

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** Prof. William Gough, Vice-Principal Academic and Dean

**CONTACT INFO:** 416-208-7027, vpdean.utsc@utoronto.ca

**PRESENTER:** Prof. Katherine Larson: Vice-Dean Teaching, Learning & Undergraduate Programs

**CONTACT INFO:** (416) 208-2978, vdundergrad.utsc@utoronto.ca

**DATE:** January 23, 2023 for February 8, 2023

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

Minor Modifications: Undergraduate Curriculum Changes – Humanities, UTSC (for approval)\*

**JURISDICTIONAL INFORMATION:**

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (*AAC Terms of Reference, 2021, Section 4*).” Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

**GOVERNANCE PATH:**

- 1. UTSC Academic Affairs Committee [For Approval] (February 08, 2023)**

**PREVIOUS ACTION TAKEN:**

No previous action in governance has been taken on this item.

## **HIGHLIGHTS:**

This package includes minor modifications to the undergraduate curriculum, submitted by the UTSC Humanities academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of English (Report: English MOD Changes)
  - 7 mode of delivery (MOD) changes
    - ENG A01H3 What Is Literature?: adding an online section
    - ENGA02H3 Critical Writing about Literature: adding an online section
    - ENGC01H3 Indigenous Literature of Turtle Island (Canada): adding an online section
    - ENGC11H3 Poetry and Popular Culture: adding an online section
    - ENGC47H3 Modernist Poetry: adding an online section
    - ENGC86H3 Creative Writing: Poetry II: adding an online section
    - ENGD53H3 Studies in Popular Genres: adding an online section
- The Department of Language Studies (Report: Department of Language Studies)
  - 13 new courses
    - ECTB66H3 English and Chinese Interpreting Skills and Practices
    - ECTB71H3 Medical Terminology, Translation and Interpretation I
    - ECTC60H3 Translation and Gender
    - ECTC64H3 Translating Cultures in a Polarizing World
    - ECTC65H3 Translation and Religion
    - ECTC66H3 History of Translation
    - ECTC67H3 Special Topics in Translation
    - ECTD60H3 Translating Modernity
    - ECTD63H3 Cultural Translation and Interpretation
    - ECTD65H3 Translation Studies and Theory After the Cultural Turn
    - ECTD66H3 Translation and Adaptation
    - ECTD67H3 Translation and the Arts
    - PLID53H3 Sentence Processing

## **FINANCIAL IMPLICATIONS:**

There are no significant financial implications to the campus operating budget.

## **RECOMMENDATION:**

Be It Resolved,

*Minor Modifications: Undergraduate Curriculum Changes*

THAT the proposed Humanities undergraduate curriculum changes for the 2023-24 academic year, as detailed in the respective curriculum reports, be approved.

**DOCUMENTATION PROVIDED:**

1. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: English MOD Changes, dated February 08, 2023.



**2023-24 Curriculum Cycle**  
**Undergraduate Minor Curriculum Modifications for Approval**  
**Report: English MOD Changes**  
February 8, 2023

**English (UTSC), Department of**

**7 Course Modifications**

**ENGA01H3: What Is Literature?**

**Delivery Method:** In-Class; [Online](#)

**Rationale:**

Offering this course online, especially in summer and/or in the evenings, will make both the course and the overall programs more accessible, especially for students with significant work or family responsibilities. It will add pathways for program flexibility and help to reduce bottlenecks. As a program requirement, this course will continue to be regularly run in person. When this course is run online, instructors will take advantage of online tools to maximize course delivery and student participation. Online delivery will allow guest speakers around the world to visit the course; it will enable synchronous showing of videos such as poetry readings, and it will enable students new to the study of literary texts to participate in different modes—both by speaking up and in the chat. This richness of multimedia experience will be important for students new to the study of literature. Also, assessments will not be affected by online delivery. Assessments in this course are based on short writing assignments; there is no need for in-class exam time.

**Consultation:** DCC Approval: September 2022

**Resources:** None

**Budget Implications:** None

**ENGA02H3: Critical Writing about Literature**

**Delivery Method:** In-Class; [Online](#)

**Rationale:**

Running some sections of this course online while also continuing to offer in-person sections will make the course more accessible to students, especially students with significant work or family responsibilities. It will add pathways for program flexibility and help to reduce bottlenecks. Offering the option to take this course online is especially important since this course teaches skills that will be fundamental for students' university experience. It is important that scheduling doesn't prevent students from taking this course early in their university careers in order to set them up for success. This course is well-suited to online delivery since instructors can take advantage of tools like screen sharing and the Zoom Whiteboard feature. These will allow the entire class to look at an essay together and participate in marking it up and editing it in ways impossible to do in person. Therefore, it will enable synchronous learning, and it will enable students to participate in different modes—both by speaking up and in the c and is course is based on essay writing and will not be affected by online delivery; in-class exams are not needed.

**Consultation:** DCC Approval: September 6, 2022

**Resources:** None.

**Budget Implications:** None

**ENGC01H3: Indigenous Literature of Turtle Island (Canada)**

**Delivery Method:** In-Class; [Online](#)

**Rationale:**

The department is adding an online version of this course in order to support the department's strategic goal of offering diverse online and in-person learning experiences. This course can be used to satisfy the requirement of .5 credits in Canadian Literature for the English Specialist Degree. Being able to offer a version of this course online will help improve accessibility for students, especially students with significant responsibilities at work or home. It will help in creating flexible pathways through the program and reducing bottlenecks. Online delivery allows for the simultaneous discussion and sharing of audio, video, and images, which is important in this interdisciplinary course. Assessment for this course is based upon writing and projects, not in-class tests, so assessment will not be affected by online delivery.

**Consultation:** DCC Approval: September 6, 2022

**Resources:** None.

**Budget Implications:** None

**ENGC11H3: Poetry and Popular Culture**

**Enrolment Limits:** ~~45~~

**Delivery Method:** In-Class; [Online](#)

**Rationale:**

1. The department is adding an online version of this course to the calendar. This will support the department's strategic goal of offering diverse online and in-person learning experiences. It will help improve accessibility for students, especially with significant work or home responsibilities. It will help in creating flexible pathways through the program and reducing bottlenecks. In addition, the topic and mode of instruction for ENGC11H3 are particularly suited to also have online synchronous delivery, as it is both radically interdisciplinary and the quintessence of a multi-media experience. The material of this course is to discover how poetry refers to popular culture, how poetry is referred to in popular culture, and how poetry is itself popular culture—includes page-based poetry, spoken-word poetry, poetry readings and recitations, song lyrics, freestyles, recorded musical performance, live musical performance, interviews, viewings of excerpts of films from the nineteen-teens to the present, and clips of a wide range of athletics and sports competitions. Often two or three of these things are happening simultaneously—for instance, the class may be asked at the same time to listen to a recording of a song, read a projection of the lyrics as the song plays, and view an image of the singer or of the subject or historical moment about which they are singing. This is not impossible to do with the decent but limited technology at our disposal in UTSC's classrooms, but it is impossible to do without the sorts of momentum-shifting glitches and hiccups that are all the more easily avoided when working with online tools that make multi-media curation commensurate with the digital and curatorial experience of the professor and equal to the contemporaneous and constantly evolving expectations of our students. In short, this already highly regarded course will be much better online.
2. The enrolment limits have been removed to allow for more enrolments in this course for both in-person and online offerings

