

DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2016-2017 SPAN 405: A1

Exercises in Translation: Spanish to English

(Fall Term)

Instructor: Dr. Ann De León

Office: Arts 308-C

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E-mail: adeleon1@ualberta.ca

Time: T, Th 9:30-10:50AM

Place: HC 2-25

Office Hours: T, 2-3PM

or by appointment

Course Website: eclass



Course Prerequisite: *3 at the 300-level numbered above 306 (excluding SPAN 330 or SPAN 360) or consent of department. This course counts towards the certificate in translation studies.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

No: Students who elect to do either track (CSL or TLT tracks) for the course will not be required to obtain ethics approval or police clearance for their organizations.

Community Service Learning component: Optional

Number of CSL Volunteer Hours Required: 20

While the *Community Service Learning* (CSL) component is optional, students who elect CSL will have this course count towards a certificate in community engagement and service learning. Students who opt for the *theoretical & literary theory* (TLT) track will receive other comparable readings and assignments on translation theory in lieu of the community service-learning component. Both tracks will receive, share, and discuss their findings and will be graded on the same translation assignments and take home exams.

Past or Representative Evaluative Course Material Available: Documents distributed in class

Additional mandatory Instructional fees (approved by Board of Governors): No

Course Description and Objectives:

Through a combination of translation theory, practice, and partnership with Edmonton's Hispanic community through CSL (Community Service Learning), students in this course will explore some of the major challenges of translating texts from Spanish to English and will develop practical and ethical strategies for addressing these challenges in meaningful real life contexts. Students will have the opportunity to work with one of two Edmonton organizations: **EISA (Edmonton Immigrant Services Association)** or **Programa Nosotros** (via **University of Alberta Library**). Students will also read and think critically about some important Hispanic literary figures and theories of translation. Two options (tracks) are available for the student:

1) **Literary track (TLT):** As a final project the students in this non-CSL track will have to select an excerpt (750 words max) from a literary text they would like to translate from Spanish to English (which has not been translated before); or they can comment on and analyze the successes and failures of an already existing literary translation

or

2) **Community service learning track (CSL):** The students in this CSL-track will have the opportunity to work with one of two Edmonton organizations: **EISA (Edmonton Immigrant Services Association)** or **Programa Nosotros** (via **University of Alberta Library**).

<p>Option A: <u>EISA (Edmonton Immigrant Services Association)</u></p> <p>*In pairs, students will translate 3 documents for EISA's Language Bank (at home) to help recent Hispanic immigrants in Edmonton who cannot afford professional translation services.</p> <p>*Students must attend one EISA Language Bank training session.</p> <p>* Students must also write a reflection piece on the experience and present it to their peers.</p>	<p>Option B: <u>Programa Nosotros (via University of Alberta Library)</u></p> <p>*In pairs, students will transcribe into Spanish and Translate into English a video segment from Hispanic Programa Nosotros, which has been digitized by the University of Alberta library.</p> <p>*Their transcription and translation will accompany the digitized video and will be available to all via the U of A library.</p> <p>*Students must also write a reflection piece on the experience and present it to their peers.</p>
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The course will for obvious reasons be conducted both in English and Spanish, given that the source texts to be translated are originally in Spanish and the final translations or target texts will be produced in English.

Themes:

The themes covered in the course are very broad and will give students a panoramic overview on

different types of translations ranging from literary translation, cultural and consumer oriented translation etc. Texts to be looked at will range from poems, manuals for migrants, advertisements, legal documents etc.

Learning outcomes:

By the end of this course students will be able to:

- *Appreciate the profession of the translator as a critical, ethical and intellectual pursuit.
- *Develop critical thinking strategies and gain practical skills to translate particular texts from Spanish to English.
- *Carry out authentic, collaborative, and meaningful translation work for local nonprofit organizations.
- *Identify some of the successes and challenges that the Hispanic immigrant community faces or has faced when trying to integrate into Edmonton life.

Texts:

All readings and translation assignments for both the *CSL** and *TLT* tracks will be provided to the student.

Students are encouraged to purchase a good bilingual English-Spanish Dictionary and always bring it to class as some assignments might require its use. The students can of course bring a personal laptop/ipad/smart-phone (with campus wireless) to access online monolingual and bilingual dictionaries. Either option is fine.

