

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://ualberta.ca/modern-languages-and-cultural-studies>

2021-2022 GERM 443: Advanced Translation: German Into English
(Fall Term)

Instructor: Dr. Jennifer Dailey-O’Cain
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Time: T Th 11:00-12:20
Place: T 1-104
Office Hours: T Th 1-2,
or by appointment

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

Course Prerequisite: GERM 342 or consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology requirements (minimum): Computer with a word processor and an internet connection. It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Experiential Learning Component

this course has a significant experiential learning component (15% or more of the course grade)

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

Yes No, not needed

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 (No exams in this course)

Course Description, Objectives and Expected Learning Outcomes:

This is an advanced course in translating German texts to English. Building particularly on the grammatical skills learned in GERM 342: Introduction to Translation: German and English, this course will turn to the theoretical, philosophical, and ethical underpinnings of translation with a focus on literary translations. Through a combination of readings about translation

theories, group workshops, and individual projects, students will learn to navigate some of the more detailed concerns of translation that go beyond grammatical features. The course will be run as a seminar, with discussions in English (with the occasional bits of German thrown in *because we can*). The readings will also be in English.

At the end of this course, successful students will be able to:

- explain the various theoretical underpinnings of translation as these theories have emerged in the past few centuries
- apply those theoretical considerations to the actual translation of texts in a way that shapes them into the kinds of translators they want to be
- translate German texts into English while taking cultural and historical considerations into account
- improve their translations with techniques involving voice, wordplay, symbolism, and genre

Course Format: The objectives of this course will be learned from a combination of translation practice that we will go over in class, reading and discussion of critical essays written by translation studies scholars, and group and solo projects.

Texts:

1. The course texts, including theoretical essays and translations to be done, can be found on eclass. It is the student's responsibility to print out and bring to class these materials (or have them with you on your laptop or tablet), as they will not be distributed in class.
2. A good, comprehensive, hardcover German-English and English-German dictionary (Collins recommended)

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2021

Add/Delete Date: September 15, 2021

50% Withdrawal Date: October 4, 2021

Withdrawal Date: November 30, 2021

Last Day of Class: December 7, 2021

Final Exam Date (if applicable): n/a

Date of Deferred Final Exam (if applicable): n/a

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Grade Distribution (see “Explanatory Notes”):

Your end-of-semester grade will be calculated on the basis of the following elements:

- Participation: 20% (see the below explanation in “participation, homework preparedness, and peer work” for a discussion of what this comprises)

- Translation journal: 5% (ongoing, to be handed in on **16 December, 2021**)
- Short critical essays: 30% (15% each) (applying theory to a published translation, due **23 September, 2021** and **26 October, 2021**)
- Group translation and presentations: 15% (beginning **23 November, 2021**)
- Individual project: 30% (including a short critical essay), due **16 December, 2021 by 4:00 pm** (emailed to Dr. D. at jenniedo@ualberta.ca)

Explanatory Notes on Assignments:

This course is set up in such a way that students will be working together in workshop format regularly throughout the semester. Students should therefore, where appropriate, come prepared to these sessions with sample translations (either those distributed in class or those chosen by the student, depending on the assignment) to exchange with their fellow students. Peer feedback will then be given. When the schedule for the following class period lists a *worksheet* (or two), students are responsible for looking it over ahead of time and preparing anything it requires them to do. When the schedule for the following class period lists a *reading*, students are responsible for reading it ahead of time and being prepared to discuss/apply it in class.

The “participation” mark in the final grade will consist of three equally distributed components: in-class participation throughout the semester (including the quality and quantity of peer-work contributions and in-class discussion contributions, both in terms of volunteering their own translations in the large-group discussion and commenting on other students work), attendance (reflecting the student's overall record of attendance throughout the semester, given that a student cannot contribute substantively in in-class discussion if he or she is not present, and that frequent unexcused absences can adversely affect not only that student's progress, but that of his or her workshop and group work partners as well), and the short in-class presentation made based on Worksheet 14 concerning their individual final presentations (on **November 23, 2021**, **November 25, 2021**, or **November 30, 2021**).