**Consultation:** DCC Approval: October 19, 2022**Resources:** None**Budget Implications:** None**ENGC47H3: Modernist Poetry****Enrolment Limits:** ~~45~~**Delivery Method:** In-Class; Online**Rationale:**

1. The department is adding an online version of this course in order to support the department's strategic goal of offering diverse online and in-person learning experiences. Being able to offer a version of this course online will help improve accessibility for students, especially students with significant work or family responsibilities. It will help in creating flexible pathways through the program and reducing bottlenecks. Since online delivery began in 2020, this course has taken advantage of zoom to have international guest speakers virtually visit this course, exposing students to a wider literary community. Creating an online version of this course will make these international collaborations and conversations an ongoing part of our curriculum. This course also often includes video and audio content: songs, readings, and movie clips, all of which can be synchronously shown and discussed using online delivery in ways that aren't always possible in person. Assessment for this course is based on writing assignments. No in-class tests are needed, so online delivery will not affect the assessment.
2. The enrolment limits have been removed to allow for more enrolments in this course for both in-person and online offerings

**Consultation:**

Department Curriculum Committee (September 2022)

**Resources:**

None

**Budget Implications:** None**ENGC86H3: Creative Writing: Poetry II****Enrolment Limits:** ~~20~~**Delivery Method:** In-Class; Online**Rationale:**

1. The department is adding an online version of this course in order to support the department's strategic goal of offering diverse online and in-person learning experiences. Currently, all of our Creative Writing courses exclusively run in person. Adding an online version of this course to the calendar will make the course more accessible, especially for students with significant work or family responsibilities. It will help in creating flexible pathways through the program and reducing bottlenecks. Online delivery will also open up certain kinds of learning experiences. Showing videos of poetry readings will be easier online than in person. Therefore, it will enable synchronous learning and students to participate in different modes—both by speaking up and in the chat. The opportunity to use the Zoom Whiteboard feature to markup texts will help in workshopping poems. Assessment in this course is based on student writing, with no in-class exams. Assessment will not be affected by online delivery.
2. The enrolment limits have been removed to allow for more enrolments in this course for both in-person and online offerings

**Consultation:** DCC Approval: September 2, 2022**Resources:** None**Budget Implications:** None**ENGD53H3: Studies in Popular Genres****Enrolment Limits:** ~~22~~**Delivery Method:** In-Class; Online**Rationale:**

1. The department is adding an online version of this course to the calendar. This will support the department's strategic goal of offering diverse online and in-person learning experiences. It will help improve accessibility for students, especially with significant work or home responsibilities. It will help in creating flexible pathways through the program and reducing bottlenecks. In addition, the topic and mode of instruction for this text- and film-heavy course, in which the attentional demands and technological imperatives of treating text and film simultaneously (alongside running but nondisruptive commentary), are perfectly suited to the online platforms available to UTSC faculty and students. Online delivery allowed for a streamlined and stimulated conversation in the text-based chat that increased student attendance and participation (as well as professorial integration and intervention). Therefore, it will enable synchronous learning and students to participate in different modes—both by speaking up and in the chat.
2. The enrolment limits have been removed to allow for more enrolments in this course for both in-person and online offerings

**Consultation:** DCC Approval: October 19, 2022**Resources:** None.**Budget Implications:** None



**Language Studies (UTSC), Department of**

**13 New Courses**

**ECTB66H3: English and Chinese Interpreting Skills and Practices**

**Description:**

This course discusses the responsibilities, ethical principles, and codes of professional conduct for interpreters. The course introduces three types of interpreting: sight translation, consecutive interpreting, and simultaneous interpreting. Students will practice various skills and techniques required of a qualified interpreter, including note-taking, active listening, shadowing, retelling, paraphrasing, and memory retention. Students will also develop abilities in comprehension, analysis of language, and terminology. The course focuses on effective interpreting in the settings of the Ministry of Immigration and Citizenship, the Ontario Ministry of the Attorney General, and Community Service agencies.

**Enrolment Limits:** 30

**Prerequisites:**

Students must have oral and written communication skills in both English and Chinese languages.

**Methods of Assessment:**

Assessment is comprised of both theoretical and practical aspects. The course work includes interpreting projects, essays on interpreting analysis, and group presentations.  
The tests consist of basic knowledge of the relevant areas and skills of sight translation, consecutive interpreting, and simultaneous interpreting.

**Breadth Requirements:**

Arts, Literature & Language  
University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

Students will:

1. Be able to carry out the responsibilities, ethical principles, and codes of professional conduct for interpreters.
2. Be able to conduct three types of interpreting: sight translation, consecutive interpreting, and simultaneous interpreting.
3. Gain and apply various skills and techniques required of a qualified interpreter including note-taking, active listening, shadowing, retelling, paraphrasing, and memory retention.
4. Develop abilities in comprehension, analysis of language, and terminology.
5. Be equipped to perform effective interpreting in the settings of the Ministry of Immigration and Citizenship, the Ontario Ministry of the Attorney General, and Community Service agencies.

**Topics Covered:**

Topics will include basic knowledge of ethical responsibilities of an interpreter, three types of interpreting, skills and techniques of interpreting, and the settings of interpreting.

**Methods of Assessment**

Assessment is comprised of both theoretical and practical aspects. The course work includes interpreting projects, essays on interpreting analysis, and group presentations.  
The tests consist of basic knowledge of the relevant areas and skills of sight translation, consecutive interpreting, and simultaneous interpreting.

**Rationale:**

This course is part of the English and Chinese Translation minor program.  
Although interpreting is an indispensable part of translation practice, there is no interpreting course among the existing ECT courses. This course will make up the gap.  
This course will not replace any existing course. It will bring out a new possible stream of translation studies and practice.

**Consultation:**

Associate Chair, English and Chinese Translation (Christopher Payne)  
DCC approval: Oct 17, 2022  
RO approval: Sept 29, 2022

**Resources:**

There are no resource implications to this proposal. Course will be taught by a regular faculty member.
<b>Overlap with Existing Courses:</b> There are no similar courses in other academic units either at UTSC or elsewhere at the University of Toronto.
<b>Estimated Enrolment:</b> 30
<b>Instructor:</b> Jingsong Ma
<b>Proposal Status:</b> Under Review

