

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

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

2018-2019 SPAN 405: A1
Exercises in Translation: Spanish to English
(Fall Term)

Instructor: *Dr. Ann De León*

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Time: *T,Th 11:00AM-12:20PM*

Place: *HC 2-22*

Office Hours: *Th, 2:30PM-3:30PM*

or by appointment

Course Website: *eClass (Moodle) under SPAN 405*

Course Prerequisite: *3 at the 300-level numbered above 306 (excluding SPAN 330 or SPAN 360) or consent of the department. It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

This course and both its tracks CSL and TLT count towards the **Certificate in Translation Studies**: <https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/areas/translation-studies>

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

- No: Students who elect to do either track (CSL or TLT tracks) for the course will not be required to obtain ethics approval or police clearance from their organizations.

Community Service Learning component

- Optional

Number of CSL volunteer hours required: 20 hours.

While the *Community Service Learning* (CSL) component is optional, students who elect CSL will have the course count also towards the Certificate in Community Engagement and Service Learning: <https://www.ualberta.ca/community-service-learning/csl-student-info/certificate-program>

Students who opt for the *Theoretical & Literary Theory* track (TLT) will carry out a final literary translation project in lieu of the community service-learning component. Both tracks will receive the same readings and exams and will be graded on the same translation assignments.

Past or Representative Evaluative Course Material Available

- Document distributed in class

Additional mandatory Instructional fees (approved by Board of Governors)

No

Course Description, Objectives and Expected Learning Outcomes:

Through a combination of translation theory, practice, and partnership with Edmonton's Hispanic community through CSL (Community Service Learning); students in this course will explore some of the major challenges of translating texts from Spanish to English and will develop practical and ethical strategies for addressing these challenges in meaningful real-life contexts. Students will have the opportunity to work with an Edmonton NGO such as: **EISA (Edmonton Immigrant Services Association)** or **Programa Nosotros** Hispanic Television (via **University of Alberta Libraries**). Students will also read and think critically about some important Hispanic literary figures and theories of translation. Two options (tracks) are available for the student:

1) **Literary track (TLT):** As a final project the students in this non-CSL track will have to select an excerpt (750 words max) from a literary text they would like to translate from Spanish to English (which has not been translated before); **or** they can comment on and analyze the successes and failures of an already existing literary translation.

or

2) **Community service learning track (CSL):** The students in this CSL-track will have the opportunity to work with an Edmonton organization such as: A) **EISA (Edmonton Immigrant Services Association)** or B) **Programa Nosotros** (via **University of Alberta Libraries**).

<p>Option A: <u>EISA (Edmonton Immigrant Services Association)</u></p> <p>*In pairs, students will translate 3 legal documents for EISA's Language Bank (at home) to help recent Hispanic immigrants in Edmonton who cannot afford professional translation services.</p> <p>*Students must attend one EISA Language Bank training session.</p> <p>* Students must also write a 1-2 page reflection piece on the experience and also fill out a "student completion form" with their CSL partner organization (available on the CSL website)</p>	<p>Option B: <u>Programa Nosotros (via University of Alberta Library)</u></p> <p>*In groups of 2-3, students will Translate into English a Spanish transcription of a video segment from Hispanic Programa Nosotros, which has been digitized by the University of Alberta library.</p> <p>*Their English translations will be added as subtitles to the digitized video, which will be made available to all via the U of A library.</p> <p>*Students must also write a 1-2 page reflection piece on the experience and also fill out a "student completion form" with their CSL partner organization (available on the CSL website)</p>
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The course will for obvious reasons be conducted both in English and Spanish, given that the source texts to be translated are originally in Spanish and the final translations or target texts will be produced in English.

Themes:

The themes covered in the course are very broad and will give students a panoramic overview on different types of translations ranging from literary translation, cultural and consumer-oriented translation etc. Texts to be looked at will range from poems, manuals, advertisements, official documents etc.

Learning outcomes:

By the end of this course students will be able to:

- *Appreciate the profession of the translator as a critical, ethical and intellectual pursuit.
- *Develop critical thinking strategies and gain practical skills to translate particular texts from Spanish to English.
- *Carry out authentic, collaborative, and meaningful translation work for local nonprofit organizations.
- *Identify some of the successes and challenges that the Hispanic immigrant community faces or has faced when trying to integrate into Edmonton life.