Journal: You are expected to keep a translation journal (either electronically or in a written notebook—your choice) throughout the duration of the class. You should be reflecting on the process of translation, coming up with your own take on what our theoretical readings suggest translation difficulties or issues, or keeping lists of useful techniques. This journal should be given to Dr. D. (or in the case of an electronic version, sent to her by email at jenniedo@ualberta.ca) at the same time as the final project. While there is no limit to length, the rule of thumb is that entries should be a paragraph at least and you should be keeping the journal weekly (or so). At least ten entries will be expected by the end of the semester in order for this assignment to be considered complete.

Group translation and presentation: Students should form groups (2-3 students) and engage in a group translation of a literary text of their selection. The presentation based on this work should offer reflections on the group's approaches and process, concerns, differences of opinion of the groups, choices made and approaches taken in light of theory, etc. The mark for this assignment will be given for the group as a whole, although students should display evidence of shared participation; where this evidence is missing, the mark will be affected. The group may choose to do their presentation in English or in German, or mix the two languages. The translation, once complete, should be between 700-900 words. You should be sure to provide the original text along with your translation when you hand it in (both of which will be due at the time of

presentation).

Two critical essays: Students will be expected to write two short critical essays. These essays will be based on a theory-based critique of a published literary translation by someone else. Students should discuss the translator's decisions based on the theoretical readings we have read, and, where appropriate, make suggestions as to how the student would have gone about it differently in light of that theory. Essays are to be around three double-spaced pages each (with standard margins) and are worth 15% total. German majors are expected to write these critical essays in German, while others may choose either German or English.

Final project: Students will select a translation to complete as a project (literary genre and style open). The translation must be accompanied by a critical essay of five double-spaced pages (with standard margins) reflecting on the choices made and the theoretical foundation that informed those choices. German majors will be expected to write these critical essays in German, while others may choose either German or English. The translation, once complete, should be between 1500-1600 words (not including the critical essay). You should be sure to provide the original text along with your translation when you hand it in.

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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the [Code of Student Behaviour](#).

In this course, if you cannot attend a regular class (i.e. not a day on which you are expected to present your work), you will simply be required to *email Dr. Dailey-O'Cain anytime before the beginning of that class period* to let her know that you will be absent (or, in an emergency where you cannot get to your email, please contact the main office at 780-492-4926 and leave a message for Dr. Dailey-O'Cain). If you do this, your absence will be marked as *excused*.

Given that this is an in-person course taking place during a respiratory virus pandemic, please be assured that if you should develop COVID-19 symptoms, **YOU SHOULD STAY HOME**. Even if your absence is due to COVID, however, you should *still* make sure to let Dr. D. know before class begins that you will be absent.

You do not need to give the reason for your absence, ever, regardless of the reason. You just need to let Dr. D. know ahead of time that you will not be there.

If you do *not* let Dr. Dailey-O'Cain know ahead of time that you will be absent, your absence

will be marked as *unexcused*, and you will receive an automatic zero for any in-class activities due that day, as well as for any at-home assignments due that day.

In cases of potentially excusable absences on *presentation days* due to illness or domestic affliction, *notify Dr. Dailey-O’Cain by email within two days.*

Attendance, preparation, and regular participation go hand in hand in a course such as this one. Students will not only be expected to attend each session, but they are also expected to come prepared for each day’s lesson and fully participate in it. As the course will be run in a seminar style, the success of the course is dependent on informed and lively discussions driven by student engagement. It is therefore vital that each student complete the required readings and written exercises assigned for the scheduled class. Attendance, preparation, and regular participation will count for 20% of the overall grade for the course (see the above “participation, homework preparedness, and peer work”).

