

Academic year	2017-18
Subject	21837 - Literary Translation
Group	Group 1, 1S
Syllabus	D
Language	English

Subject

Name	21837 - Literary Translation
Credits	1.92 in-class (48 hours) 4.08 distance (102 hours) 6 total (150 hours).
Group	Group 1, 1S
Period	First semester
Language	Spanish

Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Gabriel Roberto Dols Gallardo gabriel.dols@uib.cat	18:00	19:00	Tuesday	12/09/2017	06/02/2018	AB09
	10:00	11:00	Thursday	07/02/2018	29/06/2018	AB09

Context

In this course, students will work with literary texts in English and, by translating them into Spanish or Catalan, they will not only acquire a deeper knowledge of the lexical, morphological, and syntactical differences between the languages involved, but they will also familiarize themselves with documentation and research procedures and other key issues such as cultural differences and their effects on language. Special attention will be paid to what is usually known as the style of the author, and by the end of the course the students will be expected to be able to proficiently identify and transfer the main stylistic and rhetoric devices found in the original text.

An additional goal of the course is to serve as a brief introduction to the world of professional book translation and publishing.

Requirements

Essential requirements

Since this is an optional course for the third or fourth year of the English Studies degree, students are assumed to have a basic familiarity with Anglophone literature and a knowledge of English at least equivalent to C1, as defined by the Common European Framework of Reference for Languages. Students who do not have this level of English will find a list of self-study resources in the bibliographical section of "English Language VI" and "English Language VII" and it is their responsibility to reach this level prior to the beginning of the course. Furthermore, the "English Lab" room (Aula de autoaprendizaje de idiomas) is at the disposal of UIB students. For further information on the "English Lab" check this link <http://diari.uib.cat/arxiu/Coneixeu-l'English-Lab.cid376924>, or the Lab's social media site https://www.facebook.com/englishlabUIB/info?tab=page_info

Likewise, students are expected to have a good command of Spanish and/or Catalan, that enables them to write fluently and with a basic array of stylistic and rhetoric devices. Spelling errors, in particular, will always

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detract from the grade of any exercise. International Students should be aware that they are expected to have a level of at least B2 (according to the CEFRL) in Spanish and/or Catalan.

Recommended

Students are reminded that UIB is a presential university and, therefore, regular attendance to the lessons is expected. This is particularly important in this course, because of its practical nature.

However, students officially recognised by the UIB as part-time students can follow Pathway B. In this case, students are not expected to regularly attend or actively participate in sessions.

Those interested in this assessment option will need to present the lecturer with a formal application in the first two weeks of the term. This application will include documentary evidence proving that they find themselves in one of the following situations:

- Estar treballant amb una mitjana de dedicació equivalent, com a mínim, a la meitat de la durada màxima de jornada ord inària de treball. Això s'ha d'acreditar amb un contracte de treball en vigor o un nomenament administratiu; alternativament es poden aportar altres documents que provin l'activitat actual, com els justificants de cotització en qualsevol règim dela Seguretat Social.
- Estar afectat per una discapacitat física, sensorial o psíquica, en un grau igual o superior al 33 per cent, que és el que estableix la normativa que regula la reserva de places per a l'accés ala Universitatd'estudiants amb necessitats educatives especials.El grau de discapacitat s'ha d'acreditar mitjançant el certificat emès per l'organisme competent per al seu reconeixement.
- Tenir 45 anys o més en la data d'inici del curs acadèmic.
- Estar en situació de protecció a la família o haver de tenir cura de persones dependents.
- Trobar-se en altres situacions extraordinàries que l'òrgan competent valori com a determinants per ser incorporat a la situació de dedicació a l'estudi a temps parcial.

The Vice-Dean for English Studies will consider all applications and decide whether applicants should be granted part-time student status. Upon notification, Pathway B students will be asked to sign a learning agreement (available from Campus Extens).

Skills

Specific

- * The ability to translate different types of text (SC7)..
- * The ability to analyse English texts from a linguistic, literary and cultural standpoint (SC4)..
- * The ability to locate and use information related to the discipline in databases and internet resources, as well as use specific computer applications in the field of study (SC10)..