### ECTB71H3: Medical Terminology, Translation and Interpretation I

<b>Impact on Programs:</b> This Proposal triggers modifications in the unit's programs(s)
<b>Description:</b> Medical Language is a unique linguistic phenomenon. Medical translation and interpretation play a vital role in healthcare delivery to patients with limited English proficiency. In this comprehensive foundation course, students will study medical terminology in the context needed to translate and/or interpret in various healthcare settings, including Greek and Latin root words, prefixes, suffixes, combining forms and abbreviations, etc., and their Chinese language versions. This course also covers W.H.O. international standard terminologies on traditional Chinese medicine from Chinese to English.
<b>Enrolment Limits:</b> 30
<b>Recommended Preparation:</b>  Proficiency in English and Chinese
<b>Methods Assessment:</b> -Assignments, quizzes, test(s), (40%) -Final examination (40%) -Weekly postings on Discussions, reinforcing what is covered in class and homework readings out of class. (10%) -Weekly quizzes (10%)
<b>Breadth Requirements:</b> Arts, Literature & Language University of Toronto Scarborough
<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> At the end of this course, students will have: 1. Gained a comprehensive foundation in basic medical terminology for medical translation and interpreting contexts 2. Learned to recognize and understand basic medical terms and concepts, and their Chinese translation 3. Learned to identify and decipher medical abbreviations and their Chinese translations 4. Learned to analyze unfamiliar terms through word roots, prefixes, suffixes, and combining forms 5. Acquired knowledge of WHO international standard terms and concepts of Traditional Chinese Medicine and their English translation
<b>Topics Covered:</b> - Common root and musculoskeletal terms, and Chinese translation - Integumentary and digestive terms, and Chinese translation - Cardiovascular and respiratory terms, and Chinese translation - Urinary and reproductive terms, and Chinese translation - Review of neurosensory terms and root words, and Chinese translation - Core prefixes and suffixes from A to Z, and Chinese translation - Colour prefixes and suffixes and abbreviated titles, and Chinese translation - Common abbreviations from A to Z, and Chinese translation - Specialized abbreviations, and Chinese translation - Directional terms and word combinations, and Chinese translation - Fundamental terms and concepts in Traditional Chinese Medicine (TCM), such as the Yin-Yang and the Five Elementary Theory and cognate terms, the Zang-Xiang Theory and related terms, in Chinese and English. (The TCM part of the course will be included weekly instead of toward the end of the semester only.) - General review  Notes: (1) Topics proposed are adapted from a six-week course titled Medical Terminology: A Word Association Approach (See No. 6 on the list: <a href="https://www.gale.com/elearning/gale-courses">https://www.gale.com/elearning/gale-courses</a> )  (2) Terminology translation into Chinese is not as challenging as one might think. Students translate terminologies into Chinese in the subjects they are studying no matter whether they are in computer science, economics, linguistics, or management. Translated medical terminologies in Chinese are readily available. The Greek/Latin components are challenging, and so are some medical concepts to some students. Through translation practice with the aid of various online medical dictionaries and other sources, students should be able to understand the basic medical terms and concepts. The challenging parts are translating medical texts with long sentences and new and complicated concepts. The most challenging aspect will be interpreting in a healthcare setting. Courses at C-level and D-level can hopefully be proposed in the future if this first course runs successfully.

<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>- This course is meant to fill in a gap in the current curriculum of the English-Chinese Translation program that does not engage with the field of medicine. Medical interpreting is in very high demand. Ontario's health care system is increasingly recognizing translation as a key part of health equity as a goal and guiding principle of service delivery. (<a href="https://www.wellesleyinstitute.com/wp-content/uploads/2018/04/Language-Interpretation-Services-in-the-GTA.pdf">https://www.wellesleyinstitute.com/wp-content/uploads/2018/04/Language-Interpretation-Services-in-the-GTA.pdf</a> - see p. 6 and Endnote 17).</li> <li>-This course is a practical response to the large Chinese community needs in the GTA and North America more widely. In the GTA, the Healthcare Interpretation Network (HIN) was established over two decades ago by several GTA hospitals and healthcare centres, yet as of now, there is no full training program at the undergraduate level in Canada.</li> <li>-This course has a potential to become the first of a series of courses in a professional translation certificate program in the future, which could be complementary to the new Scarborough Academy of Medicine and Integrated Health (SAMIH) at UTSC. Hence it makes sense to set the course code at the B-level and the course title Medical Terminology, Translation and Interpretation I, in the hope that Medical Terminology, Translation and Interpretation II and more courses in the field can be established in the future.</li> </ul> <p>ECTB71H3 is designed after having carried out thorough research of the relevant offerings at the post-graduate level at York University Glendon Campus, Seneca College and other colleges of Ontario, Simon Fraser University Continuing Studies, BC.</p>
<p><b>Consultation:</b></p> <p>ECT faculty consultation DCC approval: November 8, 2022 RO approval: October 20, 2022</p>
<p><b>Resources:</b></p> <p>None. It will be taught by regular faculty and no TA support needed.</p>
<p><b>Overlap with Existing Courses:</b></p> <p>-No department at the tri-campus U of T offers a similar language-translation/interpretation course.</p>
<p><b>Programs of Study for Which This Course Might be Suitable:</b></p> <p>The "integrated health" component of the planned SAMIH might have students interested in this proposal, but this cannot be confirmed at the present time.</p>
<p><b>Estimated Enrolment:</b></p> <p>30</p>
<p><b>Instructor:</b></p> <p>Dr. Helen Wu</p>
<p><b>Proposal Status:</b></p> <p>Under Review</p>

### ECTC60H3: Translation and Gender

<p><b>Description:</b></p> <p>This course examines the role of translation in understanding the social production of gender and sexuality as crucial systems of power. Students will use gender and translation to interrogate cultural production and social systems, paying close attention to how gender and sexuality intersect with other categories of social difference, such as sexuality, race, ethnicity, class, and (dis)ability. Students will connect the assigned academic readings to "real-life" examples in the news, media, and their own lives, thereby producing critical reflection on their role as translators in facilitating dialogues for change.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b></p> <p>Completion of 4.0 credits, with 2.0 credits at the B-level</p>
<p><b>Methods Assessment:</b></p> <p>Active Participation: 40%</p> <ul style="list-style-type: none"> <li>-Reading notes (20%)</li> <li>-Participation in class discussion (10%)</li> <li>-Weekly reflections (10%)</li> </ul> <p>Research Essays (60%)</p> <ul style="list-style-type: none"> <li>-Presentation (20%)</li> <li>-Final essay (40%)</li> </ul>
<p><b>Breadth Requirements:</b></p> <p>Arts, Literature &amp; Language University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b></p> <p>Y</p>
<p><b>Credit Value:</b></p> <p>fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p> <p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify key scholars in the field and their theories, both classical and emerging</li> <li>2. Demonstrate in-depth knowledge of gender as intersectional categories of analysis</li> <li>3. Actively reflect upon ordinary/accepted modes of thinking about gender, sexuality and translation, and construct new modes of thinking oriented toward change</li> <li>4. Develop a critical, intersectional awareness of gender and sexuality in the social and cultural contexts of Canada and the world</li> </ol>



