding of the source language is the foundation of correct expressions in translation and how to choose the vocabulary to adapt to the target-language usage in the translation. | | |
| 教学设计思路  First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. | | |
| 本次教学重点与难点  1. How to define the meaning of a word through understanding the context;  2. How to find the most appropriate method of expressions in the translation. | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:  1. Analyze and explain the homework from last time (20m)；  2. Define the meaning of a word and try to find the most appropriate method of expressions in the translation (25m)；  3. Group discussion on different translation versions (15m);  4. Supplementary translation exercises (20m). | | 1.Teacher’s teaching and group discussion;  2.Questions and Answers in class;  3.Translation practices with patriotic education. |
| 课外复习、预习要求及作业布置  1.Finish the week-2 chapter and Unit on two online platforms and finish the online tests;  2. Preview the micro-course on BB platform;  3. Finish the week-2 translation exercise as the homework;  4. Think if they can find more appropriate methods of expressions for more words in the translation process. | | |
| 课后反思 | 1. After these two translation classes, the teacher find it difficult for the students to know the chosen meaning in the understanding and the chosen vocabulary in the expression.  2. There is no other way but to do more translation exercises in and after class. | |

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周次3 第3次课 学时2 教案撰写人：刘晓霓

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| 课程单元名称 | Semantic translation 2:  1.flexibility and diversity in translation;  2. literal translation and free translation | |
| 本次授课目的与要求  To guide the students to have a clear understanding of the flexibility and diversity in translation and of the definition and difference in literal translation and free translation. | | |
| 教学设计思路  First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. | | |
| 本次教学重点与难点  1. How to master the flexibility and diversity in translation,  2. How to use literal and free translation techniques to avoid stereotyped and monotonous translation. | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:  1. Give students many examples to understand the flexibility and diversity in translation (20m)；  2. Let students practice on words and sentence translation themselves(25m)；  3. Group discussion on how to find the proper translation versions (15m);  4. Supplementary translation exercises (20m).. | | 1.Teacher’s teaching and group discussion;  2.Questions and Answers in class;  3.Translation practices with patriotic education. |
| 课外复习、预习要求及作业布置  1. Finish the week-3 chapter and Unit on two online platforms and finish the online tests;  2. Preview the micro-course on BB platform;  3. Finish the week-3 translation exercise as the homework;  4. Try to think how to use literal and free translation techniques to avoid stereotyped and monotonous translation. | | |
| 课后反思 | 1. The teacher should reflect on the teaching methods and the teaching arrangements to see how to cultivate students' translation awareness and flexible thinking.  2. Is it necessary to let the students read more Chinese books, magazines, thesis and articles to improve their translation awareness? I think the answer is yes because we are bilingual learners. | |

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周次4 第4次课 学时2 教案撰写人 刘晓霓

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| 课程单元名称 | Lexical translation 1 | |
| 本次授课目的与要求:  to guide the students to have a clear understanding of equivalent translation, specific translation and abstract translation. | | |
| 教学设计思路：  First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. | | |
| 本次教学重点与难点：  1.Introduce to the students some basic differences between English and Chinese lexicon;  2. How to analyze the influence of these differences on translation and how to use it effectively. | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:  1. Discuss on what are equivalent translation, specific translation and abstract translation (20m)；  2. Practice on words and sentence translation (25m)；  3. Group discussion on different translation versions (15m);  4. Supplementary translation exercises (20m). | | 1.teacher’s teaching and group discussion;  2.Questions and Answers in class;  3.translation practices with patriotic education. |
| 课外复习、预习要求及作业布置  1. Finish the week-4 chapter and Unit on two online platforms and finish the online tests;  2. Preview the micro-course on BB platform;  3. Finish the week-4 translation exercise as the homework;  4. Do more work on basic differences between English and Chinese lexicon;  5. Preview the next chapter in the textbook. | | |
| 课后反思 | The teacher thinks that reflective learning is the one through reflections on learning activity in the process of learning. Reflection is the process of re-recognizing the thinking result of one's own thinking process. It is an indispensable and important link in learning. According to contemporary constructivism, learning should be constructed in activities, and students are required to constantly reflect, summarize, and abstract their activity process. It is definitely applicable to translation study. | |

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周次5 第5次课 学时2 教案撰写人 刘晓霓

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| 课程单元名称 | Quiz 1 in class and analysis afterwards | |
| 本次授课目的与要求:  to check the mastery of some basic translation theories and translating skills of the students; then lead the students to analyze the test. | | |
| 教学设计思路：  First，have a less than 40-minute quiz to check the mastery of some basic translation theories and translating skills of the students; then analyze the test paper to make clear why they lose the points; finally, let the students summarize the test in order to improve their performance next time. | | |
| 本次教学重点与难点：  1. There are different test types of the quiz, it is not easy to get high marks;  2. The last part of the quiz is a discourse translation which involves the knowledge of Chinese cuisine and some proverbs. It is difficult for some students. | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1. Quiz (30-35 m)；  2. Analyze every problem they might encounter or had encountered during the quiz (40 m)；  3. Summarize the quiz (5-10 m). | | 1.teacher’s teaching and group discussion;  2.Questions and Answers in class;  3.translation practices. |
| 课外复习、预习要求及作业布置  1. Finish the week-5 chapter and Unit on two online platforms and finish the online tests;  2. Preview the micro-course on BB platform;  3. Finish the week-5 translation exercise as the homework;  4. Try to find more expressions on Chinese and English proverbs. | | |
| 课后反思 | After the quiz, the teacher noticed that students generally score higher in the exercises requiring mechanical memory, but they lose higher points in the exercises which really examine students' translation practice ability. In the future, they need to strengthen the exercises in this aspect.  The teacher will Let the students collect more translation on proverbs, idioms, slangs and [two-part allegorical saying](http://dict.youdao.com/w/a%20two-part%20allegorical%20saying/#keyfrom=E2Ctranslation)s, which is quite helpful to expand their horizon. | |

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周次6 第6次课 学时2 教案撰写人 刘晓霓

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| 课程单元名称 | Lexical translation 2 | |
| 本次授课目的与要求:  to help the students to know some translation skills, such as amplification, omission and compounding in translation. | | |
| 教学设计思路：  First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. | | |
| 本次教学重点与难点：  1. How to use these translation skills flexibly;  2. Amplification of word meaning; | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:  1. Teaching on amplification, omission and compounding in translation (20m)；  2. Practice on words and sentence translation correspondingly (25m)；  3. Supplementary translation exercises (20m);  4. Analyze and explain the keys of translation practices (15m). | | 1.teacher’s teaching and group discussion;  2.Questions and Answers in class;  3.translation practices with patriotic education. |
| 课外复习、预习要求及作业布置  1. Finish the week-6 chapter and Unit on two online platforms and finish the online tests;  2. Preview the micro-course on BB platform;  3. Finish the week-6 translation exercise as the homework;  4. Do the after-class exercises on amplification, omission and compounding translation;  5. Think how to use these translation skills flexibly. | | |
| 课后反思 | The process of reflection is the process of metacognition and problem solving. First, the teacher should lead the students to reflect on their translation process and results, including reviewing the translation process to check translation strategies and test learning results, as well as do the self-reflection by the teacher. Second, let the students judge whether the translation process and results are perfect. Finally, try to make progress next time. | |