



Universidad  
de Alcalá

APROXIMACIÓN A LA  
TRADUCCIÓN LITERARIA  
(INGLÉS/ESPAÑOL) //  
APPROACHING LITERARY  
TRANSLATION  
(ENGLISH/SPANISH)

Grado en *Lenguas Modernas y Traducción*  
(Guadalajara)  
Universidad de Alcalá

Curso Académico 2019-20  
3º y 4º curso – 1º Cuatrimestre

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Aproximación a la traducción literaria</b>
Código:	<b>440032</b>
Titulación en la que se imparte:	<b>Lenguas Modernas y Traducción (Guadalajara)</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna Filología Inglesa</b>
Carácter:	<b>Optativa</b>
Créditos ECTS:	<b>6</b>
Curso y cuatrimestre:	<b>4º curso / 1º cuatrimestre</b>
Profesor:	<b>Jonathan P. A. Sell</b>
Horario de Tutoría:	<b>Lunes 08:30-10:30, 13:30-14:30; miércoles 08:30-09:30, 12:30-14:30</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1a. PRESENTATION

Translation provides a bridge of understanding between different language communities and their cultures and is necessarily founded on an acknowledgement of difference. That difference is particularly acute in the case of literary texts where linguistic and cultural differences are compounded on the one hand by remote historical contexts, unfamiliar conceptual frameworks and non-standard language, and on the other by the formal and technical characteristics of literary texts themselves. The particular difficulty posed by literary texts not only enhances skills in critical reading, creative thinking and effective writing, but also intensifies historical awareness and, most importantly, fosters that capacity to empathise without which both translation and, more broadly, personal and professional life in the global village would be considerably impoverished. This course takes a distinctly hands-on approach to its subject and aims to introduce students to the history, theory and practice of literary translation and to some of the chief issues and problems facing the literary translator through a series of case studies and practical activities, with special attention to such popular genres as children's literature and comics.

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### **Prerrequisitos y recomendaciones / Prerequisites and Recommendations:**

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills. It is further highly recommended that students have passed the subjects "Introducción a la traducción", in which they will have studied the basic principles of translation theories and methods and "Análisis de textos literarios en lengua inglesa", in which they will acquire basic skills in the identification and interpretation of different types of literary texts in English.

NOTE: Erasmus students must certify their level of English and Spanish (B2.2) at the beginning of the course.

## **2. COMPETENCIAS / OBJECTIVES**

### **Competencias genéricas / Generic Competences:**

1. To develop student's autonomy as learners.
2. To improve student's abilities to communicate and work in groups.
3. To promote confident decision-making.
4. To develop and articulate independent and critical thinking based on supporting evidence.
5. To use specialized sources and tools efficiently and correctly.
6. 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 and vice versa.
7. To develop the capacities for self-assessment and self-improvement and team work.
8. To develop one's own and assess others' critical arguments.
9. To show sensitivity to other cultures and frames of thought.

### **Competencias específicas / Specific Competences:**

1. To identify principle forms, features and conventions of literary texts.
2. To formulate reasonable interpretations of literary texts.
3. To identify problems posed for translation by literary texts.
4. To find informed solutions to those problems.
5. To apply the appropriate skills in the analysis of a literary text to be translated.
6. To be able to find appropriate resources to translate different types of literary texts.
7. To employ the appropriate concepts and techniques in the translation of literary texts.
8. To become aware of the literary translator's role as mediator.

