

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

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

**2016-2017 FREN 454: TRANSLATION: ENGLISH INTO FRENCH**  
(Winter Term)

Instructor: Sathya Rao

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Time: 12.30 P.M.-1.50 P.M.

Place: BUS 4-13

Office Hours: TR 2.30 P.M.-4 P.M.

or by appointment

Course Website: Moodle

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**Course Prerequisite:** FREN 354 or consent of the department. This course may be used for the MLCS Certificate in Translation Studies.

The Certificate in Translation Studies is available to students with a major or minor in Chinese, French, German, Japanese, Spanish and/or Ukrainian only in the Faculties of Arts or Science (Calendar Section 43.1). In all cases, the certificate is granted by the Faculty of Arts at the time a student graduates from his or her degree program (see §§44.8.5 or 44.19.5). Please note that students who lack an appropriate major or minor, or who are matriculated in a Faculty other than Arts or Science, may NOT receive the Certificate in Translation Studies.

**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:**

The aim of this course is to improve students' translation skills and overall knowledge of both written and oral French, as well as to introduce them to translation studies concepts. Students will learn efficient strategies to deal with common English to French translation issues through various individual and collective exercises. They will translate a wide range of texts as well as familiarize themselves with powerful translation tools such as TERMIUM PLUS. Students will take advantage of the Community-Service Learning (CSL) component to apply what they learned in the classroom, gain unique hands-on experience, and reflect on the translator's social and political role. This year's community partners include Little Warrior and the Learning Disabilities Association of Alberta. Much of the material translated in previous courses is currently available in the public domain such as the [LDAA flash cards](#).

At the end of the course, students are expected to: 1) be able to use a wide range of strategies to deal with common English to French translation issues and various genres of source text; 2) to reflect critically upon their translation practice using appropriate translation studies metalanguage; 3) be able to use advanced translation tools and apply informational literacy strategy to deal with specific translation issues; 4) to gain unique hand-on experience by translating a text in compliance with quasi-professional standards ; 5) to develop their own translation ethics and social awareness as engaged translators and citizens; and 6) to improve their overall proficiency in written and oral French.

### **Texts:**

#### ***Required***

- Most of the course material will be posted on Moodle or distributed to the students
- French-English bilingual dictionary (e.g. *Robert & Collins, Harrap's*) [students should have access to a paper or electronic bilingual dictionary in class]

#### ***Recommended***

- French dictionary (e.g., *Larousse, Petit Robert*)
- English dictionary (e.g., *Cambridge, Oxford*)
- French grammar book (*Le Petit Grevisse*)
- English grammar book (e.g. Longman)
- VINAY Jean-Paul & Jean DARBELNET (1994). *Comparative Stylistics of English and French. A Methodology for Translation* (translated by J. C. Sager and M-J. Hamel), Amsterdam / Philadelphia: John Benjamins Publishing Company (recommended for students with a background in linguistics).
- MORTON, Jacqueline (1997). *English Grammar for Students of French*. The Olivia and Hill Press (4<sup>th</sup> edition).

### **Grade Distribution (see “Explanatory Notes”):**

- **Translation project (20%)**
  - **First version:** February 16
  - **Second version (including the reflexive commentary):** March 30
- **Mid-term exam (20%):** February 16

- **End-of-term exam** (20%): April 11
- **Translations assignments** (3x5%): The three translations to be handed in will be chosen by the instructor throughout the semester.
- **Reflexive essay** (10%): March 21
- **Community activity report** (5%): Reports should be submitted no later than one week after the event took place. Reports submitted after March 30 will not be accepted.
- **Participation** (10%)

### **Explanatory Notes on Assignments:**

- **Translation project:** [300-400 words per student] Students will translate collaboratively a section of a document provided by one of our community partner. This year's partners include Little Warrior and the Learning Disabilities Association of Alberta. The translation will be accompanied by a reflexive commentary [at least 350 words] explaining the translation choices and based on the concepts covered in class.
- **Mid-term exam:** The mid-term exam will cover material examined during the first half of the semester. Students should expect short translations, concept definitions, and multiple choice as well as true/false questions.
- **End-of-term:** The end-of-term exam will cover material examined during the second half of the semester. The format will be similar to that of the mid-term exam.
- **Translation assignments:** Students will translate short texts either in class or as homework. Three of these randomly chosen translations will be marked by the instructor.
- **Reflexive essay** [at least 600 words]: Students will write an essay addressing one of the questions formulated by the instructor. The purpose of the essay is to make students reflect on the translator's social, ethical and political commitment.
- **Community activity report** [at least 300 words]: Students will write a short report about a French-speaking event they attended in the community. Outstanding reports will be posted on the [Francopains blog](#).
- **Participation:** Students are expected to attend classes on a regular basis, participate in class discussions and forums, do their homework, and interact respectfully with their peers as well as the guest speakers.

**Required Notes:**

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) 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 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.”

**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](#).

**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 content author(s) 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 [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.

**In this course**, attendance and participation are an essential component and will be assigned 10% of the overall grade. Students who **have missed three classes and more without providing valid justification will receive 0% as their final participation grade**. Students who cannot attend class should let the instructor know ahead of time. Students will have the option to increase their participation grade by attending French community events posted on the “Activité dans la communauté” Moodle webiste.

***Policy for Late Assignments:***

Students who consult **in advance** with the 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. Otherwise, all assignments should be handed in on the stated deadline. Students who hand in assignments late with no acceptable excuse will lose **10% of the assignment's value for each day of delay**. Late excuses will **not** be accepted.

***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 [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

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