



Universitat de Lleida

# DEGREE CURRICULUM **TRANSLATION (ENGLISH)**

Coordination: SABATE CARROVE, MARIA

Academic year 2018-19

## Subject's general information

<b>Subject name</b>	TRANSLATION (ENGLISH)			
<b>Code</b>	101285			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	3	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	4		2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	SABATE CARROVE, MARIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

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

In order to take the course without difficulty, students who take this subject should have a C1 level of the Common European Framework of Reference for Languages (CEFR), which includes the following skills: understand a wide range of long and complex texts and identify its implicit meaning; express fluently and use language in a flexible way for social, academic and professional purposes. In this subject, students will be asked to translate from English into Spanish/Catalan and from Spanish/Catalan into English. It is expected that students have oral and written fluency in these languages.

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

## Competences

### 1. Specific competences

1.1 Understand a wide range of texts in English in any means (oral, written, audio-visual) and identify its implicit meanings.

1.2 Use acquired knowledge to solve problems related to translation.

1.3 Use technological resources to identify and organize data in English and other languages (Catalan and Spanish) and apply it to the solution of translation problems.

### 2. General competences

2.1 Produce clear, well-structured and detailed written texts in English about complex topics making a correct use of organization, articulation and cohesion mechanisms.

2.2 Work in an autonomous and responsible way in an English (and other languages) professional environment to achieve the previously mentioned objectives.

2.3 Use acquired knowledge to solve problems related to any professional domain of the English language,

specially teaching.

3. Strategic competences of the university

3.1 Develop learning abilities to take later studies with a high degree of autonomy.

## Subject contents

El curs es divideix en 5 Unitats.

**UNITAT 1. Introducció a la traducció:** Introducció al mètode de treball de la traducció: fase prèvia (encàrrec i eines de treball), fase executiva (comprensió, transferència, expressió) i fase posterior (revisió i edició). Eines de revisió lingüística, estilística i ortotipogràfica (diccionaris en paper i en línia). Programes informàtics d'assistència a la traducció: programes de traducció automàtica, gestors terminològics, memòries de traducció, bases de dades, glossaris.

**UNITAT 2.** Traduint els registres: tecnològic, jurídic, econòmic, informàtic, periodístic, institucional (UE). Presentació d'una varietat de discursos d'especialitat i trets gramaticals, lèxics i discursius. Vocabularis d'especialitat (identificació de terminologia específica dins un text)

**UNITAT 3.** Traduint cultures i la mediació cultural: conceptes polítics, l'humor, el menjar, la publicitat (llenguatge publicitari escrit i oral, les campanyes de publicitat, traducció i adaptació local dels anuncis i altres missatges publicitaris)

**UNITAT 4.** Traduint textos audiovisuals: identificació de problemes específics i resolució. Modalitats de traducció dels textos audiovisuals, estudi d'algunes de les més freqüents: subtitulació i doblatge

**UNITAT 5.** Traduint la literatura: poesia, cançons, dialectes

## Methodology

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

**CLASS HOURS:** Monday (9:30-11:00 - Theory Classroom 1.03) and Tuesday (9:30-11:00 – 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)

## (1) Book assignment.

Choose ONE of the following 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.

## CONTENT

- i. As you read it, identify differences between two of the cultures involved (Chinese-American and German-British). Highlight any anecdotes that highlight this cultural clash. Give 5 examples (quote + your comments)
- ii. **For those of you who choose option 1 and 2 only** (Girl in Translation and Mr Rosenblum's list) As you read it, identify any language-related features/misunderstandings that you see in the book. Give 5 specific examples from the book (quote + your comments)
- iii. Imagine you have to translate this book into Spanish/Catalan/French (your mother tongue). What are the main difficulties you envisage? Give 5 examples. What would your priorities be? (Use concepts such as equivalence, faithfulness to the ST, naturalness, etc. from Module 1)
- iv. Finally, give 3 reasons why you would recommend this book to a translation student.
- v. Bibliography and webography.

## FORMAT

- i. All assignments are to be submitted electronically using the Sakai Activity Facility.
- ii. Activities submitted to the teacher's Dal e-mail address will NOT be considered.
- iii. Activities submitted outside the specified deadline will NOT be considered.
- iv. All activities submitted are to be labelled as follows:

*yoursurname\_Name of the activity*

- i. Plagiarism will involve failing the task.
- ii. All bibliographical references must be listed at the end of the tasks following the conventions specified by the Department.
- iii. The presentation of the assignments must be academic – as this will be taken into account when evaluating your work:

- \_ Justified margins.
- \_ 1.5 line space.
- \_ Font: Times New Roman or Arial.
- \_ Fontsize: 10
- \_ Length: 8-10 pages

- i. For the examples, use indentation and italics.
- ii. Use the MLA citation format.
- iii. Supply *at least 10 quotes* from your bibliography and webography.

**(2) Film assignment.** Choose a documentary film in English, translate (each of you) 10 minutes of it (i.e. 20 minutes altogether) into Spanish/Catalan. Use a Subtitling software to translate 10 minutes of the film. One of the software programmes available is Subtitle Workshop.

How to work with Subtitle Workshop (Urusoft):

[www.urusoft.net](http://www.urusoft.net)

**(3) Book presentation.** As you read the book, identify and jot down any difficulties you have encountered. Classify them and illustrate with examples. Create a powerpoint presentation and show the class.

