

AL5316 Theory & Practice of Translation

AL5316 Theory & Practice of Translation Credit Hours: 3
Fall Bimester 2008 Session 4 October 22 – December 19
Mahler, room 8 days, M-F time 12:30 – 1:35

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Course Assistants: n/a

Description:

Upon completing this course, students will be able to explain and practice the principles of transferring meaning across languages and cultures. They will be conversant with different theories and approaches to translation. They will be able to critically analyze the meaning of a text from another language, translate that text, and evaluate the result for accuracy, communicative effectiveness, and naturalness. They will be conversant with methods for training and facilitating national colleagues in the process of translation. They will be able to recognize common translation problems and apply standard methods for solving them. They will be able to access current literature on translation theory and practice and the tools most commonly used by professional Bible translators.

Outcome Objectives:

- Explain and practice the principles of interlingual communication.
- Critically analyze a text in one language, translate that text into another language, and evaluate the result for accuracy, communicative effectiveness, and naturalness.
- Be conversant with issues regarding training and facilitating national colleagues in the process of translation.
- Recognize common translation problems and apply standard methods for solving them.
- Access current literature on translation theory & practice and the tools most commonly used by Bible translators.

Competencies to be acquired:

- Describe the basic cognitive & communicative factors involved in communication.
- Compare and contrast code and inferential models of communication.
- Describe the effect that code and inferential models of communication have on translation practice.
- Describe types of translation products and the factors involved in selecting products to be produced.
- Given a text, analyze the text for exegetical and translation issues, using appropriate resources, and recommend appropriate translation solutions.
- Guide a native speaker in translating a text into a language (or dialect of English) different from the student's own first language/dialect.
- Design question sets for testing a translated text.
- Test and evaluate the quality of a translation for accuracy, communicative effectiveness, and naturalness.
- Explain the essential components of translation projects and give examples of how those components can be incorporated into mother-tongue and acquired-tongue translation projects.
- Describe various types of mother-tongue translator projects and evaluate their strengths and weaknesses.

Required Text:

Larson, Mildred L. 1997. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. Second Edition. Lanham, MD: University Press of America.

Recommended Text:

Students who meet the qualifications established by SIL are encouraged to purchase *Translator's Workplace*.

Resources:

Software in Computer Lab

Translator's Workplace

Course Folder in Computer Lab

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Reserve Readings

(There are readings other than those listed below that are not placed on reserve as students can read them using *Translator's Workplace*.)

- Barnwell, Katharine. 1986. *Bible translation*. Dallas: Summer Institute of Linguistics.
- Beekman, John and John Callow. 1974. *Translating the word of God*. Grand Rapids. Zondervan.
- Blakemore, Diane. 1992. *Understanding utterances: an introduction to pragmatics*. Oxford: Blackwell
- Carston, Robyn. 2002. *Thoughts and utterances: the pragmatics of explicit communication*. Oxford: Blackwell.
- Hill, Ralph. 2001. *Proposal for a wider inventory of translation products for program strategies*. International Language Assessment Conference IV.
- Gutt, Ernst-August. 1991. *Relevance theory: a guide to successful communication in translation*. Dallas: Summer Institute of Linguistics.
- Larsen, Iver. 2003. *The history of translation in Denmark*. Unpublished manuscript.
- Larson, Mildred L. 1997. *Meaning-based translation: a guide to cross-language equivalence*. Second Edition. Lanham, MD: University Press of America.
- Nix, Don 1985. "Notes on the efficacy of questioning" In *Psychology of questions*, ed. by Arthur C. Graesser and John B. Black, 297-333. Hillsdale, NJ: Erlbaum.
- Noss, Philip A. 2007. "A History of Bible translation: introduction and overview." In *History of Bible translation* ed. by Philip A. Noss, 1-25. Rome: Edizioni di Storia e Letteratura.
- Rountree, Catherine. 1994. "You should dance on one foot." *Missiology*, 22.471-480.
- _____. 2001. *Testing scripture translation for comprehension*. Pasadena, CA: Fuller Theological Seminary Ph.D. dissertation.
- Shelden, Diedre. 1999. *Training Southeast Asians to test translations for comprehension*. Pasadena, CA: Fuller Theological Seminary MA thesis.
- Sperber, Dan & Deirdre Wilson. 1995. *Relevance: communication & cognition*. Second Edition. Oxford: Blackwell.
- Spielman, Margaret. 1993. *Training mother tongue translators with application to Melanesia*. Pasadena, CA: Fuller Theological Seminary MA thesis.
- Vega Moreno, Rosa E. 2007. *Creativity and convention: The pragmatics of everyday figurative speech*. Amsterdam: John Benjamins Publishing Co.
- Wendland, Ernst. 1987. *The cultural factor in Bible translation*. UBS

Course Outline

See Course Schedule below

Tentative Schedule for Assignments:

Homework on most days; Quiz every Friday that class meets; Kamasau Translation Project – 11/19; Biblical Translation Project – 12/17; Written Literature Review – 12/19

Methods Used to Assess Outcomes:

Homework, quizzes, translation projects, and literature review.