### 3. CONTENIDOS / COURSE CONTENTS

Units	Hours
1. What is literary translation? <ul style="list-style-type: none"> <li>• What is literature?</li> <li>• What is literary translation?</li> <li>• Recognition</li> </ul>	9 hours
2. Literary translation in history <ul style="list-style-type: none"> <li>• Landmark translations</li> <li>• Emerging trends</li> </ul>	6 hours
3. Problems of literary translation (and some solutions) <ul style="list-style-type: none"> <li>• Constraints</li> <li>• Linguistic variety</li> <li>• Cultural cues</li> <li>• Metaphors, allusions and other figures</li> </ul>	12 hours
4. Translation universals and children's literature	6 hours
5. The limits of translation? <ul style="list-style-type: none"> <li>• Extreme texts</li> <li>• Translator as creator</li> </ul>	9 hours

A week-by-week schedule of lecture and seminar topics, case studies and translation activities, workshops and tutorials will be provided at the start of the course

### 4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE. ACTIVIDADES FORMATIVAS / METHDOLOGY AND CLASS ACTIVITES

Class-contact time is devoted to lectures, seminars and workshops, which include group work, class discussions, critical analysis of literary translations and practice in literary translations. Throughout the course of the module, students will compile a translation portfolio containing the translations they complete on a fortnightly basis. They will also complete a group translation project.

Students are greatly encouraged towards independence, and project work figures large in this module with the aim of ensuring that they not only acquire academic skills, but also learn how to manage time and decision making effectively.

Students are expected to read the texts of the case studies before they are discussed in the seminars.

### Attendance and participation

Faithful attendance and regular participation in class are expected. As this course will involve students working in small groups, each student is expected to participate as a group member, neither dominating participation nor failing to participate.

#### 4.1 DISTRIBUCIÓN DE CRÉDITOS (especificar horas) / STUDENT WORKLOAD

Class-contact hours: 45	14 lectures, 28 seminars, 3 workshops.
Independent learning: 103	This time includes studying lectures notes (14 hours), reading case-study texts (14 hours), translating and revising texts for portfolio (30hours), carrying out translation project (30 hours), compulsory readings (10 hours), revising for examination (5 hours).
Examination: 2	
Total hours	150

#### 4.2 ESTRATEGIAS METODOLÓGICAS, MATERIALES Y RECURSOS DIDÁCTICOS / LEARNING ACTIVITIES, MATERIALS AND RESOURCES

Face-to-face hours	<ul style="list-style-type: none"> <li>• Lectures provide an introduction and overview of the topic under discussion.</li> <li>• Seminars explore the issues in more detail through analysis and discussion of selected translations and production of translations.</li> </ul> <p>Workshops: students will have three workshop sessions over the semester. The purpose of these workshops will be</p>
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to assist students to prepare their translation projects.

### Materials and resources

A wide range of literary texts and translations in English and Spanish will form the basis of the analysis and discussion in seminars and tutorials. Texts in both Spanish and English will also be set for translation and inclusion in the translation portfolio. Copies of all material for translation and compulsory reading texts will be provided by the teacher at the start of the term.

Students may be supported through an e-learning platform (Blackboard), which will be used for class communication and publication of lecture presentations.

## 5. EVALUACIÓN / ASSESSMENT

### Crterios de evaluación / 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 thorough knowledge of the main concepts, issues and problems relating to Translation Studies.
- Analyse literary texts for the purposes of translation, identifying problems and applying solutions.
- Analyse translations of literary texts, identifying methods and techniques used and problems solved.
- Approach the translation of literary texts of a suitable level of difficulty critically and sensitively from Spanish into English and from English into Spanish.
- Explain coherently and with justification all decisions made when translating.
- Show interest, enthusiasm and initiative in classroom activities.
- Present work of an appropriate formal and linguistic standard. Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

Details about the marking of the Translation Portfolio and the Group Translation Project will be provided by the teacher. The final examination for continuous assessment students will test their knowledge of theoretical issues and the contents of the compulsory reading texts.

Students are warned that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. According to article 34 of the University of Alcalá's regulations concerning evaluation, any plagiarism found in the final version of a paper

will be penalised and could result in the failure of the module. The teacher will provide students with assessment cover sheets for written work, which certifies that their submitted work is entirely their own or appropriately referenced.