Generic

- * The skill to communicate effectively, both orally and in writing, in at least one of the official languages of the Balearic Islands (C6)..
- * The ability to adapt to different professional contexts, in line with the legal framework and ethical principles of professional practice (C9)..
- * The ability to interpret, analyse, synthesise and assess information critically (C3)..

Basic

* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

The theoretical content will be structured around the texts to be translated, which will follow a progression of increasing complexity. The original texts and any supporting material will be made available to the students through Campus Extens at the beginning of the semester, and they could be subject to minor modifications.

Theme content

1. Translation-oriented stylistic analysis

Text: *Nothing Lost*, by John Gregory Dunne.

Theoretical content: Overview of basic translational concepts. Genre and the context of situation.

2. Cultural and ideological issues in translation

Text: "The Madman", by Chinua Achebe

Theoretical content: The context of culture. Identifying and translating culturemes.

3. The "limits" of translation: form and content

Text: *Notes on Sculptures in Rome and Florence*, by Percy Bysshe Shelley

Theoretical content: The translation of formally constrained texts: poetry, comic-books, subtitles.

Teaching methodology

During the course the students will work with literary texts representing different styles and time periods, at a work rate of approximately one text per month. The students will be required to translate a fragment of the relevant text every week, at home, and a significant part of the lessons will be devoted to discussing and comparing their different versions. The rest of each session will be set aside for theoretical content and exercises devised to complement the practical work.

At the end of every month, as part of the continuous assessment process the students will translate a short fragment of the text they have been working on. That exercise may also contain some questions about theory. Likewise, the students will be asked to translate, in groups and outside the classroom, a larger fragment of one of the texts in the syllabus.

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theoretical concepts	Large group (G)	This part of the lesson will be devoted to studying the translational concepts that are relevant to the translation of	13

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Modality	Name	Typ. Grp.	Description	Hours
			literary texts. Any materials will be provided by the lecturer and made available on Campus Extens.	
Practical classes	Translation discussion	Medium group (M)	<p>The students and the lecturer will discuss and contrast different versions of the weekly translation task. The aim will be to find different valid translations, if possible, and constructively debate why some versions might be incorrect, all the while trying to identify norms and procedures that are applicable beyond the particular text at hand.</p> <p>Please note that any real progress on the part of the student will depend on her having carried out the translation beforehand. Consistent failure to do so will be penalized through the participation segment of the assessment.</p>	13
Practical classes	Translation discussion	Large group (G)	<p>The students and the lecturer will discuss and contrast different versions of the weekly translation task. The aim will be to find different valid translations, if possible, and constructively debate why some versions might be incorrect, all the while trying to identify norms and procedures that are applicable beyond the particular text at hand.</p> <p>Please note that any real progress on the part of the student will depend on her having carried out the translation beforehand. Consistent failure to do so will be penalized through the participation segment of the assessment.</p>	13
Assessment	Individual translation test	Large group (G)	<p>For the final test, the students will be asked to translate a longer text (350-450 words), applying everything they have learnt during the course. The target language can be Spanish or Catalan (their choice). They will be allowed to have with them a computer and/or any physical dictionaries they need, in order to simulate as closely as possible the conditions of actual translation work.</p> <p>The date of the test will be announced on Campus Extens and in the UIB Digital chronogram since the beginning of the course.</p>	3
Assessment	Mid-term exercises	Large group (G)	<p>At the end of every month, before moving on to another text, the students will be asked to translate a fragment (not previously discussed in class) from the work just left behind, as part of the continuous assessment process. The students will have a week to carry out the translation at home using all the relevant resources, before delivering it on the appointed date.</p> <p>A total of three translation exercises will be carried out during the course. Their dates will be indicated in the chronogram and on Campus Extens at the beginning of the course. Their weight in the final grade will follow an ascending progression, as follows: 5% / 10% / 10%</p>	6