Requirements Used in Credit Assessment:

Calculation scheme for final grades:

Biblical Translation Project (scale of 0-100)	25%
Homework (scale of 0-10)	15%
Instructor's Discretion.....	5%
Kamasau Translation Project (scale of 0-100)	15%
Weekly Quizzes (scale of 0-100)	25%
Written Literature Review (scale of 0-10)	15%

A+=98-100; A=93-97; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; etc.

Attendance: Daily attendance and participation is expected. Please give all of us the respect of arriving on time and of silencing your cell phone, pager, etc. before class. In the event of unavoidable absence, advise the professor beforehand and arrange to obtain pertinent class material and notes from fellow students.

Missed Quizzes: Quizzes will be taken at the scheduled time with no provision for taking a quiz late.

Late Assignments: Daily homework and the *Written Literature Review* will be marked down ¼ (0.25) point per non-weekend day they are late. The translation projects will be marked down 2 points per non-weekend day they are late after the first (mercy) period of one day.

Bibliography:
See Readings above.

Financial Aid:

“Students receiving financial aid who withdraw or add hours during the bimester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid a student receives during the current bimester, and might affect their eligibility for aid in the future.”

Disabilities:

“Once admitted to this course, a student who has provided documentation of disability to the Dean of Students has the responsibility of informing the course head in writing during the first week of class of any disabling condition that may require modifications to avoid discrimination.”

Grievance, Discipline, and Appeals Procedure:

“Faculty members commit themselves to abide by GIAL’s Grievance and Discipline and Appeal procedures as stated in the *Student Handbook* and the *Catalog*.”

Posting of Course Grades:

“Each faculty member may, at their discretion, post or otherwise distribute to the students course grades for each class in a manner that protects the privacy of each student’s grade. Final course grades provided to a student by a faculty member are not official. Official grade reports are available only through the Registrar’s Office.”

Course Schedule:

Week 1: October 22-24

1 (10/22) Introduction

2 (10/23) Translator’s Workplace [in computer lab]

3 (10/24) History

Week 2: October 27-31

4 (10/27) Cognition

5 (10/28) Communication

6 (10/29) Pragmatic Communication

7 (10/30) Explicatures & Implicatures

8 (10/31) Quiz₁; Kamasau Project Instructions

Start Kamasau Project

Week 3: November 3-7

9 (11/3) Translation Types

10 (11/4) Translation Types

11 (11/5) Question Sets

12 (11/6) Questions

13 (11/7) Quiz₂; Testing Sessions

Week 4: November 10-14

14 (11/10) Drafting, Unknown Concepts

15 (11/11) Metaphors & Idioms
— (11/12) No Class – WBT Day of Prayer
16 (11/13) Metaphors
17 (11/14) Quiz₃; Review

Draft of Kamasau Translation
and Questions Due

Week 5: November 17-21

18 (11/17) Strong & Weak Communication
19 (11/18) Key Terms
20 (11/19) Propositions & SSAs
21 (11/20) Rhetorical Questions
22 (11/21) Quiz₄; Biblical Project Instructions

Kamasau Project Due – 11/19

Start Biblical Project

Week 6: November 24-28

23 (11/24) Order & Quotations
24 (11/25) Other Testing Methods
25 (11/26) Metonymy & Synecdoche
— (11/27-28) No class – Thanksgiving Holiday

Week 7: December 1-5

26 (12/1) Back & Front Translation
27 (12/2) Back translations & Writing testing questions

28 (12/3) Doublet, Hendiadys, Chiasmus
29 (12/4) Euphemism, Litotes, Apostrophe, Personification, Irony
30 (12/5) Quiz₅ Review

1) Biblical Project Draft
and Questions Due
2) Start UNS checks

Week 8: December 8-12

31 (12/8) Collocational Clash, Symbolic Actions
32 (12/9) Genitives, Pronominal Systems
33 (12/10) Computer Tools
34 (12/11) No Class – OT Reading Day
35 (12/12) Quiz₆; OT Discussion

Week 9: December 15-19

36 (12/15) MTT Project Components
37 (12/16) MTT Project Profiles
38 (12/17) MTT Project Profiles
39 (12/18) MTT Project Summary
40 (12/19) Quiz₇; Course Evaluations

Biblical Project Due – 12/17

Written Literature Review
Due – 12/19