

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

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

2015-2016 GERM 443 B1:
Advanced Translation: German into English
(Winter Term)

Instructor: Dr. Carrie Smith-Prei

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Personal Website: <http://www.artsrn.ualberta.ca/feminism/>

Time: MWF 10:00-10:50

Place: HC 2-41

Office Hours: M 11-1,

or by appointment

Course Website: n/a

Course Prerequisite: GERM 342 or consent of department

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 is an advanced course in German-English translation. Building particularly on the grammatical skills learned in GERM 342, this course will turn to the theoretical, philosophical, and ethical underpinnings of translation with a focus on literary translations. Students will read and discuss translation theory, apply this theory to practice in the form of essays, engage in reflective translation journals, and participate in weekly small-group workshops as well as plenary discussions. At the end of this course, students will be able to identify and analyze some of the more detailed complexities of translation beyond the grammatical features of the two languages by taking into account cultural and historical considerations, voice, word-play, symbolism, and genre, among others. Further, students will learn to evaluate the best routes for approaching these complexities in their weekly translation practice and peer-work. These

smaller assignments will lead, step-by-step, to two larger projects (one group, one individual) for which students will synthesize these approaches, develop their own understanding, and hone their translator's voice. The course will be run as a seminar, with discussions in German and English.

Texts:

Required

- Texts, including theoretical essays and translations to be done, will be uploaded to eClass. It is the student's responsibility to print out and bring these materials to class as they will not be distributed in class.

- A good, comprehensive, hard-cover German-English + English-German dictionary (Collins recommended)

Grade Distribution (see "Explanatory Notes"):

10% for participation, including homework preparedness and peer-work; collected at the end of each unit

10% for translation journal: ongoing, due April 8th

15% for group translation and presentations, beginning March 30^h

30% for two (15% each) short critical essays applying theory to a published translation, due January 25th, February 29th

35% Individual translation project, including short critical essay, due April 13th

Explanatory Notes on Assignments:

Participation, homework preparedness, and peer-work: Students will be working together in workshop format regularly throughout the semester. Students are expected 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. These assignments (including peer-feedback notes) will be collected at the end of each unit.

Journal: You are expected to keep a translation journal (on eClass with time stamps) throughout the duration of the class. You should be reflecting on the process of translation, thinking about difficulties, or keeping lists of useful techniques. This journal will be "collected" at the end of the semester. While there is no limit to length, the entries should be a paragraph at least and you should be keeping the journal weekly.

Group Translation and Presentation: Students should form groups (2-3 students) and engage in a group translation of a text of their selection. The presentation should offer the approaches, concerns, differences of opinion of the groups, approaches taken in light of theory, etc. Mark will be given for the group as a whole, although students should display evidence of shared participation in both the translation and the presentation; where this evidence is missing, the mark will be affected.

Two critical essays: Students will be expected to write-up two short critical essays. These essays will be based on a pairing of theoretical essay and translation. Students should discuss

the translator's decisions based on the theory at hand, 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 3 pages each and are worth 15%.

Project: Students will select a translation to complete as an individual project, genre and style open. The translation must be accompanied by a critical essay reflecting on the choices made and theories (referencing those read in class) that informed those choices. The critical essay should be 5-7 pages; the length of translation will be discussed individually with the instructor.

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) 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 which 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 safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or 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 directs 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 student ombudservice (<http://www.ombudservice.ualberta.ca/>).

Information about the University of Alberta Discrimination and Harassment

Policy and Procedures is described in UAPPOL at

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

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 instructor 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 23.3(1) and 23.5.6 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, In this course, attendance, preparation, and regular participation go hand in hand; students will not only be expected to attend each session, but they are expected to come prepared for the day’s lesson and participate in that day’s lesson. As the course will be run in 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, film screenings, or written exercises assigned for the scheduled class. Attendance, preparation, and regular participation will count for 10% of the overall grade for the course. If you are unable to come to class, I expect you to alert me via email in advance.

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, 5% from the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in 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 Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.sds.ualberta.ca).

