



Universidad
de Alcalá

GUÍA DOCENTE

Introducción a la Traducción (Inglés-Español) // **Introduction to Translation (English-Spanish)**

Grado en Estudios Ingleses
Grado en Lenguas Modernas y Traducción
Universidad de Alcalá

Curso Académico 2019-2020

2º Curso – Primer Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Introducción a la Traducción (Inglés-Español) // Introduction to Translation (English-Spanish)
Código:	251013 // 440013
Titulación en la que se imparte:	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Departamento de Filología Moderna Área de Traducción e Interpretación/Área de Filología Inglesa
Carácter:	Obligatorio
Créditos ECTS:	8
Curso y cuatrimestre:	2º curso, 1 ^{er} cuatrimestre
Profesorado:	Grado en Estudios Ingleses: Maya García de Vinuesa Grado en Lenguas Modernas y Traducción (Alcalá): María Jesús Fernández Gil Grado en Lenguas Modernas y Traducción (Guadalajara): Bruno Echaury Galván Carmen Valero Garcés
Horario de Tutoría:	Se comunicará al comenzar el curso
Idioma en el que se imparte:	Inglés y español

1. COURSE DESCRIPTION

The general objective of this course is to introduce students to the field of Translation Studies and to the practice of direct translation (English-Spanish) as a resource to develop a strong awareness of the issues in the discipline and learn the essentials of modern translation theory through analysis and practical applications in the language of choice.

Living in a world where translation is a daily activity in many areas, this course seeks to call students' attention to the fact that translating is more than just changing words from one language into another. By introducing some of the main theoretical concepts currently being discussed in Translation Studies, and by combining both a cultural and linguistic approach, the course will explore ways in which texts are manipulated in the process of transferring across languages and cultures.

Prerequisites and recommendations

The course is taught in English and Spanish, which means that students are expected to be able to follow explanations, take notes, and ask questions, as well as provide the answers for the activities in both languages. Level B2.1 (Common European Framework) is required at the beginning of the course in both languages. Students are reminded that at the end of the second semester, they are expected to have a level of B2.2 in English (CEFR).

Note: Erasmus students will have to certify their level of English and/or Spanish (at least B.2.1) at the beginning of the course.

Course summary

Introduction to Translation (English-Spanish) is a compulsory 8 ECTS course included in the first semester of the second year of the Modern Languages and Translation Degree and the English Studies Degree. The main objective of this course is to introduce students to the field of Translation Studies and to the practice of direct translation (English-Spanish). The main concepts covered are the following: fidelity, equivalence, loyalty, meaning and text types. The course, which is actually an introduction, is related to *Translation Theory*, which is taught in the third year of the Modern Languages and Translation Degree.

2. COURSE OBJECTIVES

Generic competences

1. To develop students' autonomy as learners.
2. To improve students' abilities to communicate and work in groups.
3. To develop and articulate independent and critical thinking based on supporting evidence.
4. To use bibliographic and specialized sources efficiently and correctly.
5. To demonstrate the ability to understand and express oneself, correctly and clearly, in C1 level of the European Framework for Languages as well as to be able to translate from English into Spanish.
6. To develop the capacities for self-assessment, self-improvement and team work.

Specific competences

1. To apply the appropriate skills in the analysis of a text to be translated.
2. To be able to find appropriate resources to translate different types of texts.
3. To manage the principle of equivalence depending on the text and the purpose of the translation adequately.
4. To employ the appropriate strategies to translate different types of texts.
5. To be able to evaluate translated texts.

