



Universitat de Lleida

DEGREE CURRICULUM **TRANSLATION (ENGLISH)**

Coordination: SABATE CARROVE, MARIA

Academic year 2019-20

Subject's general information

Subject name	TRANSLATION (ENGLISH)			
Code	101285			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	3	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	3	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	4		2
	Number of groups	1		1
Coordination	SABATE CARROVE, MARIA			
Department	ENGLISH AND LINGUISTICS			

Teaching staff

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SABATE CARROVE, MARIA	msabate@dal.udl.cat	6	

Subject's extra information

Per poder cursar l'assignatura sense massa problemes, els estudiants que es matriculin d'aquesta assignatura hauran de tenir tinguin un nivell C1 de la Common European Framework of Reference for Languages (CEFR), segons el qual l'estudiant és capaç de: comprendre una àmplia gamma de textos llargs i complexos, i en reconeix el sentit implícit; expressar-se amb fluïdesa i ser capaços d'utilitzar la llengua de manera flexible i eficaç per a propòsits socials, acadèmics i professionals. En aquesta assignatura, l'alumne haurà de traduir de l'anglès al castellà/català, i també del castellà/català a l'anglès, i és necessari tenir fluïdesa oral i escrita en aquestes llengües.

INFORMATION FOR INTERNATIONAL STUDENTS. This is a translation course (English > Spanish /Catalan, Spanish/Catalan > English). Only those students with an excellent command of Spanish or Catalan (preferably both) can take it. All those interested should contact the teacher before enrolling.

Learning objectives

This course aims to improve the students' English by means of translation. It consists in introducing and analysing translation-related problems in Spanish/Catalan and English texts. The basic principles of translation will also be introduced as well as practical strategies. The following are the competences of the course.

- Learn the basic theoretical principles of translation by identifying and analysing translation-related texts in English, Spanish and Catalan
- Improve one's English and one's mother tongue by establishing linguistic comparison between 2 or more languages
- Translate a documentary in pairs by working individually and presenting it in class

Significant competences

1. Specific competences

1.1. Prove that a wide variety of texts in English are included, in any medium (oral, printed, audiovisual), and recognize implicit meanings.

1.2. Use the acquired knowledge to solve problems related to translation.

1.3. Use the new technologies to capture and organize information in English and in other languages (Catalan and Spanish), and apply it to the resolution of problems in translational activity.

2. General competences

2.1. Produce clear, well structured and detailed English texts on complex subjects, showing correct use of the mechanisms for organizing, articulating and cohesion of the text.

2.2. Work autonomously and responsibly in a professional or research environment in the English language

and in other languages, in order to achieve the objectives previously planned.

2.3. Use the knowledge acquired to solve problems related to any professional activity in the field of the English language, especially with teaching.

3. Strategic competences of the university

3.1. Develop learning skills necessary to undertake further studies with a high degree of autonomy.

Subject contents

The course is divided into 5 units.

UNIT 1. Introduction to translation: Introduction to the work method of translation: previous stage (assignment and work tools), executive phase (comprehension, transfer, expression) and later stage (revision and editing). Linguistic, stylistic and orthographic typographic tools (dictionaries on paper and online). Computer assistance programs for translation: automatic translation programs, terminology managers, translation memories, databases, glossaries.

UNIT 2. Translating the registers: technological, legal, economic, computer science, journalism, institutional (EU). Presentation of a variety of specialty speeches and grammatical, lexical and discursive features. Vocabularies of specialty (identification of specific terminology within a text)

UNIT 3. Translating cultures and cultural mediation: political concepts, humor, food, advertising (written and oral advertising language, advertising campaigns, translation and local adaptation of ads and other creatives)

UNIT 4. Translating audiovisual texts: identification of specific problems and resolution. Modalities of translation of audiovisual texts, study of some of the most frequent: subtitling and dubbing

UNIT 5. Translating literature: poetry, songs, dialects

Methodology

The course sessions are divided into theoretical and practical sessions. The former will take place on Thursdays, the latter on Fridays.

CLASS HOURS: Thursday (13:00-14:30 - Theory) and Friday (13:00-14:30 – Practice Classroom 3.48)

Apart from the class sessions, you will have to prepare 2 assignments:

(1) Book assignment

(2) Film assignment

The guidelines of these assignments are available in sakai (Recursos). Additionally, you will have to attend 4 tutorials (Office hours) to do a follow-up of both assignments.

