

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG: _____

DEPARTMENT NAME: LANGUAGES, LINGUISTICS AND COMPARATIVE LITERATURE	COLLEGE OF: DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS
COURSE PREFIX & NUMBER: SPT 5845	CURRENT COURSE TITLE: Theory and Practice of Spanish/English Translation

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION CHANGE CREDITS FROM _____ TO: _____ CHANGE GRADING FROM _____ TO: _____ CHANGE PREREQUISITES TO: _____ CHANGE MINIMUM GRADE TO: _____ CHANGE COREQUISITES TO: _____ CHANGE OTHER REGISTRATION CONTROLS TO: _____ OTHER _____	SHOW "X" IN FRONT OF OPTION CHANGE PREFIX FROM _____ TO: _____ X CHANGE COURSE NO. FROM 5845 TO: 6845 X CHANGE TITLE TO: Theory and Practice of Spanish/English Literary Translation CHANGE DESCRIPTION TO: _____
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CHANGES TO BE EFFECTIVE (TERM): FALL 13	Attach syllabus for ANY changes to current course information.
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Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES _____ NO _____	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each.
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TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE): _____

Faculty Contact, Email, Complete Phone Number: Dr. Yolanda Gamboa, ygamboa@fau.edu, 561-297-2530

SIGNATURES Approved by: _____ Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Dean of the Graduate College: _____	Date: 11/8/12 11/12/12 1/7/13	SUPPORTING MATERIALS Syllabus—must include all criteria as detailed in UGPC Guidelines. Go to: http://graduate.fau.edu/gpc/ to access Guidelines and to download this form. Written Consent—required from all departments affected.
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Email this form and syllabus to diamond@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
Department of Languages, Linguistics, and Comparative Literature
SPT 6845-001-92478 Theory and Practice of Spanish/English Literary Translation (3 credits)
R 4-6:50 GS 202
Fall 2013

Dr. Yolanda Gamboa

Office: CU 284. Tel. (561)-297-2530. ygamboa@fau.edu
Office hours: MW 2:00-3:00, R 1:30-3:30, and by appt.

Course Description: Theory and Practice of Spanish/English Translation (SPT 5845) 3 credits

Introduction to the theory and practice of Spanish/English literary translation. The translation practice is selected carefully to question as well as to illuminate theoretical problems. Content will vary; course may be repeated once for credit.

This course consists on the practice of literary translation:

- as close reading and analysis of literary texts
- within the framework of linguistics, and particularly semantics
- together with an exposure to the history of translation studies.

By means of a variety of texts both from the Hispanic and the English tradition, the course exposes students to literary translation as a form of literary criticism, helping them understand the cultural and critical assumptions that guide one's interpretation of a text.

Whereas the theoretical readings are aimed at helping students grasp important aspects in translation studies, the literary texts present an array of interpretation problems regarding: author, time period, genre, and cultural milieu.

This course is aimed at graduate students of Spanish and English (as well as advanced undergraduates with permission of instructor). Translations will be into Spanish/English and the discussion will alternate also between Spanish and English. Besides weekly translation practice, discussion of translation issues, and some class presentations, for the final project the students will prepare the translation of a text accompanied by a critical commentary regarding the process of translation.

Course Objectives/Student Learning Outcomes

By the end of the course the student should have acquired:

- Practice of literary translation and of English/Spanish language skills
- Awareness of ATA's Framework for Standard Error Marking
- Enhanced strategies to make texts "translatable"
- Understanding of literary translation as a process of interpretation of texts both from a linguistic and a literary point of view
- Awareness of the role of semantics
- Awareness of the role of genre, time period, language, and other aesthetic considerations in the interpretation of literary texts previous to the translation
- Understanding of some of the issues debated in translation studies, along with their pertinent theorists

Required Texts:

Haywood, Louise, et al. *Thinking Spanish Translation: A Course in Translation Method Spanish to English*. 2nd.ed. London: Routledge, 2009. Print.

Schulte, Rainer, and John Biguenet, ed. *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. Chicago: U of Chicago P, 1992. Print. (S&B)

Literary Text Selections from the authors detailed **available on Blackboard (*)**:

- Rossetti, Christina
- Céspedes, Alejandro
- Argullol, Rafael
- Garner, Helen
- Borges, Jorge Luis
- Jiménez, Juan Ramón
- Mda, Zakes. Ullulants (fragment from the novel)
- Brink, André. Devil's Valley (fragment from the novel)
- Pérez Reverte, Arturo
- Williams, Tennessee
- Cortázar, Julio
- Poniatovska, Elena
- Fuentes, Carlos
- Hemingway, Ernest

Additional articles on Translation studies **available on Blackboard (*)**:

Nida, Ch. Y Ch. Taber
Venuti, Lawrence.
Zatlin, Phyllis
Von Flotow

Recommended Texts:

Gentzler, Edwin. *Contemporary Translation Theories*. 2nd ed. Clevedon: Multilingual Matters, 2001. Print.
Vázquez Ayora, Gerardo. *Introducción a la traductología*. Washington DC: Georgetown UP, 1977. Print.