Policy for Late Assignments:

If your absence is excused (i.e. if you have notified Dr. Dailey-O’Cain before the absence that you will not be there, see the previous section for details), your late assignment should be turned in at the next class period. If your absence is not excused (i.e. if you have *not* notified Dr. Dailey-O’Cain before the absence that you will not be there), your late assignments will not be accepted. When you have an excused absence, you are responsible for asking Dr. Dailey-O’Cain of your own accord after the next class period what any missed assignments are, and for asking a fellow student for any in-class notes you have missed. You will not be reminded to do these things or prompted for your late assignments.

Required Notes:

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

Student Responsibilities:

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](#) 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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

Language and Translation Courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language 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 Behaviour](#).

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).

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

[The Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. We offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.

They also administer the University of Alberta's [Duty to Accommodate procedure](#) for students and works with students, instructors, campus units, Faculties and departments, community and government agencies, and on and off-campus service providers to coordinate students' disability-related accommodation needs for participation in university programs.

For general information and to register for services visit the [Academic Accommodations](#) webpage.

[The Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

[The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

[Health and Wellness Support for Students](#) outlines available mental and physical health resources that are offered on-campus and in the community.

[The Office of the Student Ombuds](#) is a confidential service that strives to ensure that university processes related to students operate as fairly as possible. We offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

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

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	%
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<p>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.</p>	A+	4.0	95-100
	A	4.0	90-94
	A-	3.7	86-89
<p>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.</p>	B+	3.3	82-85
	B	3.0	75-81
	B-	2.7	70-74
<p>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.</p>	C+	2.3	66-69
	C	2.0	61-65
	C-	1.7	58-60
<p>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.</p>	D+	1.3	55-57
	D	1.0	50-54
<p>Failure.</p>	F	0.0	0-49

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Course plan:

Introduction

September

2: Introduction to the course, discussion of syllabus and expectations

7: Comparative discussion of translation approaches: Robert Musil's *Man Without Qualities* (1995) vs. Jonathan Franzen's *Kraus* (2013) / Workshop and peer work

Genre-based considerations

9: Creative non-fiction (Worksheet 1) / Prose (Worksheet 2)

14: Poetry (Worksheet 3) / Drama (Worksheet 4)

16: Multimedia and Film (Worksheet 5) / Workshop and peer work

21: Theoretical discussion (Read Schleiermacher, Goethe, Benjamin essays)

23: First critical essay due / Review of worksheets 1-5, Workshop and peer work

28: On rhyme and rhythm (Worksheet 6) / On imagery and wordplay (Worksheet 7)

30: National Day for Truth and Reconciliation: no classes

Considerations of language use

October

5: Theoretical discussion (Read Nida, Steiner, Berman essays)

7: The run-on sentence (Worksheet 8) / Workshop and peer work

Historical considerations

12: Tone—archaic (Worksheet 9) / Workshop and peer work

14: Tone—modern (Worksheet 10) / Workshop and peer work

19: When historical knowledge is necessary for translation (Worksheet 11) / Workshop and peer work

21: Theoretical discussion (Read Spivak, Appiah, Damrosch, Cronin essays)

26: Second critical essay due / History and culture indivisible (return to Worksheet 11) / Workshop and peer work

Cultural considerations

28: Cultural objects: Knowing your references (Worksheet 12) / Workshop and peer work

November

2: Cultural transfer: Contextual considerations (Worksheet 13) / Workshop and peer work

4: Review worksheets 12-13 / Workshop and peer work

9: FALL TERM READING WEEK

11: FALL TERM READING WEEK

Bringing it all together

16: Translating texts (Worksheet 14)

18: Translating texts (Worksheet 14)

23: Presentations of group translations

25: Presentations of group translations

30: Presentations of group translations

December

2: Peer work on final projects

7: Peer work on final projects and wrap-up

Your final projects are due Thursday, December 16th, by 4pm. Please submit them by emailing them to Dr. Dailey-O'Cain at jenniedo@ualberta.ca. Please also remember that the set of entries in your translation journal is due at the same time.