**(4) Film presentation.** As you translate the film, identify and jot down any difficulties you have encountered. Classify them and illustrate with examples. Create a powerpoint presentation and show the class.

- Take it in turns to make your presentation.
- Assessment (10 points):
  - 4 points – Content of the assignment (quality of translation, group consistency and uniformity)
  - 2 points – Form (presentation of the slides, clear. Do not overload them. Number your slides at the bottom (1/8, 2/8, 3/8))
  - 4 points – Argumentation (fluency, group coordination and turn-taking)
- Remember, your presentation must show coordination. This is a group effort that has to be shown as an effort, not as an individual work put together artificially.
- Your presentation has to show the work-in-progress (the difficulties you went through) and the solutions you agreed on (translation as a process and translation as a product)
- Illustrate your presentation with significant examples. You do not have to show a whole list of them. You need to identify the category of a problem and give an example. For example, if you had a special difficulty with register, then explain what the difficulty consisted in, and then give a clear example, explain your translation choices and justify your final choice.
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## Development plan

etmana	Dia 1		Dia 2	
1 <sup>a</sup> : 11 al 15/09/2017	LA DIADA - FESTIU		Presentació de l'assignatura	
2 <sup>a</sup> : 18 al 22/09/2017				
3 <sup>a</sup> : 25/9 al 29/09/2017				
4 <sup>a</sup> : 02 al 06/10/2017				
5 <sup>a</sup> : 09 al 13/10/2017				
6 <sup>a</sup> : 16 al 20/10/2017				
7 <sup>a</sup> : 23/10 al 27/10/2017				
8 <sup>a</sup> : 30/10 al 03/11/2017				
9 <sup>a</sup> : 06 al 19/11/2017				
10 <sup>a</sup> : 13 al 17/11/2017				

11 <sup>a</sup> : 20 al 24/11/2017				
12 <sup>a</sup> : 27/11 al 01/12/2017				
13 <sup>a</sup> : 04 al 08/12/2017				
14 <sup>a</sup> : 11 al 15/12/2017				
15 <sup>a</sup> : 18 al 05/01/2018	VACANCES DE NADAL			
16 <sup>a</sup> : 08 al 12/1/2018				
17 <sup>a</sup> , 18 i 19: 15/1 al 02/02/2018	<b>Setmanes d'avaluació</b>			

El cronograma és ORIENTATIU i pot variar per circumstàncies del curs. Els canvis sempre es comunicaran mitjançant un Anunci en sakai.

## Evaluation

### EVALUATION CRITERIA

- 25% of the final mark will be calculated out of the 10 translation activities (sakai) of Tuesday sessions in room 3.48 (aula d'informàtica 3r pis)
- 25% of the final mark will be calculated out of 2 written exams: a mid-term exam in November, which will count a 15% of the final mark; and a written exam in January, which will be a 10% of the final mark. The



exams will be about theoretical concepts explained in Monday sessions and answering questions related to the readings.

- 10% of the final mark will be calculated out of an oral presentation in class about the translation process of a documentary in English that has not been translated into Catalan or Spanish, or a TED talk that is not translated into these languages, either. This assignment is known as “Oral presentation of film assignment”
- 10% of the final mark will be calculated out of a translated fragment of a documentary or TED talk that has not been translated into Catalan or Spanish. This project is called film assignment
- 20% of the final mark will be calculated out of a written project about the translation process of one of the books that is available in bibliography. This project is called book assignment
- 10% of the final mark will be calculated out of the attendance to 4 tutorials during the course: 2 tutorials to prepare the book assignment and do a follow-up and 2 tutorials to prepare the film assignment.

## Very important:

- All the activities are **COMPULSORY**.
- In order to make the average mark, the minimum mark in any activity is a 4.
- Handing in a 30% of the evaluation items excludes the possibility to have “No presentat” in the final mark of the course.
- The English level will be taken into account when correcting written projects and in the final evaluation.
- Total or partial plagiarism in any activity will mean a FAIL (0) of the whole subject. PLAGIARISM is to copy from non-acknowledged sources, be it a single sentence or more, and to use them as your own ideas. (THIS INCLUDES COPYING SENTENCES OR FRAGMENTS FROM THE INTERNET WITHOUT MODIFICATION). This is a serious offence, since there has to be respect towards intellectual property rights. Sources must be acknowledged and it is essential to be responsible for the authenticity of a text.

## Bibliography

**Book assignment.** Choose ONE of the following 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.
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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.
13. \* *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. 2<sup>nd</sup> 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 Martín (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 & Irmscher (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 & Cerdón (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 linguistica

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

Zabalbeascoa, P. "Translating Jokes for Dubbed Television Situation Comedies". In *The Translator* 2:2 pp. 235-257

Zabalbeascoa, P. "Dubbing and the Non-Verbal dimension of Translation". In Poyatos (ed.) pp. 327-342

## WEB PAGES

<http://www.yourdictionary.com/>

<http://www.alphadictionary.com/>

<http://www.m-w.com/>

<http://www.yourdictionary.com/languages/romance.html>

<http://dictionary.cambridge.org/>

<http://www.onelook.com/>

<http://thefreedictionary.com>