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Individual self-study	Translation Dossier	Together with the monthly mid-term exercises, the students in Pathway B will be required to hand in a dossier with their translation of the text or texts discussed in the lectures during the month.	
Individual self-study		Individual study and reading, completion of pre-assigned translations and Campus Extens activities.	82
Group self-study	Group translation	The students will be asked to translate, in groups of 3-4 people, a text to be indicated at the beginning of the semester that is related to the work they will be doing in their lessons. Besides applying everything they have learnt about literary translation during the course, they will be expected to hand in a text up to professional standards of presentation, both in format, style and grammatical correctness. The students will be provided the necessary guidelines during the course. The deadline for the hand-in will be announced in the chronogram and on Campus Extens at the beginning of the semester.	20

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

- Please note that a **4** is required in the final translation test in order to pass the subject. Any student with an average grade over 5 but with less than a 4 in the final translation test will get a final grade of 4.5 and will have the chance to resit the failed test (as well as deliver any other recoverable failed exercises) in the extraordinary examination session (February 5-9).
- Pathway B is only intended for part-time students, as explained above, in the "Requirements" section of this guide.
- If a student fails to hand in an assignment or to show up on the date and at the time established by the lecturer for any activity which is part of the student's assessment programme, they will receive a 0 (zero) grade for this activity. Failure to take an official exam (when applicable) will result in a 'No Presentat' grade.
- Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic (Section 30)
- Mobile phones and other electronic devices are NOT allowed in the classroom. Laptop computers are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).
- Only if the student has presented 30% or less than 30% of the total assigned evaluation course tasks, will the grade be "NP". The dates and times of the official exams (UIB and exchange students) will not be altered under

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any circumstances, except those contemplated by the Reglament Acadèmic. Students will not be allowed into the classroom when the exam/practical session has already started. Erasmus and/or international students will not have a flexible date to sit or re-sit assessment.

- Plagiarism (Article 33 - Academic Regulations) will always be penalised, in accordance with the UIB's current academic regulation, reproduced below:

"Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

- En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

Translation discussion

Modality	Practical classes
Technique	Observation techniques (non-retrievable)
Description	The students and the lecturer will discuss and contrast different versions of the weekly translation task. The aim will be to find different valid translations, if possible, and constructively debate why some versions might be incorrect, all the while trying to identify norms and procedures that are applicable beyond the particular text at hand. Please note that any real progress on the part of the student will depend on her having carried out the translation beforehand. Consistent failure to do so will be penalized through the participation segment of the assessment.
Assessment criteria	This segment of the grade will take into account the student's consistency in bringing the weekly translation task to every lesson, as well as the degree of effort and research put into it. Active participation in the in-class discussion will be a significant factor as well.

Final grade percentage: 10% for the training plan A

Final grade percentage: 0% for the training plan B

Individual translation test

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	For the final test, the students will be asked to translate a longer text (350-450 words), applying everything they have learnt during the course. The target language can be Spanish or Catalan (their choice). They will be allowed to have with them a computer and/or any physical dictionaries they need, in order to simulate as closely as possible the conditions of actual translation work. The date of the test will be announced on Campus Extens and in the UIB Digital chronogram since the beginning of the course.
Assessment criteria	The assessment process will penalize any translation mistakes, grouping them roughly into three categories: errors of interpretation, errors of rendering in the target language and errors in transmitting the main or secondary functions of the text. A distinction will be made between serious and minor mistakes, according to functionalist criteria. On the other hand, good and creative solutions will be rewarded. The students will have a chance to familiarize themselves with the grading criteria during the course. Note that a minimum grade of 4 in this test is required to pass the subject.