3. COURSE CONTENTS

- Unit 1: Introduction to Translation Studies. Main concepts, topics and issues
- Unit 2: Translation theory before the 20th Century
- Unit 3: The analysis of meaning
- Unit 4: The translation shift approach
- Unit 5: Functional theories of translation

Class timetable

Week	LECTURES	SEMINARS	TUTORIALS
Week 1	<p>Translation theory before the 20th century. "Translation Studies". The Holmes and Toury 'map'.</p>	<p>Discussion about Translation Studies as a discipline, terminology, new and old debates.</p>	
Week 2	<p>The Renaissance debates: Tyndale, Dolet, Tytler and Erasmus.</p> <p>The vitalization of the vernacular: Luther and the German Bible</p>	<p>Contextualising Translation Studies as developed in the West. Research assignment.</p>	<p>TUTORIAL 1: Project meeting: Setting a translation project: small groups receive guidelines for starting a translation project</p>
Week 3	<p>European Translation theory of the 17th-19th centuries Dryden Schleiermacher</p> <p>Translation theory of the 19th and early 20th centuries in Britain.</p>	<p>Discussion on 19th and early 20th century contributions to Translation Theory.</p>	<p>TUTORIAL 1: Project meeting: Setting a translation project: small groups receive guidelines for starting a translation project</p>
Week 4	<p>Early 20th century Theories Jacobson's types of translation The notion of equivalence</p>	<p>Translation exercises.</p>	
Week 5	<p>The analysis of meaning. Equivalence and equivalent effect. The Translation shift approach. Nida's model: Formal vs. Dynamic Equivalence</p>	<p>Exercises on the formal vs. the dynamic equivalence.</p>	<p>HAND IN TASK 1 PROJECT</p>

Week 6	Newmark's model: Semantic vs. Communicative equivalence.	Translation exercises.	TUTORIAL 2: Project meeting
Week 7	Köller's model: Correspondence vs. Equivalence	Translation exercises.	TUTORIAL 2: Project meeting
Week 8	Vinay and Darbelnet's model (1)	Exercises: direct procedures	TUTORIAL 2: Project meeting
Week 9	Vinay and Darbelnet's model (2)	Exercises: oblique procedures	
Week 10	Functional theories of translation. Reiss' test types (1)	Exercises: text types	TUTORIAL 3: Project meeting
Week 11	Functional theories of translation. Reiss' test types (2)	Exercises: text types	TUTORIAL 3: Project meeting
Week 12	Skopos theory	Exercises on the <i>skopos</i> of several texts	TUTORIAL 3: Project meeting
Week 13	Nord's translation-oriented analysis	Translation exercises	
Week 14	Review	Review exercises	HAND IN PROJECT
Week 15	Presentation of the Translation project	Presentation of the Translation project	

Students must be aware that, although every unit specified in the syllabus will be covered in the course, the hours assigned for each unit are tentative. Therefore, the instructor might vary the time dedicated to each unit in order to properly attend the learning needs of the group.

4. METHODOLOGY AND CLASS ACTIVITIES

Lessons will be dedicated to introducing terminology and concepts related to translation (equivalence, receptors, and text types) and to briefly explain the evolution and main theories in Translation Studies as a discipline. Activities, exercises and the translation of different types of texts for varied readerships will be completed. There will be a one-hour theory lesson and a two one-hour small group sessions per week.

There will be 3 tutorials (5-7 students) devoted to complete the translation project. Instructions shall be given the first week of class.

An additional series of translation activities will be compulsory to be developed with the lecturer. Groups of students will be given a Source Text in English and a selected Target Text in Spanish. Students will have: (1) to analyze and comment in terms of the translation processes they identify and (2) to give a presentation on the source text and on the translation strategies used. The lecturer will hold meetings with them to supervise the process of analysis and the rehearsals.

In the independent-study periods, students will be asked to review and expand the theoretical explanations as well as to translate texts and evaluate translated texts. To this end, the lecturer will provide students with a selection of readings and possible topics and texts to be translated at the beginning of the course.

Any problem that may arise from the readings or exercises will be dealt with in the theoretical sessions or in the tutorials.