<p>5. Advance critical reading skills of academic literature on translation and gender, including reading, analyzing, and summarizing the argument of secondary literature; selecting and analyzing primary materials including visual contents</p> <p>6. Develop communication skills through class discussion and writing assignments</p> <p>7. Develop research skills of formulating questions of critical inquiry, adopting appropriate theory-informed methodologies, discussing selected examples of contemporary issues concerning the sociology of religion, and reaching conclusion through analyses and discussions.</p> <p>8. Develop transferrable skills and apply theoretical knowledge to critical analyses of contemporary issues concerning translation and gender</p>
<p><b>Topics Covered:</b></p> <p>W1 Gender and the Metaphorics of Translation</p> <p>W2 The Politics of Translation</p> <p>W3 The Revolution of Language</p> <p>W4 Queer Politics of Translation</p> <p>W5 Epistemology of the Closet</p> <p>W6 Homonationalism</p> <p>W7 Intersectionality and Translation</p> <p>W8 Race and Translation</p> <p>W9 Home, Belonging, and Translation</p> <p>W10 Do Muslim Women Need Saving?</p> <p>W11 Translation, Diversity, and Inclusion</p> <p>W12 Student Presentations</p>
<p><b>Rationale:</b></p> <p>This course is designed to enrich the offerings of translation theories and other research-informed curricula in the existing ECT Minor Program and the ECT Major program under preparation by fleshing out the ways in which translation studies evolves with gender and sexuality studies, and thereby filling a gap in the current ECT curriculum. This course will also connect ECT students to other areas of research and vice versa. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.</p>
<p><b>Consultation:</b></p> <p>DCC approval: Oct 17, 2022</p> <p>RO approval: Sept 29, 2022</p>
<p><b>Resources:</b></p> <p>There are no resource implications for this proposal.</p> <p>This course will be taught by regular ECT faculty. No additional TA support or resources will be required.</p> <p><b>Budget Implications:</b></p>
<p><b>Overlap with Existing Courses:</b></p> <p>There are no similar courses taught at the University of Toronto.</p>
<p><b>Estimated Enrolment:</b></p> <p>30</p>
<p><b>Instructor:</b></p> <p>Regular Faculty</p>
<p><b>Proposal Status:</b></p> <p>Under Review</p>

### ECTC64H3: Translating Cultures in a Polarizing World

<p><b>Description:</b></p> <p>This course focuses on understanding and applying concepts of cultural translation and “otherness” from the perspectives of anthropology and translation studies. By taking this course, students will learn that translators are mediators between cultures beyond language translations. The wider concept of translation requires understanding culture and otherness, and almost any intercultural communication involves translation. Students will be able to locate themselves in the wider context as translators/interpreters, understand cultural production and social systems, and pay close attention to how cultural translation intersects with other categories of social difference. Students will connect the assigned academic readings to “real-life” examples in the news, media, and their own lives, thereby forming new understandings of cultural translation.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b></p> <p>4.0 credits, with 2.0 credits at the B-level</p>
<p><b>Methods of Assessment:</b></p> <p>-Weekly reflection (10%)</p> <p>-Presentation (20%)</p> <p>-1 x field report (30%)</p> <p>-1 x essay (40%)</p>
<p><b>Breadth Requirements:</b></p> <p>Arts, Literature &amp; Language</p> <p>University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b></p> <p>Y</p>
<p><b>Credit Value:</b></p> <p>fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p> <p>On successful completion of this course, students will be able to:</p>

<ol style="list-style-type: none"> <li>1. Develop knowledge of translation theories and methods relating to translation of cultures</li> <li>2. Confidently and effectively mediate across cultural differences in the real world</li> <li>3. Develop transferrable skills and apply theoretical knowledge to critical analyses of contemporary issues concerning cultural translation</li> </ol>
<p><b>Topics Covered:</b> The proposed course will cover the following topics:</p> <ol style="list-style-type: none"> <li>1. A Brief History of Cultural Translation</li> <li>2. Anthropology and Translation</li> <li>3. Translators and Global Citizenship</li> <li>4. Translation and Representation</li> <li>5. Translation against “clash of civilizations”</li> <li>6. Cultural Issues in Translating Arts, Media, and Literature</li> <li>7. Cultural Issues in Translating Religion</li> <li>8. Thick Description and Thick Translation</li> <li>9. Translation and Power</li> <li>10. Translation and Ideology</li> </ol>
<p><b>Rationale:</b> This course is designed to enrich the offerings of research-based curricula in the existing ECT Minor Program and the ECT Major program under preparation by introducing to the students how translation helps facilitate the cross-cultural understandings, and thereby filling a gap in the current ECT curriculum. This course will also connect ECT students to other fields of research and vice versa. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.</p>
<p><b>Consultation:</b> DCC approval: Oct 17, 2022 RO approval: Oct 20, 2022</p>
<p><b>Resources:</b> There are no resource implications to this proposal</p> <p><b>Budget Implications:</b></p>
<p><b>Overlap with Existing Courses:</b> There are no similar courses taught at the University of Toronto.</p>
<p><b>Estimated Enrolment:</b> 30</p>
<p><b>Instructor:</b> Regular Faculty</p>
<p><b>Proposal Status:</b> Under Review</p>

### ECTC65H3: Translation and Religion

<p><b>Description:</b> Religious translations facilitated some of the most vibrant cultural exchanges throughout history. Catholic missionaries and Chinese scholars translated not only the Bible but also Euclid's Elements. Many Protestant missionaries later became the earliest Sinologists and translated foundational Confucian texts including The Analects. The translation of Buddhist scriptures influenced Daoist discourses, Chinese philosophy, neo-Confucianism, everyday practices and way of life. The course will open with an introduction to these fascinating histories and explore the complex relationship between religion and translation in various contexts, with an emphasis on both institutional religions, such as Christianity, Buddhism, Islam, Confucianism, and Daoism, and also on what are known as Chinese popular or folk religions.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b>  Completion of 4.0 credits, with 2.0 credits at the B-level</p>
<p><b>Methods of Assessment:</b> Active Participation: 40% -Reading notes (20%) -Participation in class discussion (10%) -Weekly reflections (10%)  Research-Based Presentation (60%) -Presentation (20%) -Final essay (40%)</p>
<p><b>Breadth Requirements:</b> Arts, Literature &amp; Language University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b> Y</p>
<p><b>Credit Value:</b> fixed: 0.5</p>
<p><b>Learning Outcomes:</b> Upon completion of the course, students will be able to: 1. Identify key translators of foundational religious texts</p>

<p>2. Demonstrate in-depth knowledge of religious translation as cultural facilitators</p> <p>3. Develop critical reading skills of academic literature on translation and gender, including reading, analyzing, and summarizing the argument of secondary literature; selecting and analyzing primary materials including visual contents</p> <p>4. Develop communication skills through class discussion and writing assignments</p> <p>5. Advance research skills of formulating questions of critical inquiry, adopting appropriate theory-informed methodologies, discussing selected examples of contemporary issues concerning the sociology of religion, and reaching conclusion through analyses and discussions.</p> <p>6. Develop transferrable skills and apply theoretical knowledge to critical analyses of contemporary issues concerning translation and religion</p>
<p><b>Topics Covered:</b> The course will cover the following topics:</p> <ol style="list-style-type: none"> <li>1. Introduction: Sinicizing Religion? Culture, Belief, and Discourse</li> <li>2. Translating Christianity</li> <li>3. Translating Buddhism</li> <li>4. Translating Confucianism</li> <li>5. Translating Daoism</li> <li>6. Translating Islam</li> <li>7. Translating Popular Religions</li> </ol>
<p><b>Rationale:</b> This course is designed to enrich the offerings of translation theories and histories in the existing ECT Minor Program and the ECT Major program under preparation by introducing the role translation plays in facilitating cross-cultural, transnational exchanges of major world religions. This course will therefore fill a gap in the current ECT curriculum. This course will also connect ECT students to other fields of research and vice versa. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.</p>
<p><b>Consultation:</b> DCC approval: Oct 17, 2022 RO approval: Sept 29, 2022</p>
<p><b>Resources:</b> There are no resource implications to this proposal. This course will be taught by regular ECT faculty. No additional TA support or resources will be required.</p>
<p><b>Overlap with Existing Courses:</b> There are no similar courses taught at the University of Toronto.</p>
<p><b>Estimated Enrolment:</b> 30</p>
<p><b>Instructor:</b> Regular Faculty</p>
<p><b>Proposal Status:</b> Under Review</p>