Final grade percentage: 35% for the training plan A with minimum grade 4

Final grade percentage: 35% for the training plan B with minimum grade 4

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Mid-term exercises

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	At the end of every month, before moving on to another text, the students will be asked to translate a fragment (not previously discussed in class) from the work just left behind, as part of the continuous assessment process. The students will have a week to carry out the translation at home using all the relevant resources, before delivering it on the appointed date. A total of three translation exercises will be carried out during the course. Their dates will be indicated in the chronogram and on Campus Extens at the beginning of the course. Their weight in the final grade will follow an ascending progression, as follows: 5% / 10% / 10%
Assessment criteria	<p>The assessment process of each of these exercises will penalize any translation mistakes, grouping them roughly into three categories: errors of interpretation, errors of rendering in the target language and errors in transmitting the main or secondary functions of the text. A distinction will be made between serious and minor mistakes, according to functionalist criteria. On the other hand, good and creative solutions will be rewarded. The students will have a chance to familiarize themselves with the grading criteria during the course.</p> <p>Any theory question(s) accompanying the translation itself will require the student to write a concise and coherent answer in English. Note that no exercise will be passed with more than 10 serious grammatical mistakes (for a C1 level of English).</p>
Final grade percentage: 25% for the training plan A	
Final grade percentage: 25% for the training plan B	

Translation Dossier

Modality	Individual self-study
Technique	Learning file (retrievable)
Description	Together with the monthly mid-term exercises, the students in Pathway B will be required to hand in a dossier with their translation of the text or texts discussed in the lectures during the month.
Assessment criteria	Together with the monthly mid-term exercises, the students in Pathway B will be required to hand in a dossier with their translation of the text or texts discussed in the lectures during the month.
Final grade percentage: 0% for the training plan A	
Final grade percentage: 10% for the training plan B	

Group translation

Modality	Group self-study
Technique	Papers and projects (retrievable)
Description	The students will be asked to translate, in groups of 3-4 people, a text to be indicated at the beginning of the semester that is related to the work they will be doing in their lessons. Besides applying everything they have learnt about literary translation during the course, they will be expected to hand in a text up to professional standards of presentation, both in format, style and grammatical correctness. The students will be provided the necessary guidelines during the course. The deadline for the hand-in will be announced in the chronogram and on Campus Extens at the beginning of the semester.
Assessment criteria	<p>The assessment process will penalize any translation mistakes, grouping them roughly into three categories: errors of interpretation, errors of rendering in the target language and errors in transmitting the main or secondary functions of the text. A distinction will be made between serious and minor mistakes, according to functionalist criteria. On the other hand, good and creative solutions will be rewarded. The students will have a chance to familiarize themselves with the grading criteria during the course.</p> <p>Besides these considerations, in this case the overall quality of the delivered document will be a major factor in the final grade. Students should also be aware that the resulting translation must be coherent in language and style, so that an additional layer of revision is advised, to unify solutions and criteria.</p>

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The introduction to the translation itself must be written in English and brief but relevant. The students are expected to apply the theoretical contents they will have studied in the lessons.

Students in **Pathway B** will be required to carry out the translation individually.

Final grade percentage: 30% for the training plan A

Final grade percentage: 30% for the training plan B

Resources, bibliography and additional documentation

Basic bibliography

López Guix, Juan Gabriel, y Jacqueline Minett Wilkinson, *Manual de traducción inglés/castellano*, Barcelona, Gedisa, 2006.
Ainaud, J., A. Espunya, y Didac Pujol, *Manual de traducció anglès-català*, Barcelona, Eumo, 2003.
Marco, Josep, *El fil d'Ariadna. Anàlisi estilística i traducció literària*, Vic, Eumo, 2002.
Munday, Jeremy, *Introducing Translation Studies*, Londres, Routledge, 2008.

Complementary bibliography

Bassnett, Susan, *Translation Studies*, Londres, Routledge, 2002, 3ª ed.
García Yebra, Valentín, *Teoría y práctica de la traducción*, Madrid, Gredos, 1982.
Mott, Brian, *Semantics and Translation for Spanish Learners of English*, Barcelona, Universitat de Barcelona, 2011.
Newmark, Peter, *A Textbook of Translation*, Londres/Nueva York, Prentice Hall International Ltd, 1987. (Existe versión castellana: *Manual de traducción*, trad. Virgilio Moya, Madrid, Cátedra, 1992.)
Pym, *Teorías contemporáneas de la traducción. Materiales para un curso universitario*, Tarragona, 2012 (Traducción de una versión parcial del libro *Exploring Translation Theories* (Routledge, 2010)).
Stockwell, R. P., J. D. Bowen y J. W. Martin, *The Grammatical Structures of English and Spanish*, Chicago-Londres, University of Chicago Press, 1965.