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“**MLCS Undergraduate Grading Scale**”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

“MLCS Undergraduate Grading Scale”

Letter	%	Pts	Descriptor
A+	95-100%	4.0	Excellent: Superior performance showing understanding and knowledge of subject matter far exceeding expectations.
A	90-94%	4.0	Excellent: Superior performance showing comprehensive understanding of subject matter.
A-	86-89%	3.7	Excellent: Clearly above average performance with complete knowledge of subject matter.
B+	82-85%	3.3	Good
B	75-81%	3.0	Good: average performance with knowledge of subject matter generally complete.
B-	70-74%	2.7	Good
C+	66-69%	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65%	2.0	Satisfactory
C-	58-60%	1.7	Satisfactory
D+	55-57%	1.3	Poor: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
D	50-54%	1.0	Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
F	0-49%	0.0	Failure: Unsatisfactory performance or failure to meet course requirements

COURSE PLAN

Mon. 4 January

- Introduction to the course, discussion of syllabus and expectations

Wed. 6 January

- Comparative discussion of translation: Robert Musil’s *Man without Qualities* (1995) vs Jonathan Franzen’s *Kraus* (2013)

Fri. 8 January

- Workshop/peer-work day

Unit 1 – Genre-based Considerations

Mon. 11 January

- Creative non-fiction (the essay)
 - Worksheet 1

Wed. 13 January

- Prose (the novel vs. novella vs. short story)
 - Worksheet 2

Fri. 15 January —

- Workshop/peer-work day
- Poetry
 - Worksheet 3

Mon. 18 January

- Theoretical discussions
 - READINGS: Schleiermacher, Goethe, Benjamin

Wed. 20 January

- Drama
 - Worksheet 4

Fri. 22 January

- Multimedia – Film
 - Worksheet 5
- Workshop/peer-work day

Unit 2 – Linguistic Considerations

Mon. 25 January

- Review of worksheets 1-5
- **First essay due**

Wed. 27 September

- On rhyme and rhythm
 - Worksheet 6

Fri. 29 January

- On imagery and wordplay
 - Worksheet 7

Mon. 1 February

- The run-on sentence
 - Worksheet 8

Wed. 3 February

- Theoretical discussion
 - READINGS: Nida, Steiner, Berman

Fri. 5 February

- Review worksheets 6-8
- Workshop/peer-work day

Unit 3 – Historical Considerations

Mon. 8 February

- Tone – archaic
 - Worksheet 9

Wed. 10 February

- Tone – modern
 - Worksheet 10

Fri. 12 February

- Workshop/peer-work day

READING WEEK Feb. 15–19th NO CLASSES

Mon. 22 February

- When historical knowledge is necessary for translation
 - Worksheet 11

Mi. 24 February

- Theoretical discussion
 - READINGS: Spivak, Appiah, Damrosch, Cronin

Fri. 26 February

- Review worksheets 9-11
- Workshop/peer-work day

Unit 4 — Cultural Considerations

Mon. 29 February

- History and culture indivisible – return to worksheet 11
- **Second essay due**

Wed. 2 March

- Cultural objects: Knowing your references 1
 - Worksheet 12

Fri. 4 March

- Cultural objects: Knowing your references 2
 - Worksheet 12 cont.
- Workshop/peer-work day

Mon. 7 March

- Cultural transfer: Contextual considerations 1
 - Worksheet 13

Wed. 9 March

- Cultural transfer: Contextual considerations 2
 - Worksheet 13 cont.

Fri. 11 March

- Review worksheets 12-13
- Workshop/peer-work day

Unit 5 — Bringing it together

Mon. 14 March

- Worksheet 14 — Text passage 1

Wed. 16 March

- Worksheet 14 — Text passage 2

Fri. 18 March

- Review worksheet 14
- Workshop/peer-work day

Mon. 21 March

- Group Project Work

Wed. 24 March

- Group Project Work

Fri. 28 March – Mon. 28 March Easter Holiday NO CLASSES

Wed. 30 March

- Project Presentations

Fri. 1 April

- Project Presentations

Mon. 4 April

- Project Presentations

Wed. 6 April

- Project Presentations

Fri. 8 April

- Presentations and Wrap-up
- **Translation journals due today**
- **Individual projects due April 13th**