### ECTC66H3: History of Translation

<p><b>Description:</b> This course aims to introduce students to the history of translation from both Western and Chinese perspectives. Students will learn the evolution of thoughts about translation through studying extracts of articles by Chinese and Western thinkers as well as examples of translation to understand the various approaches and methodologies in their cultural, social, and historical contexts. The course provides opportunities for students to deepen their knowledge of translation studies and prepare them for higher level content of the discipline.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b>  [ECTB58H3 or ECTB61H3], and completion of 4.0 credits</p>
<p><b>Recommended Preparation:</b>  CTLA01H3 and/or LINB18H3, as well as one course from LGGC64H3, LGGC65H3, LGGD66H3, and LGGD67H3</p>
<p><b>Methods Assessment:</b> Two workshop presentations to provide a venue for exchanging ideas on the course content--20% Two short papers to help students formulate research topics on the course content--20% Mid-term examination to measure students' grasp of the course content--20% Final paper to evaluate students' overall mastery of the course content--35% Active in-class participation--5%</p>
<p><b>Breadth Requirements:</b> Arts, Literature &amp; Language University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b> Y</p>
<p><b>Credit Value:</b> fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p>

<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire the cultural, social, and historical contexts of translation approaches and methodologies</li> <li>2. Grasp the evolution of thoughts about translation from Western and Chinese perspectives</li> <li>3. Apply knowledge gained to translation criticism and research</li> <li>4. Initiate research topics on translation studies</li> </ol> <p>The course learning outcomes will support the program learning outcomes and contribute to enriching the program's interdisciplinary coverage, sharpening students' transcultural understandings, and expanding students' horizon to cover emerging areas of translation in cultural, historical, and societal contexts.</p>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>• Western history of translation</li> <li>• Chinese history of translation</li> </ul>
<p><b>Rationale:</b></p> <p>This course is designed to fill a gap in the course offerings of the existing ECT Minor Program and the ECT Major program under preparation. The course comprehensively covers the history of translation from Western and Chinese perspective, which prepares students for higher-level content in translation studies, such as contemporary translation theories. This course will also help students build the foundation for pursuing research programs in translation studies at the postgraduate level. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.</p>
<p><b>Consultation:</b></p> <p>DCC approval: Oct 17, 2022 RO approval: Oct 20, 2022</p>
<p><b>Resources:</b></p> <p>There are no resource implications to this proposal. This course will be taught by regular ECT faculty. No additional TA support or resources will be required.</p> <p><b>Budget Implications:</b></p>
<p><b>Overlap with Existing Courses:</b></p> <p>There are no similar courses taught at the University of Toronto.</p>
<p><b>Estimated Enrolment:</b></p> <p>30</p>
<p><b>Instructor:</b></p> <p>Regular Faculty</p>
<p><b>Proposal Status:</b></p> <p>Under Review</p>

### ECTC67H3: Special Topics in Translation

<p><b>Description:</b></p> <p>This course is a special seminar on a subject determined by the instructor's research interest or expertise in translation that fall outside of the English and Chinese Translation Major/Minor program's current course offerings. Special topics can include selected issues and problems in the theory and practice of translation. This course may be repeated for credit when topic changes.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b></p> <p>[ECTB58H3 or ECTB61H3] and completion of 4.0 credits</p>
<p><b>Recommended Preparation:</b></p> <p>[CTLA01H3 or LINB18H3] as well as one course from [LGGC64H3, LGGC65H3, LGGD66H3, or LGGD67H3]</p>
<p><b>Methods Assessment:</b></p> <p>The method of assessment depends on the topic. It can include class participation, presentations, translation assignments, reflective essays, etc.</p>
<p><b>Breadth Requirements:</b></p> <p>Arts, Literature &amp; Language University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b></p> <p>Y</p>
<p><b>Credit Value:</b></p> <p>fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p> <p>The course learning outcomes will depend on the topic, but the course will support the program learning outcomes and contribute to enriching the program's course offerings that:</p> <ol style="list-style-type: none"> <li>1. Nurture students' field-specific skills of translation or strengthening students' capability of initiating research in translation studies</li> <li>2. Introduce students to real-world translation practice</li> <li>3. Enrich the program's interdisciplinary coverage</li> <li>4. Expand students' horizon to cover emerging areas of translation in cultural, historical, and societal contexts</li> </ol>
<p><b>Topics Covered:</b></p> <p>The topic will change each time when this course is offered</p>
<p><b>Rationale:</b></p>

<p>This course is designed to enrich the offerings of the existing ECT Minor Program and the ECT Major program under preparation. It also offers ECT instructors the opportunity to teach emerging topics in translation based on their interest, and therefore may generate opportunities in developing these topics into new courses on their own in the future. This course potentially fills gaps of the current course offerings of the ECT Major/Minor program. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.</p>
<p><b>Consultation:</b>  DCC approval: Oct 17, 2022  RO approval: Oct 20, 2022</p>
<p><b>Resources:</b>  There are no resource implications to this proposal. This course will be taught by regular ECT faculty. No additional TA support or resources will be required.</p>
<p><b>Overlap with Existing Courses:</b>  There are no similar courses taught at the University of Toronto.</p>
<p><b>Estimated Enrolment:</b>  30</p>
<p><b>Instructor:</b>  Regular Faculty</p>
<p><b>Proposal Status:</b>  Under Review</p>

### ECTD60H3: Translating Modernity

<p><b>Description:</b>  What are the greatest critical theories that helped shape our modern world? How are these ideas translated across geopolitical and cultural contexts? How did they help people envision a different way to live, think, and love? This course examines how some of the greatest thoughts and ideas that shaped our modern world get translated. We will look at key thinkers, their texts, the social, cultural, and political contexts of their times and that of their translators. We will discuss the role of translation in facilitating cross-cultural exchanges and societal changes.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b>  Completion of 4.0 credits, with 2.0 credits at the B-level</p>
<p><b>Methods of Assessment:</b>  Active Participation 40%  -Reading notes (20%)  -Participation in class discussion (10%)  -Weekly reflections (10%)    Research Essays (60%)  -Presentation (20%)  -Final essay (40%)</p>
<p><b>Breadth Requirements:</b>  Arts, Literature &amp; Language  University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b>  Y</p>
<p><b>Credit Value:</b>  fixed: 0.5</p>
<p><b>Learning Outcomes:</b>  Upon completion of this course, students will be able to:  1. Identify key critical thinkers and their theories  2. Identify key translators of those modern ideas  3. Demonstrate in-depth knowledge of the role of translation in facilitating cultural exchanges and societal changes  4. Develop critical reading skills of academic literature on translation and critical theories, including reading, analyzing, and summarizing the argument of secondary literature; selecting and analyzing primary materials including visual contents  5. Advance communication skills through class discussion and writing assignments  6. Develop research skills of formulating questions of critical inquiry, adopting appropriate theory-informed methodologies, discussing selected examples of contemporary issues concerning the sociology of religion, and reaching conclusion through analyses and discussions.  7. Develop transferrable skills and apply theoretical knowledge to critical analyses of contemporary issues</p>
<p><b>Topics Covered:</b>  Topics covered in this course will include:  1. Liberalism  2. Democracy  3. Marxism  4. Postcolonialism  5. Modernism  6. Feminism  7. Queer Theory  8. Affect Theory  9. Translating from #BLM to #StopAsianHate</p>

