Universidad de Alcalá

Instituto Universitario
de Investigación en
Estudios Norteamericanos
"Benjamin Franklin"

# TRANSLATION AND INTERPRETING IN A BILINGUAL CONTEXT

## COURSE DESCRIPTION

This course is designed for American students with **an intermediate /advanced level of Spanish (70-75 points in the aptitude test)** who have little or no knowledge in Translation studies and need to acquire basic knowledge in translation theory and practice as a field of study and a profession. In order to meet these objectives both student participation and work will be required and assessed.

## OBJECTIVES

The course has several objectives. One of them is that the students develop and acquire a specific translation methodology, by showing comprehension of the theoretical aspects and especially of the practical ones. The course will focus on developing the following competences:

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| **Competence 1.** | To learn about theories of Translation and Interpreting. |
| **Competence 2.** | To know and to use translation techniques and strategies. |
| **Competence 3.** | Ability to write and use different terminology and linguistic registers in Spanish. |
| **Competence 4.** | Ability to criticize and analyze the texts that must be translated, by assessing them and correcting their own errors. |
| **Competence 5.** | To develop specific skills for the translation as a self-taught profession. |
| **Competence 6.** | To be aware of the translator's role as an intercultural mediator. |
| **Competence 7.** | To develop the communicative competence, especially regarding the students' ability to speak and express their ideas in public. |

## METHODOLOGY

This course will be taught using a practical approach and combining two fields of study: Translation and Interpreting. Students will be required to apply the theory to practice at all times through translated texts, class discussions and practical exercises. The exams and assignments will assess the practical part, but not the theoretical part. The practical part will consist of texts that the student must translate at home. They will be corrected in class. Sometimes students will

also have to translate texts during the onsite sessions. On the other hand each week we will delve into the world of interpreting, with different types of exercises: public speaking exercises, consecutive interpreting with note-taking and conference interpreting. In fact, this is a dynamic and participative course based on the needs of the professional reality in the field of Translation.

Students will work in pairs or in small groups to encourage their collaboration and cooperation with their peers.

Texts will be corrected in class every day so that the different translation theories and strategies applied by the students can be analyzed. At the same time general and specific translation related problems will be solved.

The course will have two exams, a midterm exam and a final exam, so that the Professor can evaluate the acquisition of all the competences of the course. It will also include 4 simple presentations based on analyzing the solution to a practical example of Translation, explaining the theory applied and the techniques learned. During the course the students will also practice using different types of interpreting and they will work on a subtitled interpreting project.

The methodology will actually focus both on practicing the theoretical contents and on developing the specific skills and attitudes of the students so that they can eventually develop the competences indicated previously.

**PREPARING FOR CLASS**

Students must prepare and complete the tasks (translations and/or readings assigned) before each class as indicated in the schedule so that the class runs smoothly. Homework is very important because it will allow the students to anticipate the class and make the most of it. Basically they will have to translate the texts for each class following the methodology they learned in class. They must follow the class dossier (Manual) that includes the theoretical and practical aspects of the course.

**EVALUATION**

The evaluation procedures that will be used will attempt to combine different elements in order to make sure that all the students can develop their skills. Ongoing student work will be the main criterion of the evaluation. Consequently, the overall assessment will be based on students' participation in the theoretical and practical sessions, exercises, projects and written tests and participation in the activities of the course. The percentage of the grade that will be assigned to each of the evaluation criteria will be distributed as follows:

- **Class participation**: It must be active, that is to say, the student should not only ask questions but also make his/her own version of the translation and analyze the techniques applied in class, **in group or individually**. Two important aspects will be

highly valued: being both active and proactive. Thus, the student's ability to anticipate class discussions, making interesting suggestions related to the topic will be assessed. All competences will be developed. This aspect is worth **5%** of the final grade.

- **Research papers on Translation (Case Studies).** Students must present a case study in which a translation problem is analyzed every week. They must solve it and apply a practical solution.

  Each case study must include the following sections:

  1. Related theory.
  2. Translation strategy: techniques and explanation of the process.
  3. Translation and / or study conclusions.

  The following aspects will be assessed: the bibliography, the application of the theory and of the technique learned in class as well as the level of professionalism shown.

  The same 4 Case Studies that will be included in this assignment must also be included in the Translation Dossier. Competences 1, 2 and 3 will be developed. This aspect is worth **20%** of the final grade.