4.1. Student Workload

Face to face sessions: 60	50 hours (15 hours of lectures, 30 hours of seminars, 3 hours of tutorials, 2 hours of exam). 10 hours of group activities.
Independent study: 140	140 hours (30 hours of study, 70 hours of activities, 20 hours of test preparation, 20 hours online activities)
Total hours: 200	

4.2. Learning activities

3 one hour weekly sessions + 3 tutorials and sessions at the lab in small groups (5-7 students).	Class attendance and active participation required.
Main concepts, theories and conventions will be explained by the teacher when the whole group meet.	Students are required to read the texts from the text book and/or other materials assigned and come to class /seminars ready for discussion.
Activities, exercises and the translation of different types of texts for varied readerships will be discussed and checked in class in smaller groups.	Students are required to complete the tasks given at home and come to class ready to participate.
A translation project consisting of the translation of a set of texts or part of a longer text will be completed in small groups (5-7 students) and reviewed in the 3 workshop/lab sessions.	The group of students is responsible for doing the different activities assigned for the completion of the project and come to the workshop / lab to participate.

4.3. Materials and resources

Compulsory readings:

Munday, J. (2008). *Introducing Translation Studies. Theories and Applications*. London: Routledge.
Selected articles from Journals.

Resources:

Blackboard Teaching Platform.
Integrated Desk for presentations.
Language Laboratory.

5. ASSESSMENT

Assessment criteria

Students should demonstrate they have acquired the main concepts and competences related to this module. Thus, by the end of the course, students are expected to be able to:

- Demonstrate they have acquired the main concepts used in Translation Studies and related to specific theories
- Understand, identify and handle tools and documentation sources to solve common translation problems and justify their solution
- Apply the appropriate skills in the analysis of a text to be translated
- Manage the principle of equivalence depending on the text and the purpose of the translation adequately
- Use the appropriate strategies to translate different types of texts according to different theories
- Translate efficiently general texts from English into Spanish
- Be able to evaluate translated texts according to the theory explained.

Grading criteria

Taking all this into consideration, students will be graded as follows:

SOBRESALIENTE (A):

- Student fully understands main translation concepts and theories
- Student does not have significant errors of decoding / encoding or in the target language
- Student can translate general texts efficiently and appropriately
- Student shows the ability to critically evaluate translations in a clear way following specific theories
- Student has a very good use of English and Spanish (B1)

NOTABLE (B)

- Student understands main translation concepts and theories
- Student has up to one important translation error
- Student can translate general texts efficiently and appropriately and appropriately enough but may have a few linguistic or format errors

- Student shows the ability to critically evaluate translations following specific theories
- Student has a good use of English and Spanish

APROBADO (C- Pass)

- Student has some important errors in understanding and putting into practice main translation concepts, theories and strategies related
- Student has encoding / decoding problems (choice of vocabulary, idioms, and register; faux senses and omissions) and / or significant errors in the target language
- Student can translate general texts in a basic and general manner
- Student shows the ability to critically evaluate translations and comment about theories of Translation in a very general way and has few critical opinions

SUSPENSO (F- Fail)

- Student has severe problems and shows inaccuracies in understanding and putting into practice main translation concepts, theories and strategies
- Student shows persistent serious grammatical inaccuracy and inappropriate choices of vocabulary, idiom and register
- Student cannot produce an acceptable translation
- Student is not able to critically evaluate translation and comment about theories of translation

Assessment procedures and instruments

All students will be assessed following a process of continuous assessment. Different aspects of the course will be evaluated separately throughout the semester in order to obtain an overall continuous and formative final mark for the course mark. This means that all the students will have to participate actively and effectively in classes as well as in all the group activities. A minimum of 80% attendance is compulsory.

Continuous assessment will be based on:

Assessment instruments	Assessment criteria
- Participation in classes	It implies active participation in tasks, activities, discussions, etc.
- Final exam	There will be a final translation exam and there may be in-class translation tests, which will also include questions about the theoretical aspects discussed in class. Students must prove their ability to translate a text as well as their understanding and knowledge of the subject using appropriate language.
- Translation tasks	Students must submit different translation activities throughout the course. In doing so, they must prove that they can translate fluently using appropriate language, source and tools. Translation errors and language mistakes in Spanish and English will be penalised.
- Translation project	Students will work on a translation project, which may include the following tasks: <ol style="list-style-type: none"> 1. Translation of the given text 2. Creation of a glossary 3. Correction of the translation by peers Assessment will be based on the translation process, the final product, and the students' ability to make effective corrections.