<p><b>Rationale:</b> This course is designed to enrich the offerings of research-based curricula in the existing ECT Minor Program and the ECT Major program under preparation by introducing to the students how translation helps facilitate the greatest ideas that helps shape our modern world, and thereby filling a gap in the current ECT curriculum. This course will also connect ECT students to other fields of research and vice versa. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.</p>
<p><b>Consultation:</b> DCC approval: Oct 17, 2022 RO approval: Sept 29, 2022</p>
<p><b>Resources:</b> There are no resource implications to this proposal. This course will be taught by regular ECT faculty. No additional TA support or resources will be required.</p>
<p><b>Overlap with Existing Courses:</b> There are no similar courses taught at the University of Toronto.</p>
<p><b>Estimated Enrolment:</b> 30</p>
<p><b>Instructor:</b> Regular Faculty</p>
<p><b>Proposal Status:</b> Under Review</p>

### ECTD63H3: Cultural Translation and Interpretation

<p><b>Description:</b> This course will introduce students to the processes of negotiation and adaptation associated with the translation and interpretation of languages behind the cultural phenomena of everyday life. Students will explore examples from across cultural domains (film, TV, and literature) and develop understanding the concept of “cultural translation” as a gesture of interpretation of the objects of human expression that suffuse the practice of everyday life in the social sphere. Students will also have ample experience in audience-focused English and Chinese translation.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b>  [ECTB58H3 or ECTB61H3]</p>
<p><b>Recommended Preparation:</b>  [CTLA01H3 or LINB18H3] and one course from [LGGC64H3, LGGC65H3, LGGD66H3, or LGGD67H3]</p>
<p><b>Methods of Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Weekly practice of translation and critical reading of translation in film, TV and literature to consolidate the understanding of cultural translation theories.</li> <li>2. One Experiential learning project of translating Chinese Canadian diasporic literature</li> <li>3. One reflective essay for understanding of the objects of human expression in different social spheres. It also helps students build up the attendant gestures of thoughtful reflection and analysis as a translator.</li> <li>4. One group presentation on critical review of media translation for the application of theories to practices.</li> <li>5. One individual assignment of examining fiction with their recreations into different cultures and into various media forms to develop critical thinking skills.</li> <li>6. Mid-term clinical workshop to identify learning progress and for translation strategy exchange.</li> <li>7. Final examination to evaluate students’ overall mastery of the course content.</li> <li>8. Active in-class participation.</li> </ol>
<p><b>Breadth Requirements:</b> Arts, Literature &amp; Language University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b> Y</p>
<p><b>Credit Value:</b> fixed: 0.5</p>
<p><b>Learning Outcomes:</b> Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate in-depth knowledge of the postmodern theories of cultural translation.</li> <li>2. Identify what meanings of one text have both been produced and lost through cultural and media translation and interpretation.</li> <li>3. Analyze how different people operationalize interpretation in different times and in different places in a bid to achieve different ends within different audiences.</li> <li>4. Translate texts from various cultural domains (film, TV and literature) to address the deliberate, purposeful acts of interpretation that aim to impact specific audiences in specific ways.</li> <li>5. Develop skills of directing words towards the audience in English and Chinese translation practice.</li> </ol> <p>The course will strengthen the program learning outcomes by introducing students to a broader view of using translation as a critical tool in the analysis and interpretation of cultural phenomena.</p>
<p><b>Topics Covered:</b> Topics covered in this course will include:</p> <ol style="list-style-type: none"> <li>1. Post modern theories of cultural translation</li> </ol>

<p>2. Translation as a hermeneutic gesture of reading and writing on cultural phenomena</p> <p>3. Cultural translation in film, TV and literature</p> <p>4. Interpretive methods to effect change in cultural translation</p>
<p><b>Rationale:</b></p> <p>This course will enrich the ECT program by addressing translation and interpretation of the demanding cultural domains, e.g., film, TV and literature. It requires significant work and effort to analyze how people in different cultural groups translate and interpret things and concepts and how people's values and beliefs are enacted in the process of translation and interpretation. It also introduces students to the interpretive methods of philosophical hermeneutics and therefore fills a gap in the ECT curriculum by offering students a means of thinking critically about the many ways in which difference works in translation. This course is going to serve all students of the ECT program. This course will not replace any existing course.</p>
<p><b>Consultation:</b></p> <p>Consultation with Dr. Helen Wu within the department unit in June 2022, and then with Dr. Jia Ma, Associate Professor of Department of Languages, Literatures and Linguistics, York University in July 2022.</p> <p>DCC approval: Oct 17, 2022</p> <p>RO approval: Sept 29, 2022</p>
<p><b>Resources:</b></p> <p>There are no resource implications to this proposal.</p> <p>This course will be taught by regular ECT faculty. No additional TA support or resources will be required.</p>
<p><b>Overlap with Existing Courses:</b></p> <p>There are no similar courses taught at the University of Toronto.</p>
<p><b>Estimated Enrolment:</b></p> <p>30</p>
<p><b>Instructor:</b></p> <p>Regular Faculty</p>
<p><b>Proposal Status:</b></p> <p>Under Review</p>

