

SPI 214
INTRODUCTION TO TRANSLATION

COURSE DESCRIPTION:

Prerequisites: ENG 090 or satisfactory score on placement test, SPA 213.

Corequisites: None

This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is on the practice of translating Spanish to English and English to Spanish in a variety of prose styles. Upon completion, students should be able to demonstrate usage and understanding of the processes involved in translating. Additionally, students will be introduced to sight translation, the oral interpretation of a written text from one language to another. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

COURSE OBJECTIVES:

The student will learn the concepts that pertain to the entire translation process, such as:

- A. What translation entails;
- B. The steps prior to the actual translation;
- C. What is expected of a good translator;
- D. How to produce an accurate translation.

Through the translation of basic exercises from and into English and Spanish, the student will learn specific translation procedures and techniques.

The student will be exposed to the types of texts most commonly translated in today's world. Categories will include legal, scientific, technical, literary (very simple), and general.

The student will learn the rules governing the translation of proper names.

Through translation of very simple narrative texts, the student will be able to compare the use of punctuation in both the source and the target languages.

The student will be taught how to translate proverbs and idioms.

After extensive practice in translation, the student will be introduced to sight translation - the oral interpretation of a written text.

The student will have the opportunity to learn about the business of translation and the latest in translation technology through presentations given by guest speakers and visits to local translation agencies.

The student will also learn about the Code of Professional Conduct and Business Practices for Translators and Interpreters (established by the American Translators Association).

The student will learn about local and national associations of translators and interpreters.

OUTLINE OF INSTRUCTION:

1. Introduction of the concept of translation:

- A. Definitions of translation according to Orellana, Newmark, Guix, and Wilkinson.
- B. What is expected of a good translator: understanding concepts in the original document; good command of the source and target language; good writing skills; have a “sixth” sense; be an “ideal reader” (know how to read between the lines); know where to find good reference material; ask questions; know his limitations.
- C. Steps prior to the actual translation process: reading of original text; detection of potential problems in the text to be translated; search of a parallel text in the target language; compilation of glossary before translating; identification of acronyms, numbers, measurements, metaphors, etc., to be translated; register to be used in the translation.

2. Translation procedures and techniques:

- A. **Oblique** translation procedures: transposition, modulation, equivalence, adaptation, amplification, explication, omission, and compensation;
- B. **Direct** translation procedures: calque, borrowing, and literal translation.

3. Typology of Texts:

- A. Legal and administrative documents: translation of Birth Certificate, Death Certificate, Divorce Decree, Diploma, short Agreements.
- B. Scientific documents: translation of scientific articles, Health Care Forms, Patient Informed Consents.
- C. Technical: translation of documents related to software and Web Pages.
- D. Literary: translation of short passages extracted from various books.
- E. General: translation of educational material, editorials, newspaper clippings.

4. Translation of proverbs and idioms:

- A. The student will learn the rules to translate proverbs and idioms through the translation of texts containing proverbs and idioms. The student will also be asked to come up with examples of good translations of both. These translations will be compared and analyzed in class.

5. Sight translation:

- A. Introduction of sight translation techniques through sight translation of general and scientific documents (including Health Care Forms), as well as editorials from various Spanish and English newspapers.

REQUIRED TEXTBOOKS AND MATERIALS:

The Oxford Spanish Dictionary/ Spanish-English, English-Spanish. Oxford, New York, Madrid: Oxford University Press, 2001.

Good English Dictionary

Good Spanish Dictionary

RECOMENDED REFERENCE MATERIALS:

Aragó, Manuel Rafael. *Diccionario de dudas y problemas del idioma español*, Buenos Aires: Editorial El Ateneo, 1^a. ed. 1995, 438 págs.

Collins Cobuild English Dictionary. London: HarperCollins Publishers Ltd., 1995.

Corripio, Fernando. *Diccionario de ideas afines*, Barcelona: Empresa Editorial Herder, S.A., 6^a. ed., 1997, 912 págs.

El País. *Libro de estilo El País*, Ediciones El País, S.A., 12^a edición, 1996, 661 págs.

López Guix, Juan G. y Wilkinson, Jacqueline Minett. *Manual de traducción/ Inglés- Castellano*, Barcelona: Ed. Gedisa, 1997, 365 págs.

Merriam Webster's Dictionary of Synonyms. Massachusetts: Merriam-Webster, Incorporated, 1984.

Moya, Virgilio. *La traducción de los nombres propios*, Madrid: Ediciones Cátedra, 2000, 223 págs.

Newmark, Peter. *Manual de Traducción*, Madrid: Ediciones Cátedra, 1999, trad. por Virgilio Moya, 364 págs.

Orellana, Marina. *Glosario internacional para el traductor*, Chile: Editorial Universitaria, 3ª. ed. revis. y aum. 1996, 645 págs.

Seco, Manuel. *Diccionario de dudas y dificultades de la lengua española*,

The Chicago Manual of Style. Chicago: The University of Chicago Press, 14th edition, 1993.

Torrents del Prats, Alfonso. *Diccionario de dificultades del inglés*, Barcelona: Editorial Juventud, 2da. ed. corr. y aum. 1989, 670 págs.

Zaro, J.J. y Truman, M. *Manual de traducción / A Manual of Translation*, Madrid: SGEL, 1ª. Ed., 1999, 287 págs.

STATEMENT OF STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability should request assistance from the Disability Services Coordinator within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to the Disability Services Coordinator within the first two weeks of class. The Coordinator can be contacted by calling 686-3652 (V/TT), or by visiting the Student Services Office, Room 23, of the White Building.