

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

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

**2017-2018** FREN 254 A1: Introduction to Translation Theory and Practice:  
French-English-French  
(Fall Term)

Instructor: Sathya Rao

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Time: 10.00 am – 10.50 am

Place: HC 2 41

Office Hours: MWF 1pm-2pm,

or by appointment

Course Website: Moodle

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**Course Prerequisite:** FREN 297 or consent of department. This course may be used for the MLCS Certificate in Translation Studies.

Students in the Faculties of Arts and Science may pursue this certificate in translation while fulfilling existing requirements for majors and minors in French, German, Spanish or Ukrainian by taking designated courses for a minimum of ★27. While the certificate does not prepare students to be full-fledged translators upon graduation, it provides them with the necessary focus to pursue further training in the profession. Furthermore, since the certificate puts the emphasis on cultural literacy, students who complete its requirements will have honed their skills in their area of specialization and will be ready to embark on many types of careers requiring cultural expertise, (for example the foreign service, foreign trade, business abroad, tourism).

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

Yes       No, not needed, no such projects approved.

**Community Service Learning** component

Required     Optional     None

**Past or Representative Evaluative Course Material Available**

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other (please specify)

NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes       No

## Course Description and Objectives:

This course aims to introduce students to the main linguistic differences between English and French as a preliminary step toward translating from one language to the other. Students will familiarize themselves with these differences and the practice of French to English and English to French translation through a variety of collective as well as individual fun exercises based on a problem-solving approach. Students will have the opportunity to learn about professional translation tools such as TERMIUM PLUS and create their own pedagogical resources using the medium of their choice. At the end of the course, students will be able: 1) to characterize the main linguistic differences between French and English using the appropriate metalanguage; 2) to avoid literal translation when possible and choose relevant translation strategies; 3) to identify and deal with a variety of common translation issues arising between French and English (e.g., false friends and tenses); 4) to select relevant translation tools and use them efficiently depending on the source-text and context; 5) to improve their knowledge of written and oral French.

### Texts:

#### **Required**

- Most of the course material will be posted on Moodle or distributed to the students in class
- French-English bilingual dictionary (e.g. *Robert & Collins, Harrap's*)
- French dictionary (e.g., *Larousse, Petit Robert*)
- English dictionary (e.g., *Cambridge, Oxford*)
- \**Students have the option to use either a print or an electronic version.*

#### **Recommended**

- French grammar book (e.g., *Le Petit Grevisse*)
- English grammar book (e.g., Longman)
- VINAY Jean-Paul & Jean DARBELNET (1994). *Comparative Stylistics of English and French. A Methodology for Translation* (translated by J. C. Sager and M-J. Hamel), Amsterdam / Philadelphia: John Benjamins Publishing Company (recommended for students with a background in linguistics).
- MORTON, Jacqueline (1997). *English Grammar for Students of French*. The Olivia and Hill Press (4<sup>th</sup> edition).

### Grade Distribution (see “Explanatory Notes”):

- **In class test 1:** 20% (October 13)
- **In class test 2:** 20% (November 29)
- **Translation project:** 20%
  - First version (no later than October 16)
  - Final version (no later than November 10)
  - Presentation (December 1-6)
- **Participation:** 10%
- **Final exam:** 30% (December 15)

**Date of Deferred Final Exam (if applicable):**

If a student has received approval for deferred final examination (see “Absence for final exam”, <http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#absence-from-final-exams>) he or she will have the opportunity to take a deferred examination at a time and place mutually convenient for the instructor and the student. By default, the deferred examination will be scheduled on **December 18** at a mutually convenient time and place.

**Explanatory Notes on Assignments:**

**In-class tests:** Each in-class will cover a section of the course. Tests will include short translations, concept definitions, multiple choice questions, and exercises on topics discussed in class.

**Translation project:** Students will have the opportunity to work in team and develop pedagogical resources related to some of the issues discussed in class using the medium of their choice (e.g., tutorials, clips, board games, and video games). Best projects will be featured on the Francopains blog. Check [http://www.artsrn.ualberta.ca/lesfrancopains/?page\\_id=1055](http://www.artsrn.ualberta.ca/lesfrancopains/?page_id=1055) for examples of past translation projects.

**Participation:** Students are expected to attend class on a regular basis (see “Attendance, Absences, and Missed Grade Components”) and participate actively in class discussions and group activities.

**Final examination:** The final examination is cumulative.

Throughout the course students will have the opportunity to gain bonus points, for instance by reporting on community events.

**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 [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) 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 [Student Conduct & Accountability Office](#) 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, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 and participation are an essential component and are factored 10% of the overall grade. Students are expected to attend class on a regular basis, not to be late in class or leave class early without a legitimate reason, and participate actively in class discussions and group activities. Students missing classes without acceptable reason will be penalized by losing 20% of their participation mark for each absence. 5 unmotivated absences will result in a 0% in participation.

***Policy for Late Assignments***

Students should consult **in advance** with the instructor regarding contingencies preventing the timely completion of an assignment. Depending on the nature of the impediment, the instructor will grant or not an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in to the instructor either by email or in person on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

***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](mailto: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	%
<b>Excellent.</b> 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	<b>97-100</b>
	A	4.0	<b>93-96</b>
	A-	3.7	<b>90-92</b>

<p><b>Good.</b> 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.</p>	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<p><b>Satisfactory.</b> 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.</p>	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<p><b>Poor/Minimal Pass.</b> 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.</p>	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<p><b>Failure.</b></p>	<b>F</b>	0.0	<b>0-59</b>