Important deadlines for CSL*-track students:

Please be sure to visit the University of Alberta **CSL (Community Service Learning Website):**
<https://www.ualberta.ca/community-service-learning>

For more information and the '**Students**' link visit: <https://www.ualberta.ca/community-service-learning/csl-student-info>

Important deadlines are all contained within the **CSL Guidebook Fall 2016**.

* **By Sept 15.** Choosing a Placement for CSL. Your course instructor will ask you to fill out a Spanish language background and previous experiences questionnaire before determining if the CSL-track is a good fit for you. Be sure to have this questionnaire filled in and handed back to your instructor by this date.

***Sept 15-23.** Once your instructor has informed you as to your track (TLT or CSL). It is important that you call/ email your Community Supervisor right away identifying yourself as a CSL student in this course and request to set up a time to meet with them in person at their organization to discuss your duties with them. When you meet your Community Supervisor do not forget to take a copy of your *CSL Student agreement form* (which you can access by signing on to the CSL website section for Students, CSL portal) to discuss your duties with them and have them sign it as early as possible and hand it into your course instructor by September 23 (no exceptions).

***By Sept 23 (or as early as possible).** You must have your signed *CSL Student agreement form* handed to your course instructor in class by this date. This form must be filled out by you and

signed by your CSL Community Supervisor. The earlier you fill out and hand this form to the instructor, the sooner you can begin to participate with your organization's projects. **If you do not hand in your form to the course instructor in class by Sept. 23 you will not be able to do the CSL-track for this course (sorry, no exceptions).**

Our community partners do not require police or security checks for the students, so you do not need to worry about this.

Useful contact information:

**University of Alberta CSL (Community Service Learning)
400 Arts Convocation Hall**

Monday to Friday, 8:30AM-4:30PM (Closed 12-1PM)

website: <https://www.ualberta.ca/community-service-learning/csl-student-info>

CSL contact/inquiries:

Erin Kelly, CSL Partnership coordinator

P: 780-492-1723

C: 780-919-2574

Grade Distribution (see “Explanatory Notes”):

Community Service Learning Tracks (CSL) EISA & Programa Nosotros	Literary Theory Track (TLT)
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Midterm take home: 20% (both CSL and TLT tracks)
(Handed out on November 3 and due back in class on November 15)

Term work: 20% (both CSL and TLT tracks)
The instructor will specify which homework assignments will be graded.

Four forum posts on eclass 20% (both CSL and TLT tracks)
Throughout the semester students will read articles on translation theory. Students will write one small paragraph (200-400 words max.) reacting to a theoretical reading. They will do this a total of 4 times throughout the semester. Each post will be worth 5% each for a total of 20%.

In class participation: 10% (both CSL and TLT tracks)

<u>CSL Final Portfolio & Critical Reflection: 30%</u> (Due by Dec 6, 2016) EISA students: Your portfolio will include: -3 documents translated for the language bank.	<u>TLT Final Literary Translation: 30%</u> (Due by Dec 6, 2016) Student will select a literary text to Translate from Spanish to English And will provide a 1-2 page critical Reflection on the challenges faced
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<p>-1-2 page critical reflection on the challenges of translating such documents. -1 page reflection piece on EISA community event you attended.</p> <p><u>or</u></p> <p>Programa Nosotros: Your portfolio will include: - Transcription into Spanish and Translation into English of your video segment. -1-2 page critical reflection on the challenges of audiovisual translation. -Briefly share your experiences with your classmates at the end of the semester.</p>	<p>During the translation process or they can comment on and analyze the successes and failures of an already existing translation. They will briefly share their experiences with their classmates at the end of the semester.</p>
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Date of Deferred Final Exam (if applicable): N/A

Explanatory Notes on Assignments:

A detailed explanation of each graded assignment will be provided on the course website.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course attendance will be taken regularly with an attendance sheet and will be factored in as part of the participation component of the course. Note though that simply attending the course will not guarantee a high participation grade. It is essential that the student actively and critically participate. Students who fail to attend 50% of the classes can expect to do poorly or even fail the course.

Policy for Late Assignments:

Students who consult the instructor with **sufficient advance notice** regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments will incur a 5% per day late deduction. After three

days late no assignments will be accepted.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>).

The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59