- **Translation Dossier.** This dossier must include all the translations. The list of texts that must be translated is included in the syllabus. Each translation must include the original text (OT), the translation memory (TM), glossary of terms and parallel texts (at least 2 parallel texts). Both the presentation and student's ability to show what he/she learned will be assessed as part of the final grade of this assignment.

  The format of the dossier is either a ring binder or a file folder and all the submissions must be clearly separated by topic. The contents of the dossier will be mentioned in class. The Professor will provide more information on the contents of the dossier in class and some of the texts may be changed during the course. Competences 2, 3 and 4 will be developed. This aspect is worth **20%** of the final grade.

  The dossier must include the following elements:

  - Table of contents
  - Texts (indicated in the syllabus): 9 texts
  - Subtitled workshop
  - Case studies
  - Glossaries with terminology on the topic of the Conference (interpreting)

- **Activity 1: Conference Interpreting.** Students will interpret during the International Conference on Transatlantic Studies organized by the Franklin-UAH Institute. They will work in pairs and will be trained during the first half of the course. Competences 2, 5, 6 and 7 will be developed. This aspect is worth **20%** of the final grade.

- **Activity 2: Subtitling Workshop.** Students will be provided basic guidelines on how to add subtitles to films. Then they will have to translate the script and finally adapt it to the

image. Competences 2, 5, 6 and 7 will be developed. This aspect is worth **5%** of the final grade.

- **Midterm exam:** There will be a midterm exam in the middle of the course. The topic will be specific for general translation. The exam will consist of a text to be translated by the student. The student must submit the final translation as well as a justification of the translation explaining the terminology that was difficult to translate or for which he/she may have different translation versions. This aspect is worth **15%** of the final grade.

- **Second (Final) exam**: There will be a final exam at the end of the course. It will be cumulative and the student must choose one of the two specific texts that the Professor will provide. The texts may be chosen from the legal, technical, medical or advertising fields. The student must submit the final translation as well as a justification of the translation explaining the terminology that was difficult to translate or for which he/she may have different versions of the translation. The difficulty level will be higher. The Professor will assess all the competences of the course. This aspect is worth **15%** of the final grade.

**Students must use pens to write the exams, never a pencil.**

**For any attempt of copying or plagiarism in the exam, the student will fail the course (grade 0) and he/she will not have the right to any kind of remedial exams.**

**ATTENDANCE**

Attendance is MANDATORY both for ONSITE CLASSES and for the different activities. Each student may incur up to **2 absences** without penalty during autumn and spring activities and **1 absence** during June activities. In case of more absences **10 points** will be subtracted from the final grade for each non-excused absence. An absence can be excused with a medical certificate or with a letter from the program director. It will be the student's responsibility to study the topic taught in class on the day he/she was absent.

| CLASS SCHEDULE | |
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| **TOPIC** | **ASSIGNMENTS** |
| **Translation Theories. General Translation: journalistic and literary texts** | |

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| Overview of the syllabus.<br>**Topic 1. Communication and the social context.**<br>**Topic 2. Translation: theory and practice.** | Practical exercise:<br>"El traductor online: prueba de funcionamiento de este traductor"<br>Dossier 1: "Your Sex Life Boxed" |
| **Topic 3. The textuality.**<br>**Text analysis: Types of texts, register, target reader.** | Exercise on text classification<br>(+ basic concepts in translation) |
| **Topic 4. Translation techniques** | Read: Eco, U.<br>"Los sinónimos de Babel Fish".<br>Exercise on identifying techniques.<br>Dossier 2: "Students prefer exotic languages" |
| **Topic 6. Translator Tools**<br>**(* Video: lost in translation)** | Parallel and comparable texts.<br>Dossier 3: "The Brit & the Blonde" |
| **CASE STUDY 1: TRANSLATION AND CULTURE** | Presentation and discussion of Case Studies<br>Read: "La jerga taurina en el español" |
| **Topic 7. Keys to being a good translator + Text typology**<br><br>**Topic 8. General translation: journalistic texts** | Evaluation exercises<br>Dossier 4: "On the periphery of the EU" |
| **Topic 8. General translation: literary texts** | Dossier 5: "Alice in Wonderland"<br>Debate topic: The salary and importance of literary translators<br>Read: "Brief Study on Domestication and Foreignization in Translation" |
| **Interpreting. Conference Interpreting** | |
| **CASE STUDY 2: TRANSLATION AND LACK OF TRANSLATION IN THE CASE OF 'SPANGLISH'** | Presentation and discussion of Case Studies |
| **Topic 9. Specific translation: socio-economic texts** | Workshop on Socioeconomic translation; Students will translate newspapers in groups<br>Dossier 6: "Textos breves sobre Economía" |
| **Topic 9. Specific translation: technical texts** | Dossier 7: "Texto técnico. Instrucciones de electrodoméstico" |
| **MIDTERM EXAM** | |
| **Topic 9. Specific translation: legal translation** | Dossier 8: "Texto jurídico. Testamento y/o texto legal" |
| **Topic 10. Interpreting. Different fields of study within Interpreting** | Research strategies: glossaries and preparing for interpreting (research abilities)<br>*The discourse<br>* Memory exercises for interpreters |
| **Topic 10. Interpreting II: research techniques** | Debate on the interpreter's role in conflicts |
| **Consecutive interpreting: note-taking** | Practice with interpreting exercises. |