ACTIVITIES: On Tuesdays, you will be in Classroom 3.48. The Tuesday sessions will be devoted to doing practical work. You will have 1 hour and 30 minutes to upload each individual activity. After the session, the activity will be closed. You will be given a pass/fail mark for your class activity. All the activities are worth 10% of the final mark (assessment: class participation). They also contribute to preparing your exams (mid-term and final).

WRITTEN ASSIGNMENTS: Additionally, you will be required to prepare 2 written assignments:

- (1) Book assignment (individual)
- (2) Film assignment (groups of 2 students)

ORAL PRESENTATIONS: Finally, you will be asked to do 2 oral presentations:

- (3) Book presentation (individual)
- (4) Film presentation (groups of 2 students)

Development plan

Week	Day 1 (Thursday) Classroom 1.03	Day 2 (Friday) Classroom 3.48		
1st: 10 to 14/02/2020	Course presentation			
2nd: 17 to 21/02/2020	UNIT 1			
3rd: 24 to 28/02/2020	UNIT 1			
4th: 02 to 06/03/2020	UNIT 1			
5th: 09 to 13/03/2020	UNIT 2			
6th: 16 to 20/03/2020	UNIT 2			
7th: 23 to 27/03/2020	UNIT 2			

8th: 30/03 to 03/04/2020	UNIT 3			
EASTER HOLIDAYS				
9th: 13 to 17/04/2020	UNIT 3			
10th: 20 to 24/04/2020	UNIT 3			
11th: 27/04 to 01/05/2020	UNIT 4			
12th: 04 to 08/05/2020	UNIT 4			
13th: 11 to 15/05/2020	UNIT 4			
14th: 18 to 22/05/2020	UNIT 5			
15th: 25 to 29/05/2020				
16th: 01 to 05/06/2020	Last teaching week. Troubleshooting and preparation for exam			

17th, 18 and 19: 08/06 to 19/06/2020	Exam period FINAL EXAM: 12/06/2020, from 16:00-18:00, Classroom 0.10.2
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This programme is APPROXIMATE and could vary according to specific course circumstances. Any change will be announced in due time in sakai.

Evaluation

EVALUATION ITEMS

- 25% of the final mark will be calculated by completing and delivering 10 translation activities (Sakai) set out on Tuesdays at Class 3.48 (Computer Room 3rd floor).
- 25% of the final mark will come from the result of 2 written partial tests (the November test (mid-term exam) will have a weight of 15% and the January test will have a weight of 10%) on theoretical concepts of translation explained on Mondays and of the assimilation and application of the readings corresponding to the questions posed in the test.
- 10% of the final mark will come from the oral presentation in class of the translation process of a fragment of a documentary in an original version in English language that is not translated into Catalan or Spanish, or a TED talk which is not translated either. This work will be known by the name "Oral presentation of film assignment"
- 10% of the final mark will come from the presentation of the translated file from the fragment of a documentary in an original version in English language that is not translated into Catalan or Spanish, or a TED talk that is not either translated This work will be known by the name "Film assignment"
- 20% of the final mark will come from the presentation of a written work on the translation process of a fiction book to choose from the list (see "Bibliography" tab). This work will be known by the name of "Book assignment"
- 10% of the final grade will be given for attendance at 4 tutorials during the course: 2 tutorials to prepare the Book assignment and follow up, 2 tutorials to prepare the Film assignment

Very important:

- All activities are MANDATORY.
- The minimum mark to make an average in any activity is 4.
- The delivery of 30% of the evaluation items excludes the possibility of obtaining the "Not presented" grade as the final grade of the course.
- The level of English will be taken into account in the correction of the written works and in the final evaluation.
- The total or partial plagiarism of any of the exercises will automatically be considered SUSPENS (0) of the whole subject and not only of the plagiarized exercise. PLAGIAR is copied from unidentified sources of a text, it is a single phrase or more, which is passed through its own production (THIS INCLUDES COPY SENTENCES OR INTERNET FRAGMENTS AND ADDED WITHOUT MODIFICATIONS TO THE TEXT THAT IS PRESENT AS OWN), and it is a serious offense. It is necessary to learn to respect the intellectual property of others and to always identify the sources that can be used, and it is essential to be responsible for the originality and authenticity

of the text itself.