A good bilingual dictionary such as Larousse, *Diccionario moderno español- inglés, English-Spanish*

A good Spanish dictionary such as <http://www.rae.es>

A good English dictionary such as Merriam Webster's *American English Dictionary*

Ideological dictionaries such as Casares, Julio. *Diccionario ideológico de la lengua española* (o María Moliner) as well as Merriam Webster's *Thesaurus*

ALTA Guides to Literary Translation (<http://www.utdallas.edu/alta/publications/alta-guides>)

Assignments:

- 15% Class participation (preparation of readings and input on translations). The translations should be typed as they may be collected unannounced.
- 10% Exam
- 30% Translation practice. 4 of the assigned translations will be handed for grade accompanied by a page explaining the translations difficulties and approaches taken. The first one, as practice, is Rossetti's, the other 3 will be your own choice. They should be handed at the beginning of class on the day that text is assigned.
- 15% Oral report on one of the theoretical readings (15 min.). It should include a summary and your own response, with questions for discussion.
- 5% Final Project's Proposal & Bibliography
- 25% Final Project: Involves a translation of a short story, or poetry or novel selection, together with a theoretical paper (background on the work, explanation of the translation theory and process). Project length (including both parts): 15-20 pages

IMPORTANT INFORMATION

Grading Scale

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-	77-79 C+	73-76 C	70-72 C-	67-69 D+	63-66 D	60-62 D-	0-59 F
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Participation and attendance: Our department observes a strict attendance policy. In order to meet the course goals and objectives, you must attend and actively participate in class. Participation is an important component of your final grade, and at each session I will take attendance. If you miss class, no participation points will be awarded for that day. There is NO make-up for participation, with the exception of the following, for which you will be awarded full participation for the day by providing proper documentation as soon as possible:

- University-recognized religious holy days*
- Jury duty and other court-related appearances
- Death in the family
- Doctor's visits
- Prior approved and properly documented University-sponsored activities that demand your presence

*For religious holy days, students must speak with me prior to missing class in order to receive participation points. Notifications **after** the religious holy day **will not** be accepted.

It is important to attend class for the **entire** period. Excessive absences (more than **one** without an excuse) or arriving late or leaving early and/or the resistance to participate in class will result in a lower grade. Students should come prepared and having read all the assigned texts. Attendance cannot be made up. More than **one** un-excused absence will lower the course grade by one-half letter grade per additional absence.

Tardiness: Arriving late or leaving early at least two times will be counted as an absence.

Unannounced quizzes/handling of translations: there could be unannounced quizzes based on the assigned readings. Each day consists of a reading from the textbook plus articles on the same topic. It is essential that you read these selections before coming to class, even though you are not presenting. The assigned translations could also be collected without previous announcement.

Assignment Submission Policy:

LATE WORK: All assignments must be turned in at the **beginning** of class (not during or at the end). They will be accepted up to a week later, but with penalties. Tardiness includes turning in the paper right after class because of printer issues. It is your responsibility to have the papers ready for handing in at the beginning of class. **Five (5)** points for each late day will be taken off from the assigned grade (yes, I repeat, this includes turning it in right after class or during class because of printing problems), unless verifiable medical excuse and/or other suitable documents are provided in a timely manner. If you know in advance of any such reason, please let me know. No homework/assignments will be accepted via email.

Exams: There will be 1 exam containing questions from the theoretical readings studied in class as well as translation practice. Before the exam, I will describe the format of the exam. No *make-ups*, unless absence is documented.

Final Exam: In lieu of a final exam this class has a final paper.

Make-up policy for exams: As for the exams and the final, there is **no make-up** possibility. Exceptions include: documented medical reason, religious accommodation, an official FAU athletic commitment, death in the family, or court appearance. If you know in advance of any such reason, please let me know.

INCOMPLETES: Are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

CLASSROOM ETIQUETTE POLICIES

Cell Phones and Electronic Devices:

University Policy: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

The use of cell phones and electronic devices is prohibited in class. All cell phones should be turned off *before* the start of class (not set on “vibrate,” but turned OFF). If you have a medical or family emergency and need to receive a call during class, you should inform your instructor *before* class. Students without authorization who use cell phones and electronic devices in class may be dismissed from class and counted as being absent for the day. In order that the University may notify students of a campus-wide emergency, either the instructor’s, or a designated student’s cell phone will be set to vibrate during class.

Student E-Mail Policy:

Effective August 1, 2004, FAU adopted the following policy:

“When contacting students via e-mail, the University will use only the student’s FAU e-mail address. This will ensure that e-mail messages from FAU administration and faculty can be sent to all students via a valid address. E-mail accounts are provided automatically for all students from the point of application to the University. The account will be disabled one year post-graduation or after three consecutive semesters of non-enrollment.”

E-mailing Your Instructor:

Please use your FAU account when e-mailing your instructor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) your instructor will not know whether the message is junk mail, and therefore, will not respond. FAU e-mail is considered by the university to be official communication, and you should therefore address your instructor appropriately (e.g., *Dear Ms., Mr., Sr., etc.*), sign your name, and use a respectful tone. Instructors will not respond to e-mails that do not address them directly, and/or are not signed, and/or are not sent from your official FAU e-mail address.