Exceptionally, those students who have been recognized as eligible for final evaluation in accordance with the terms in article 10 of the “NORMATIVA REGULADORA DE LOS PROCESOS DE EVALUACIÓN DE LOS APRENDIZAJES” (passed on 5/05/2016) may sit for a final exam. The exam will include: questions about the theoretical content explained along the course, completion of writing tasks, and completion of the project in group or individually. Students who plan to take the overall exam should contact the teachers early on in the course in order to obtain specific information about the exam, since it will assess all the competences stated in the syllabus.

Those students who do not pass the continuous evaluation or final exam will have the right to be assessed again in June by a similar (extraordinary) exam (*convocatoria extraordinaria*). The exam will include: questions about the theoretical content explained along the course, completion of writing tasks, and completion of the project in group or individually.

Plagiarism will not be tolerated. Those students who commit plagiarism in any of the activities will receive a FAIL mark in the corresponding activity.

The set of standard and formal criteria devised by the Department of Modern Philology will be taken into account in the assessment in order to obtain a passing mark

6. BIBLIOGRAPHY

Basic Bibliography

- Baker, M. (2018) *In Other Words. A Course Book on Translation*. London: Routledge.
- Venuti, L. (2000) *The Translation Studies Reader*. London: Routledge.
- Jiménez Jiménez, A. (2018) *Introducción a la traducción*. London: Routledge
- Bassnett, S. (1991) *Translation Studies*. London: Routledge.
- Beebe, A. *Teaching Translation from Spanish to English*. Ottawa: University of Ottawa Press, 1996.
- Hervey, S. et al. (1995) *Thinking Spanish Translation*. London: Routledge.
- Llacer Llorca, E. (2004) *Sobre la traducción. Ideas tradicionales y teorías contemporáneas*. Valencia: PUV.
- López Guix, J. G., and J. Minett (1997) *Manual de traducción*. Madrid: Gedisa.
- Munday, J. (2008) *Introducing Translation Studies. Theories and Applications*. London: Routledge.
- Pym, A. (2014) *Exploring Translation Theories*. London; New York: Routledge.
- Snell-Hornby, M. (2006) *The Turns of Translation Studies*. Amsterdam: Benjamins.

Web site Resources

- EU: http://ec.europa.eu/translition/language_aids
- ATA <http://www.atanet.org/>
- EL ATRIL DEL TRADUCTOR http://cvc.cervantes.es/aula/el_atril/ingles/
- GITRAD <http://www.gitrad.uji.es/>
- TRANSLATION DIRECTORY : <http://www.translationdirectory.com>
- ASETRAD/ LA LINTERNA DEL TRADUCTOR: <https://asetrad.org/la-linterna-del-traductor>

Additional Bibliography

- Hermans, T. (2006). *Translating Others*. Manchester: Jerome Publishing.
- Hatim, I & Munday, J. (2004) *Translation. An Advanced Resource Book*. London: Routledge.
- Lafarga, F. & Pegenaute, L. (eds.) (2004) *Historia de la Traducción en España*. Salamanca: Ambos mundos.
- Larson, M. (1998). *Meaning-based translation. A Guide to Cross-language Equivalence*. Lanham: UPA.
- Newmark, P. A (1992) *Textbook of Translation*. London: Pergamon, 1988. Versión castellana:

Manual de traducción, trad. Virgilio Moya. Madrid: Cátedra.
Newmark, P. (1993) *Paragraphs on Translation*. Clevedon, Multilingual Matters.
Toury, G. (1986) *Translation descriptive Studies*. Clevedon.