Bibliography

Book assignment. Choose ONE of the following fiction books:

1. Kwok, Jean (2010): Girl in Translation. Penguin:London. A resolute yet naïve Chinese girl confronts poverty and culture shock with equal zeal when she and her mother immigrate to Brooklyn in Kwok's affecting coming-of-age debut.
2. Solomon, Natasha (2009): Mr Rosenblum's List. Penguin:London. Jack and Sadie Rosenblum come to England from Germany in the 1930s. Jack is keen to become an Englishman and takes to heart the information about integrating which is detailed in a pamphlet he receives on landing in this country. As he attempts to put the advice into practice he adds his own notes to the list in the hope of writing a new set of guidelines. He insists his family speak English at all times and do their best to fit in and fade into the background.
3. Chua, Amy (2011): Battle Hymn of the Tiger Mother. Bloomsbury:London. This is a story about a mother, two daughters and two dogs. This was supposed to be a story of how Chinese parents are better at raising kids than Western ones. But instead, it's about a bitter clash of cultures, a fleeting taste of glory, and how a mother was humbled by a thirteen-year-old.
4. Lahiri, Jhumpa (2003): The Namesake. Mariner Books, NY. Lahiri's story begins with the birth of Ashima and Ashoke's first child, and continues to follow the newborn's life and the experiences of his mother, father, and sister as they are forced to adjust to American culture.
5. Jen, Gish (1991): Typical American. Vintage Books, NY. Gish Jen reinvents the American immigrant story through the Chang family, who first come to the US with no intention of staying. When the Communists assume control of China in 1949, though, Ralph Chang, his sister, Theresa, and his wife, Helen, find themselves in a crisis. At first, they cling to their old-world ideas of themselves. But as they begin to dream the American dream of self-invention, they move poignantly and ironically from people who disparage all that is "typical American" to people who might be seen as typically American themselves. The novel shows deep empathy for her characters with a fair amount of humour and challenges the reader to reconsider what a typical American might be today.
6. Ngozi Adichie, Chimamanda (2013). Americanah. HarperCollins: London. As teenagers in a Lagos secondary school, Ifemelu and Obinze fall in love. Their Nigeria is under military dictatorship, and people are leaving the countries if they can. Ifemelu departs for America to study. She suffers defeats and achieves triumphs, all the while feeling the weight of something she never thought of back home: race. Obinze had hoped to join her, but post-9/11 America will not let him in, and he plunges into undocumented life in Britain.
7. Mukherjee, Bharati (2003): Desirable Daughters. Hyperion Books:NY. Bharati Mukherjee has written a remarkable novel that is both the portrait of a traditional Brahmin Indian family and a contemporary American story of a woman who has in many ways broken with tradition but still remains tied to her native country. Mukherjee follows the diverging paths taken by three extraordinary Calcutta-born sisters as they come of age in a changing world. Moving effortlessly between generations, she weaves together fascinating stories of the sisters' ancestors, childhood memories, and dramatic scenes from India's history.
8. Tan, Amy (2006): The Joy Luck Club. Penguin Books:London. Four mothers, four daughters, four families whose histories shift with the four winds depending on who's "saying" the stories. In 1949 four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they choose to gather to raise their spirits and money.
9. Jin, Ha (2010): A Good Fall (Stories). Pantheon Books:NY. A lonely composer takes comfort in the antics of his girlfriend's parakeet; young children decide to change their names so they might sound more "American," unaware of how deeply this will hurt their grandparents; a Chinese professor of English attempts to defect with the help of a reluctant former student. All of Ha Jin's characters struggle to remain loyal to their homeland and its traditions while also exploring the freedom that life in a new country offers. Stark, deeply moving, acutely insightful, and often strikingly humorous, *A Good Fall* reminds us once again of the storytelling prowess of this superb writer.
10. Ali, Monica (2004): Brick Lane. Scribner:NY. After an arranged marriage to Chanu, a man twenty years older, Nazneen is taken to London, leaving her home and heart in the Bangladeshi village where she was born. Her new world is full of mysteries. How can she cross the road without being hit by a car (an operation akin to dodging raindrops in the monsoon)? What is the secret of her bullying neighbor Mrs. Islam? What is a Hell's

Angel? And how must she comfort the naïve and disillusioned Chanu? As a good Muslim girl, Nazneen struggles to not question why things happen. She submits, as she must, to Fate and devotes herself to her husband and daughters. Yet to her amazement, she begins an affair with a handsome young radical, and her erotic awakening throws her old certainties into chaos.