AMERICAN WITH DISABILITIES POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures. Bring a letter to your instructor from the OSD indicating that you need academic accommodations no later than the second week of classes.

In accordance with the OSD’s rules and regulations, students must turn in an Exam Sign-Up Sheet at least **one week** before the date on which each exam is scheduled. Please contact OSD for more information.

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

Students are expected to uphold the Academic Honor Code. This includes the use of translator programs or having friends or family revise your assignments.

ALL assignments that you turn in to your instructor for a grade must be your own work. This means that excessive help from tutors or anyone else on graded assignments constitutes academic dishonesty. If your instructor suspects that an assignment completed outside of class is not entirely your own work, the case will be documented and appropriate disciplinary action will be applied as per the University’s Code of Academic Integrity.

If you are not sure about what constitutes plagiarism, please visit the following site created by the University of Southern Mississippi Library: <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

By remaining enrolled in this course past the end of Drop /Add, you are agreeing to:

- uphold The Academic Honor System of Florida Atlantic University, and
- accept accountability for the course requirements, the course expectations, and the attendance policy stated in this document.
- attend the final exam which takes place as scheduled by the University.

Important Dates: Go to the following link to the FAU academic calendar to find important dates (i.e., drop add period, withdraw deadlines, etc.) <http://www.fau.edu/registrar/acadcal.php>

This syllabus is a guide for the course and is subject to change with advance notice given in class and/or email.

PROGRAMA DEL CURSO

Aviso: Lo que figura en el programa del curso para cada día es lo que vamos a cubrir ese día en clase. Durante el semestre la profesora puede hacer algunos cambios en el programa de acuerdo con las necesidades de la clase

La discusión es un componente fundamental de esta clase. Recuerden que las diferencias enriquecen y que la colaboración facilita el aprendizaje.

Semana	Para leer/preparar para discutir en clase	Para traducir
1 (23) agosto	Introducción: Haywood (Cap. 1-2) gramática contrastiva, estudios sobre traducción, el modelo de Vázquez Ayora	En clase: Guillermo de la Torre, Blake, José Martí, Huidobro
2 (30)	Propiedades formales: aspectos fónicos Haywood (Cap. 6) Pound (S&B) Bonefoy(S&B)	Alejandro Céspedes*
3 (6) septiembre	Propiedades formales: aspectos sintácticos Haywood (Cap. 7) Benjamin(S&B) Jakobson(S&B)	Christina Rosetti* Rafael Argullol*
4 (13)	Estilística	En clase: Texto en español para corregir Preparación de la propuesta del trabajo final
5 (20)	Frase y discurso Haywood (Cap.7) Rifaterre(S&B) Schogt(S&B)	Helen Garner* Jorge Luis Borges*
6 (27)	Significado Haywood (Cap. 8-9) Nida*	Juan Ramón Jiménez *

	Ortega(S&B)	
7 (4) octubre	Cuestiones culturales Haywood (Cap.5) Von Humboldt(S&B) Venuti*	Zakes Mda* Entrega de la propuesta del trabajo final
8 (11)	Registro Haywood (Cap. 13) Friederick (S&B)	André Brink* Arturo Pérez Reverte*
9 (18)	Género Haywood (Cap.4) Zatlin* Von Flotow*	Elena Poniatovska*
10 (25)		Tennessee Williams*
11 (1) noviembre	Examen breve	Julio Cortázar*
12 (8)		Lorca*
13 (15)		Carlos Fuentes* Ernest Hemingway*
14 (22)	Thanksgiving 22-25	No hay clase
15 (29)	Semana de exámenes: no hay clase Entrega del trabajo final	

Bibliography

- Gentzler, Edwin. *Contemporary Translation Theories*. 2nd ed. Clevedon: Multilingual Matters, 2001.
- Kristal, Efraim. *Invisible Work: Borges and Translation*. Nashville: Vanderbilt UP, 2002.
- Levine, Susan-Jill. *The Subversive Scribe: Translating Latin American Fiction*. St.Paul, MN: Graywolf P, 1991.
- Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. 2nd. Ed. New York: Routledge, 1997.
- Schogt, Henry Gilius. *Linguistics, Literary Analysis, and Literary Translation*. Toronto: U of Toronto P, 1988.
- Schulte, Rainer, and John Biguenet, ed. *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. Chicago: U of Chicago P, 1992.
- Steiner, George. *After Babel: Aspects of Language and Translation*. New York: Oxford, 1975.
- Vázquez-Ayora, Gerardo. *Introducción a la traductología. Curso básico de traducción*. ? :Georgetown UP, 1977.
- Vega, Miguel Ángel, ed. *Textos clásicos de teoría de la traducción*. Madrid: Cátedra, 2004.
- Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. London and New York: Routledge, 1995.
- Zatlin, Phyllis. *Theatrical Translation and Film Adaptation: a Practitioner's View*. Clevedon,UK; Buffalo: Multilingual Matters, 2005. (FAU e-book)
- Von Flotow, Luise. *Translation and Gender: Translating in the "Era of Feminism."* Manchester, UK: St.Jerome Publishing, 1997.