### Criteria de calificación / Grading (marking) criteria

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Translation Portfolio and examination performance show that students have read and thought at a level well beyond what is expected in the module. Students are always well-prepared for discussion in seminars and participate actively in all activities.
- **Excellent (Sobresaliente):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Translation Portfolio and examination performance meet all, or a considerable majority of, the desiderata for this type of work, demonstrating impressive all-round competence and application of the main concepts and techniques introduced and practiced in lectures and seminars. Students are always well-prepared for discussion in seminars and participate actively in all activities.
- **Good (Notable):** Students display a good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved to a good or very good standard. Translation Portfolio and examination performance demonstrate solid all-round competence and application of the main concepts and techniques introduced and practiced in lectures and seminars. Students are prepared for discussion in seminars and participate actively in all activities.
- **Satisfactory (Aprobado):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Translation Portfolio and examination performance demonstrate some basic competence and application of certain of the main concepts and techniques introduced and practiced in lectures and seminars. Students tend not to be prepared for discussion in seminars and barely participate in activities.
- **Fail (Suspenso):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Translation Portfolio is incomplete and/or, together with examination performance, demonstrates insufficient competence and application of the main concepts and techniques introduced and practiced in lectures and seminars. Class attendance is below 80% and participation tends to be slight.

### Procedimientos de calificación / Grading procedure

#### Continuous assessment

The assessment of the programme will be based on seminar work, the production of a portfolio of translations, the completion of a group translation project, and a final examination in the following proportions:

- Seminar work: 10%
- Translation Portfolio: 40%

- Group Translation Project: 25%
- Examination: 25%
- **Total:** 100%

### Final exam

In accordance with the University regulation on evaluation, for those students who are not able to follow the continuous assessment scheme there will be one final summative three-hour written exam testing competences in all aspects of the material covered during the module. This exam may include objective test questions, short answer questions and discussion questions.

### Re-sit examination

There will be a re-sit opportunity at the end of the second semester. This will take the form of a two-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the resit mark. Students may be permitted to submit their mark in the continuous assessment as part of the overall re-sit mark, in which case the percentage corresponding to the re-sit examination will be modified accordingly.

## 6. BIBLIOGRAFÍA / BIBLIOGRAPHY

In addition to the books recommended here, a detailed bibliography of literary translation could be provided.

### Recommended reading

Bassnet, Susan and André Lefevere (1998): *Constructing Cultures: Essays on Literary Translation*, Clevedon: Multilingual Matters.

Eco, Umberto (2001): *Experiences of Translation* Trans. Alastair McEwen. Toronto: University of Toronto Press.

Haque Ziaul, Md (2012): "Translating Literary Prose: Problems and Solutions", *International Journal of English Linguistics* 2.6: 97-111.

Landers, Clifford E. (2001): *Literary Translation: A Practical Guide*. Clevedon: Multilingual Matters.

Sánchez, María T. (2009): *The Problems of Literary Translation*. Oxford: Peter Lang.

### Other works

Chesterman, Andrew (2016), *Memes of Translation: The Spread of Ideas in Translation Theory*. Revised edition. Amsterdam: John Benjamins Publishing.

Hardwick, Lorna (2000): *Translating Words, Translating Cultures*, London: Duckworth.

Hatim, B. & I. Mason (1997): *The Translator as Communicator*, London: Routledge.

Hermans, Theo (ed.) (1985): *The Manipulation of Literature. Studies in Literary Translation*. New York: St Martins Press.

Lefevere, A. (1992): *Translating Literature: Practice and Theory in a Comparative Literature Context*, New York: Modern Language Association of America.

\_\_\_\_\_ (1992): *Translating, Rewriting and the Manipulation of Literary Fame*. London: Routledge.

Rose, Marilyn Gaddis (1997): *Translation and Literary Criticism: Translation as Analysis*, Manchester: St. Jerome Press.

Weissbort, Daniel (ed.) (1989): *Translating Poetry: The Double Labyrinth*, Iowa City: University of Iowa Press.

### Reference works

Classe, Olive, (ed.) (2000): *Encyclopedia of Literary Translation into English*, London: Fitzroy Dearborn.

France, Peter, (ed.) (2000): *Oxford Guide to Literature in English Translation*, Oxford: Oxford University Press.