11. Kovic-Skow, Linda (2012): Frech Illusions: My story as an American au pair in the Loire Valley. Dog Ear Publishing:Indianapolis. Linda needs to learn a language fast in order to fulfill her dream of becoming a flight attendant so she contracts to become an au pair for a wealthy family in the Loire Valley. To secure the nanny position, Linda lies and pretends to speak French, confident she will be forgiven once she arrives at her destination. This book captures her real-life story inside and outside the Château de Montclair, detailing Linda's challenges and triumphs as she tries to adjust to her new life with the hard-to-please Madame Dubois, her husband and their two incomprehensible children. When Linda attends language classes at a local university, she encounters, Adam, a handsome young student, and her life with the family becomes more complicated, adding fuel to her internal battle for independence.
12. Anagihara, Hanya (2014): The People in the Trees. Anchor Books, NY. It is 1950 when Norton Perina, a young doctor, embarks on an expedition to a remote Micronesian island in search of a rumored lost tribe. There he encounters a strange group of forest dwellers who appear to have attained a form of immortality that preserves the body but not the mind. Perina uncovers their secret and returns with it to America, where he soon finds great success. But his discovery has come at a terrible cost, not only for the islanders, but for Perina himself. Disquieting yet thrilling, *The People in the Trees* is an anthropological adventure story with a profound and tragic vision of what happens when cultures collide. It marks the debut of a remarkable new voice in American fiction.

* Further information on the Book assignment in Annex 1.

The texts and exercises have been selected and adapted from the following textbooks. Click on 'Recursos' to obtain the specific texts relevant to our course.

Agost y Monzó (2001): Teoria i pràctica de la traducció general espanyol-català

Baker, M. (2011): In Other Words. A Coursebook on translation. 2nd edition

Duff, A. (1989): Translation.

Hervey, S. (1995): Thinking Spanish translation

Mott, B. (1993): A Course in Semantics and Translation for Spanish Learners of English

Munday, J. (2001): Introducing Translation Studies. Theories and Applications

Muñoz Martin (1995): Lingüística per a la traducció

Washbourne, K. (2009): Manual of Spanish-English Translation.

SUPPLEMENTARY BIBLIOGRAPHY (library)

Alcaraz & Hughes (2001): Legal Translation Explained

Bassnet & Lefevere (1998): Constructing Cultures: Essays on Literary Translation

Beeby, A. et al. (1998): Investigating Translation

Bell, R. (1991): Translation and Translating Theory and Practice

Chaume & Agost (2001): La Traducción en los medios audiovisuales

Gaddis Rose, M (1998): Translation and Literary Criticism

- Gamero, S. (2001): La traducción de textos técnicos
- Hervey & Higgins (1995): Thinking Spanish Translation
- Kussmaul, P. (1995): Training the Translator
- Lorenzo García & Pereira (2001): Traducción Subordinada (II). El subtitulado.
- Morris, M. (1995): Translation and the Law
- Mueller-Vollmer & Irmischer (1998): Translating literatures, translating cultures: new vistas and approaches in literary studies
- Newmark, P. (1981): Approaches to Translation
- Newmark, P. (1988): A Textbook on Translation
- Nida, (2002): Contexts in Translating
- Nord, C. (1991): Text Analysis in Translation
- Pascua Febles, I. (2001): La traducción. Estrategias profesionales. Universidad de las Palmas de Gran Canaria. Servicio de Publicaciones.
- Pinto & Cordón (1999): Técnicas documentales aplicadas a la traducción
- Rabadán, R. (1991): Equivalencia y traducción. problemática de la equivalencia transléctica inglés-español
- Scarpa, F. (2001): La traduzione specializzata. Lingue speciali e mediazione lingüística
- Toury, (1995): Descriptive Translation Studies and Beyond
- Valero Garcés, C. (1995): Apuntes sobre traducción literaria y análisis contrastivo de textos literarios traducidos
- Valero Garcés & De la Cruz (2001): Traducción y nuevas tecnologías: Herramientas auxiliares del traductor
- Zabalbeascoa, P. "Factors in Dubbing Television Comedy". In *Perspectives: Studies in Translatology* 2:1 pp. 89-99
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WEB PAGES

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- <http://thefreedictionary.com>

PODCASTS

- Màrius Serra entrevistat a Catalunya Ràdio: <https://castbox.fm/episode/M%C3%A0rius-Serra%2C-el-juganer-de-les-lletres-que-generen-enigmes-id1379099-id171678744?country=es>