Texts:

All readings and translation assignments for both the *CSL** and *TLT* tracks will be provided to the student.

Students are encouraged to purchase a good bilingual English-Spanish Dictionary and always bring it to class as some assignments might require its use. The students can of course bring a personal laptop/ipad/smart-phone (with campus wireless) to access online monolingual and bilingual dictionaries. Either option is fine.

Important deadlines for CSL*-track students:

Please be sure to visit the University of Alberta Community Service Learning Website and their **CSL Student Info** Section: <https://www.ualberta.ca/community-service-learning/csl-student-info>

Important deadlines are all contained in their **CSL Student Guidebook (on their website)**

* **First two weeks of classes.** Choosing to do CSL or TLT. Your course instructor will ask you to fill out a previous experiences questionnaire before determining if the CSL-track is a good fit for you. Be sure to have this questionnaire filled in and handed back to your instructor by this date.

***Before or by the third week of classes.** As soon as your instructor has informed you as to your track (TLT or CSL) placement, go to the CSL Student Site, visit the CSL portal, find your course and organization placement, sign up for these, submit and print out the checklist that appears when you submit the form. Follow the checklist. If you have any questions or concerns about this process ask the course instructor.

***During the term** be sure to touch base with your course instructor about your progress or if you need help with any aspect of your placement or assignments.

***Last day of classes.** Towards the end of the semester and after having completed all the CSL assignments for your organization; schedule a time to meet with your community partner contact to fill out your **Placement Completion Form** available on the CSL website. Then hand this form to your course instructor.

(Our community partners do not require police or security checks for the students, so you do not need to worry about this).

Grade Distribution (see “Explanatory Notes”):

Community Service Learning Tracks (CSL)	Literary Theory Track (TLT)
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Midterm take home: 20% (both CSL and TLT tracks)

(Handed out on Thursday, October 25 and due back in class on Tuesday, November 6)

Term work: 20% (both CSL and TLT tracks)

The instructor will specify which homework assignments will be graded in eclass.

Three forum posts on eclass 15% (both CSL and TLT tracks)

Throughout the semester students will read articles on translation theory. Students will write one small paragraph (150-300 words max.) reacting to a theoretical reading. They will do this a total of 3 times throughout the semester. Each post will be worth 5% each for a total of 15%.

In class participation: 20% (both CSL and TLT tracks)

This grade includes not just attending the class, but also thoughtful and active participation in discussions.

<p><u>CSL Final Portfolio & Critical Reflection: 25%</u> (Due by Dec 6, 2018)</p> <p>EISA students: Your portfolio will include a print out copy of: -3 documents translated for the language bank (original and translation). -1-2 page critical reflection on the challenges of translating such documents and useful sources. -1 page reflection piece on EISA and role of translation in Language Bank. or Programa Nosotros/University of Alberta Libraries: Your portfolio will include: - Your English translation of the Spanish transcription of your video segment. -1-2 page critical reflection on the challenges</p>	<p><u>TLT Final Literary Translation: 25%</u> (Due by Dec 6, 2018)</p> <p>Student will select a literary text (approx. 750 Words if prose or less for poetry) to translate from Spanish to English and will provide a 1-2 page critical reflection on the challenges faced during the translation process and the creative strategies or resources employed or they can comment on and analyze the successes and failures of an already existing translation.</p>
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of audiovisual translation and what you learned about the history/culture of the Hispanic population at the time your video segment was recorded.	
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Date of Deferred Final Exam (if applicable): N/A

Explanatory Notes on Assignments:

A detailed explanation of each graded assignment will be provided on the course website.

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 (online at www.governance.ualberta.ca) 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 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.

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 that is safe and free from discrimination and harassment. It does not

tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy 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 direct 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 [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

“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.”
(from the beginning of the Calendar).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent.

Sexual violence is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

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).

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 attendance will be taken regularly and will be factored in as part of the participation component of the course. Note though that simply attending the course will not guarantee a high participation grade. It is essential that the student actively and critically participate. Students who fail to attend 50% of the classes can expect to do poorly or even fail the course.

Policy for Late Assignments:

Students who consult the instructor with **sufficient advance notice** regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments will incur a 4% per day late deduction. After one week, no assignments will be accepted.

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>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

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.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

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	%
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.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
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.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
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.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
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.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

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