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| **Specialized translation** | |
| **Simultaneous Interpreting I: memory and repetition** | Practice with interpreting exercises. |
| **Simultaneous Interpreting II: practical cases** | Practice with interpreting exercises. |
| **Simultaneous Interpreting III: preparing for the conference** | Practice with interpreting exercises. |
| **Topic 9. Specific translation: healthcare settings** | Dossier 9: "Abstract Celiprolol" |
| **Topic 10. Interpreting: community interpreting** | IN-CLASS PRACTICAL EXERCISE. Community interpreting |
| **CASE STUDY 3: Audiovisual translation** | IN-CLASS PRACTICAL EXERCISE. Workshop: Analysis of an example of audiovisual translation |
| **ACTIVITY: SUBTITLING** | |
| **Translation of journalistic texts** | **P**ractice exercises to introduce the topic of Interpreting<br>Exercise on analyzing the language of advertising.<br>Dossier 8: "Texto publicitario: anuncio" |
| **Translation and society** | |
| **CASE STUDY 4: COPYWRITER SUBMISSION OF THE DOSSIER GENERAL REVIEW OF THE COURSE CONTENT** | Presentation and discussion of Case Studies |
| **REVIEW FOR THE EXAM** | |
| **FINAL EXAM** | |
| **ACTIVITY: CONFERENCE INTERPRETING** | |

**NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.**

**BIBLIOGRAPHY**

**Course materials:**

The student must buy the course textbook at the Photocopy Center (Reprografía) in Colegio de Málaga Building, which is next to Instituto Franklin building.

**Additional bibliography (not compulsory)**

Baker, M. *In Other Words. A coursebook on Translation*, Nueva York , Routledge, 1992.

Bassnet-McGuire, Susan. *Translation Studies*. London and New York, Methuen, 1980.

Eco, U. *Decir casi lo mismo. Experiencias de Traducción*. Barcelona: Lumen, 2010.

(Este libro se puede adquirir en la librería Diógenes).

Gentzler, E. *Contemporary Translation Theories*, Multilingual Matters Ltd, Clevedon, 2001.

Hatim & Mason, *The Translator as Communicator*, Routledge, London, 2003.

Hatim & Mason, *Discourse and the translator*, Longman, Edinburgh, 1990.

Hurtado, A., *Traducción y Traductología. Introducción a la Traductología*, Madrid, Cátedra, 2001.

Robinson, D. *Becoming a Translator.* London and New York: Routledge, 1997.

Steiner, G. *After Babel: Aspects of language & translation.* Oxford: Oxford University Press, 1998 (Third edition).

Venuti, Lawrence (ed). *Rethinking Translation: Discourse, Subjectivity, Ideology*. London, Routledge, 1992.

**LINKS TO WEBPAGES**

**On translation*:***

**Translation Emergency Toolkit:**

www.mml.cam.ac.uk/call/translation/toolkit/ - *(University of Cambridge)*

***Monolingual dictionaries:***

www.rae.es - *(Diccionario del Real Academia Española)*

www.dictionary.reference.com - *(Diccionario en inglés)*

www.thesaurus.reference.com - *(Diccionario de sinónimos en inglés)*

***Bilingual and multilingual dictionaries:***

www.wordreference.com *(Diccionario multilingüe)*

http://tradu.scig.uniovi.es/trad.html *(Universidad de Oviedo – bilingual. English-Spanish)*

http://iate.europa.eu (*Inter Active Terminology for Europe- English, Spanish, French, etc.)*

**WE WILL ONLY SPEAK IN SPANISH**

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we will ask for an additional effort of terminological adaptation with the sole aim of helping you get used to the specific jargon of the professional field. For a better understanding of the class a medium-high level of Spanish is recommended.