Other resources

Monolingual Spanish Dictionaries

Casares, Julio, *Diccionario ideológico de la lengua española*, Barcelona, Gustavo Gili, 1999.
Moliner, María, *Diccionario de uso del español*, 2 vols., Madrid, Gredos 1999
Real Academia Española, *Diccionario de la lengua española*, Madrid, Espasa-Calpe, 1992, 21ª ed.
Seco, Manuel, Olimpia Andrés y Gabino Ramos, *Diccionario del español actual*, 2 vols., Madrid, Aguilar, 1999.

Monolingual Catalan Dictionaries

Alcover-Moll, *Diccionari català-valencià-balear* (<http://dcvb.iecat.net>).
Institut d'Estudis Catalans, *Diccionari de la llengua catalana* (dlc.iec.cat).
Pey, S., *Diccionari de sinònims i antònims*, Barcelona: Teide, 1981

Monolingual English Dictionaries

New Oxford English Dictionary, 20 vols., Oxford, Clarendon Press, 1989.
The New Shorter Oxford Dictionary, 2 vols., Oxford, Clarendon Press, 1994, 4a reimpr.
Webster's Third New International Dictionary, Springfield (Mass.), Merriam-Webster, 1993.

Bilingual dictionaries

Collins. *Diccionario universal español-inglés/English-Spanish Dictionary*, Barcelona, Grijalbo, 2005, 7a ed.
Diccionario Oxford español-inglés inglés-español, Madrid, Oxford University Press, 2003, 3a ed..

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Diccionario internacional Simon&Schuster inglés-español español-inglés, Nueva York, MacMillan, 1997, 2ª ed.

Gran diccionario Larousse español-inglés English-Spanish, Barcelona, Larousse, 2004, 1a ed.

Oliva, Salvador i Llinàs y Angela Buxton, *Diccionari anglès-català*, Barcelona, Enciclopèdia Catalana, 1988.

Grammar books, style manuals and other reference works

Agencia Efe, *Manual del español urgente*, Madrid, Cátedra, 1998, 12a ed. corr. y aum. <http://www.efc.es/>.

Alarcos Llorach, Emilio, *Gramática de la lengua española*, Madrid, Espasa Calpe, 1994.

Bosque, Ignacio (director), *Redes. Diccionario combinatorio del español contemporáneo*, Madrid, SM, 2004.

Corripio, Fernando, *Diccionario de ideas afines*, Barcelona, Herder, 2000, 7a ed.

Gili Gaya, Samuel, *Curso superior de sintaxis española*, Barcelona, Vox, 1993, 15a ed.

Lázaro Carreter, Fernando, *El dardo en la palabra*, Barcelona, Círculo de lectores, 1997.

—, *El nuevo dardo en la palabra*, Madrid, Aguilar, 2003.

Lorenzo, Emilio, *El español de hoy, lengua en ebullición*, Madrid, Gredos, 1994, 4a ed.

—, *Anglicismos hispánicos*, Madrid, Gredos, 1996.

—, *El español en la encrucijada*, Madrid, Espasa Calpe, 1999.

Martínez de Sousa, José, *Diccionario de usos y dudas del español actual*, Barcelona, Biblograf, 1998, 2a ed.

—, *Manual de estilo de la lengua española*, Oviedo, Trea, 1999.

—, *Ortografía y ortotipografía del español actual*, Trea, 2004.

País, El, *Libro de estilo*, Madrid, El País, 1994.

Real Academia Española, *Diccionario panhispánico de dudas*, Madrid, Santillana, 2005.

—, *Esbozo de una nueva gramática de la lengua española*, Madrid, Espasa Calpe, 1995, 14a reimp.

—, *Ortografía de la lengua española*, Madrid, Espasa Calpe, 1999.

Seco, Manuel, *Diccionario de dudas y dificultades de la lengua española*, Madrid, Espasa-Calpe, 2000, 10a ed. 2a reimp.

Torrents dels Prats, A., *Diccionario de dificultades del inglés*, Barcelona, Juventud, 1989.