### ECTD65H3: Translation Studies and Theory After the Cultural Turn

<p><b>Description:</b></p> <p>This course examines theoretical developments in the field of Translation Studies from the late 1980s to the present day. First, it considers the linguistic approach to translation that held sway for much of the first half and more of the 20th century. Attention then shifts to how culture impacts not just the translated product, but also the process by which translators operate (the so-called 'cultural turn'). Focus is on close readings of formative theoretical texts (for example, those by Bassnett, Lefevere, Pym, Venuti and others). Students will critically engage with significant translation theories since the late 1980s, analyse translations to identify how these theories function, and consider how they influence their own translation practice.</p>
<p><b>Enrolment Limits:</b> 30</p>
<p><b>Prerequisites:</b></p> <p>Completion of 4.0 credits, with 2.0 credits at the B-level</p>
<p><b>Recommended Preparation:</b></p> <p>Experience in translating is recommended (although not required); translation experience can be in any language pair, e.g., Chinese – English; French – English; Korean – English, etc.</p>
<p><b>Methods Assessment:</b></p> <p>Students will be assessed as follows:</p> <ul style="list-style-type: none"> <li>- Active participation -- 10%</li> <li>-Five critical reports on chosen readings--50%</li> <li>-Final examination--40%</li> </ul>
<p><b>Breadth Requirements:</b></p> <p>Arts, Literature &amp; Language</p> <p>University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b></p> <p>Y</p>
<p><b>Credit Value:</b></p> <p>fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p> <p>Learning outcomes are grouped below under the subheadings (i) aims; (ii) knowledge and understanding; (iii) intellectual skills; (iv) practical skills:</p> <p><b>Aims:</b></p> <ol style="list-style-type: none"> <li>1. Foster greater awareness of how cultures and histories impact the practice of translation</li> <li>2. Provide students the opportunity to analyse and examine key theoretical texts in the discipline of Translation</li> </ol> <p><b>Studies</b></p> <ol style="list-style-type: none"> <li>1. Improve students' ability to express complex ideas in oral and written form</li> </ol> <p><b>Knowledge &amp; Understanding:</b></p> <ol style="list-style-type: none"> <li>2. Show familiarity with key theoretical texts that conceptualise understandings of the importance of culture in translation</li> <li>3. Demonstrate how such an awareness of culture in translation enriches the field of Translation Studies beyond that of language learning</li> </ol>

4. Illustrate how knowledge of culture in translation enables greater cultural sensitivity

**Intellectual Skills:**

1. Read, discuss and critically analyse primary theoretical texts in the field of Translation Studies
2. Apply independent critical thinking skills when approaching sophisticated academic texts
3. Make connections between cultures, translations and translation processes
4. Express ideas about the importance of cultural sensitivity in relation to translations and translation processes

**Practical Skills:**

1. Think independently and analytically about writing
2. Express ideas clearly in speech and writing
3. Read effectively (both primary and secondary texts)
4. Collaborate well in groups

**Topics Covered:**

Topics covered by the course will include:

The linguistic approach to translation studies

- Searching for linguistic equivalencies

Transforming the discipline - turning to culture in the 1980s and 1990s

- The construction of cultures through translation

Fin de siècle anxieties and early 21st century translation theories

- The (in)visibility of the translator

Translation theories in the noughties

- New world orders, translation and the question of power

Translation theories since the 2010s

- Migrations, decolonisations, new power structures

**Rationale:**

This course aims to diversify offerings in the existing ECT Minor Programme and add to the planned course offerings for the ECT Major currently under preparation. One of the primary goals of the major in ECT is to furnish students with the knowledge necessary to pursue graduate level studies in translation. Knowledge of key theoretical issues in the discipline of Translation Studies is therefore essential, and the main rationale for developing this unit. The proposed course fits into the ECT major at the D level, serving to theoretically orientate students and prepare them for graduate studies. Since the current ECT Minor Programme does not offer specific units dedicated to translation theory, this course unit will address this lacuna in the ECT curriculum; it will not replace an existing course(s).

**Consultation:**

Consultation was carried out amongst ECT faculty during the weeks of 19 – 23 Sept and 26 – 30 Sept 2022.

DCC approval: Oct 17, 2022

RO approval: Sept 29, 2022

**Resources:**

There are no resource implications to this proposal.

This course unit will be taught by one existing staff member of the Department of Language Studies (Dr Christopher PAYNE); TA support is not needed; no additional equipment or infrastructure will be needed; there will be no ancillary/laboratory fees

**Overlap with Existing Courses:**

There is no overlap.

**Programs of Study for Which This Course Might be Suitable:**

Whilst this proposed unit is housed in the ECT programme within DLS, it is suitable for students studying translation regardless of language pair(s) used

**Estimated Enrolment:**

30

**Instructor:**

Christopher Payne

**Proposal Status:**

Under Review

### ECTD66H3: Translation and Adaptation

**Description:**

This course aims to introduce students to critical engagements with intersemiotic translation (i.e., the practices of interpretation between different sign systems) through adaptation in the English-Chinese transcultural context. Students will interpret a broad range of transcultural intermedia productions across literary works, films, comics, pop songs, manga, etc., through the lenses of ideas such as rewriting, intertextuality, multimodality, cultural appropriation, etc. The course emphasizes the ideological implications and power dynamics in intersemiotic translation between works of Anglophone and Sinophone cultures.

**Enrolment Limits:** 30

**Prerequisites:**

[ECTB58H3 or ECTB61H3] and completion of 4.0 credits

**Recommended Preparation:**

[CTLA01H3 or LINB18H3], ECTC62H3, as well as one course from [LGGC64H3, LGGC65H3, LGGD66H3, or LGGD67H3]

**Methods of Assessment:**



- Two assignments of short essays to help students explore intersemiotic translation through relevant theoretical concepts--20%
- Two workshop presentations (each 10%) to provide a venue for exchanging ideas of critical engagements with transcultural intermedia productions--20%
- Mid-term quiz to measure students' grasp of the course content--20%
- Final essay to evaluate students' overall mastery of the course content--35%
- Active in-class participation--5%

**Breadth Requirements:**

Arts, Literature & Language  
University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Interpret intersemiotic translations from both aesthetic and critical perspectives
2. Understand the concepts of intersemiotic translation and multimodality in the research of translation studies
3. Comprehend the nuanced ideological implications and power dynamics in intersemiotic translation and beyond
4. Initiate preliminary research topics in intersemiotic translation and multimodality in English-Chinese transcultural context

The course learning outcomes will support the program learning outcomes and contribute to enriching the program's course offerings that nurture students' abilities to understand the cultural context of various types of translation between English and Chinese. The course respects the program's approach of encouraging students to engage real-world translation practice critically.

**Topics Covered:**

The following topics will be covered in the course:

- Intersemiotic translation
- Trans-genre adaptation
- Multimodality in media
- Translation and popular visual culture
- Translation and film
- Translation and MTV

**Rationale:**

This course is designed to diversity the course offerings of the existing ECT Minor Program and the ECT Major program under preparation by introducing students to the area of intersemiotic translation between Anglophone and Sinophone culture. Intersemiotic translation is not only one of the significant categories of translation but also the most prominent type of translation in cultural life. As the current ECT Minor Program does not have a course specifically designed to cover this particular type of translation, this course will fill a gap in the ECT curriculum for the existing ECT Minor and the future Major program. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.

In addition to literature and film, the proposed course also concerns itself with other genres and the context of intersemiotic translation between Anglophone and Sinophone culture.

**Consultation:**

DCC approval: Oct 17, 2022  
RO approval: Sept 29, 2022

**Resources:**

There are no resource implications to this proposal.  
This course will be taught by regular ECT faculty. No additional TA support or resources will be required.

**Overlap with Existing Courses:**

There is no overlap.

At UTSC, ENGB29H3: Shakespeare and Film, as its title suggests, is only about the different film versions of Shakespeare's works.

ENGC56H3: Literature and Media: From Page to Screen explores the relationship between written literature and film, but the proposed course on intersemiotic translation emphasizes the practice of interpreting adaptations from the perspective of translation studies.

**Estimated Enrolment:**

30

**Instructor:**

Regular Faculty

**Proposal Status:**

Under Review

**ECTD67H3: Translation and the Arts**

**Description:**

This course aims to introduce students to the essential knowledge and skills needed in translating texts related to the arts. Students will learn to identify the linguistic, cultural, and ideological features of texts for exhibitions, festivals, and other curated arts activities, and use appropriate strategies in translating the texts of this genre. The course provides ample opportunities for students to practice translating real-world texts from a wide range of museum exhibitions, literary festivals, film festivals, and other arts events between English and Chinese.

**Enrolment Limits:** 30

**Prerequisites:**

[ECTB58H3 or ECTB61H3] and completion of 4.0 credits

**Recommended Preparation:**

[CTLA01H3 or LINB18H3] as well as one course from [LGGC64H3, LGGC65H3, LGGD66H3, or LGGD67H3]

**Methods of Assessment:**

- Weekly practice of translation or critical analysis of shorter arts texts to broaden students' knowledge and capability of translating various types of arts texts--10%
- Two assignments of translating longer arts texts to help students consolidate the knowledge of translation of such texts--10%
- Two workshop presentations to provide a venue for exchanging ideas of various strategies in translating arts texts--20%
- Mid-term examination to measure students' grasp of the course content--20%
- Final examination to evaluate students' overall mastery of the course content--35%
- Active in-class participation--5%

**Breadth Requirements:**

Arts, Literature & Language

University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Be more aware of the stylistic, cultural, and ideological features of texts for exhibitions, festivals, and other curated arts activities
2. Locate useful referential materials for translating arts texts
3. Apply critical reading skills in analyzing arts texts
4. Apply knowledge gained to formulate appropriate translation strategies when handling arts texts
5. Translate various types of arts texts with confidence.

The course learning outcomes will support the program learning outcomes and contribute to enriching the program's course offerings that nurture students' field-specific skills of translation for the arts industry. The course will respect the program's approach of introducing students to real-world translation practice and encouraging their engagement with the translation sector.

**Topics Covered:**

The course will cover the following topics:

- Translating texts for the arts
- Translation and arts exhibitions
- Translation and museum
- Translation for arts publications
- Translation for arts festivals

**Rationale:**

This course is designed to enrich the offerings of specialized translations in the existing ECT Minor Program and the ECT Major program under preparation by fleshing out in details translation for the arts, one of the most prosperous yet demanding areas in the translation industry, and thereby filling a gap in the current ECT curriculum. This course will also connect students to arts organizations to which English and Chinese translation is essential for their local and global outreach. They will not only provide real-world texts for students' practice but also involve students in their projects at an appropriate level. This course is going to serve all students of the ECT Major/Minor. This course will not replace any existing course.

**Consultation:**

13 June 2022 – consultation with Dr. Helen Xiaoyan Wu, then Associate Chair of English and Chinese Translation.

DCC approval: Oct 17, 2022

RO approval: Sept 29, 2022

**Resources:**

There are no resource implications to this proposal.

This course will be taught by regular ECT faculty. No additional TA support or resources will be required.

**Overlap with Existing Courses:**

There are no similar courses taught at the University of Toronto.

**Estimated Enrolment:**

30

**Instructor:**

Regular Faculty

**Proposal Status:**

Under Review

**PLID53H3: Sentence Processing**

**Impact on Programs:** This Proposal triggers modifications in the unit's programs(s)

**Description:**

This course focuses on how humans process sentences in real-time. The course is intended for students interested in psycholinguistics above the level of speech perception and lexical processing. The goals of this course are to (i) familiarize students with classic and recent findings in sentence processing research and (ii) give students a hands-on opportunity to conduct an experiment. Topic areas will include, but are not limited to, incrementality, ambiguity resolution, long-distance dependencies, and memory.

<b>Enrolment Limits:</b> 30
<b>Prerequisites:</b>  LINB06H3: Syntax I PLIC55H3: Psycholinguistics
<b>Recommended Preparation:</b>  LINC11H3: Syntax II or PLIC75H3 Language and the Brain
<b>Methods of Assessment:</b> Homework assignments: -Two problem sets focusing on articulating and comparing predictions of competing theories -Two summaries of selected research articles outlining methods, experimental design, results and interpretation Final project/experiment - Students will collaborate to design a class experiment over the course of the semester -They will collect and analyze data and write a final paper in the format of a research report
<b>Breadth Requirements:</b> Social & Behavioural Sciences University of Toronto Scarborough
<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> By the end of this course, students will be able to:  1. Demonstrate knowledge of fundamental concepts and theories of human sentence processing through presentation and evaluation of research papers from the primary literature and solving related problem sets. 2. Combine their theoretical knowledge and principles of experimental design to develop a collaborative research project. 3. Analyze their own experimental results 4. Evaluate theories against experimental results
<b>Topics Covered:</b> Introduction to sentence processing -Syntactic structure -Incrementality -Experimental methods  Recognizing words -Frequency effects -Lexical Decomposition  Structural Ambiguity -Garden Path Theory -Constraint-based views  Filler-gap dependencies -Wh-questions, Relative Clauses -Active gap filling  Working Memory and Dependency Formation -Working Memory Capacity Effects -Cue-based parsing -Agreement attraction  Experiment collaboration Experiment Presentation
<b>Rationale:</b> Sentence processing is a foundational area in psycholinguistic research that helps us understand how humans understand language beyond just recognizing individual words.  DLS has popular Major and Specialist programs in psycholinguistics. The program offers an introduction to Psycholinguistics (PLIC55H3) which briefly touches on Sentence Processing, but does not expose students to the field in depth. There are currently D-level courses in other areas of psycholinguistics such as Speech Perception (PLID50H3), Acquisition of the Lexicon (PLID44H3) and courses that focus on clinically-oriented research (PLID56, PLID74), but none that specifically focus on Sentence Processing. At present there is a course on the 'Psycholinguistics of Reading' (PLID44H3), but this course follows the clinical tradition of reading research that emphasizes lexical aspects of reading comprehension, rather than sentence-level processing. The proposed course fills this rather conspicuous gap in our coverage.  This course is also in response to student interest. In Winter 2021, multiple PLI students expressed interest in learning more about Sentence Processing after taking PLIC55 with Dave Kush and were dismayed to learn that there was not a way for them to continue.
<b>Consultation:</b>

This course proposal was created after consulting with LIN Faculty and Program Coordinator.  
DCC Approval: September 30, 2022  
RO course code approval: September 29, 2022

**Resources:**

The course requires lab access but otherwise does not have resource implications.  
The course will be taught by a regular faculty member, Dave Kush, ideally every other year. The course is intended as a lab course and would therefore require TA support. The TA resource will be covered by department budget. For infrastructural support, the only requirement is that the course be taught in a computer lab as the course will require frequent use of computers for designing, piloting, and evaluating experiments.

**Overlap with Existing Courses:**

The proposed course does not correspond to any undergraduate courses taught at UTM or UTSG.

UTSG has one course, Advanced Psycholinguistics (JLP471H1), which is equivalent to a D-level elective at UTSC, but the content of this course varies from year to year. It does not focus specifically on Sentence Processing in depth.

**Estimated Enrolment:**

20-30

**Instructor:**

Dave Kush

**Proposal Status:**

Under Review