

SYLLABUS	
FRENCH 104A TRANSLATION FRENCH-ENGLISH	
Dr. Kevin Elstob Office: MRP 2013 Tel: 278-6565 kelstob@csus.edu Office Hours: Tues and Thurs 1.30-3pm, and by appointment	Meets: TUES and THURS 3.00-4.15Pm (MRP 1002) Web sites: professor Elstob's site is http://www.csus.edu/div/e/elstobk/home.htm Textbook The text is a series of readings available online on SacCT from <i>The Beginning Translator's Workbook</i> – Michelle Jones

CATALOG DESCRIPTION

This course develops students' translating techniques in areas such as literature, sciences, journalism, history, art. It also offers a review and comparative study of French and English grammars and styles. The class is conducted in French.

Prerequisite: Upper division status in French. 3 units.

OBJECTIVES

As a teacher and practitioner of translation, I place emphasis on the following objectives:

- Give students an opportunity to develop skills through practice;
- Acquaint students with the fundamentals of the translation process;
- Give students an understanding of the difficulties and responsibilities of translators;
- Give students an understanding of translation activities and requirements.

In 1984, Professor A.D. Cordero gave the following precise objective for translation courses:

[T]he various activities taken up in translation courses are designed to develop practical and marketable skills for the foreign language student. However, the benefits of such courses are not limited exclusively to the development of translation skills. In the process the student has acquired knowledge and competence in other areas of the foreign language as well: he has practiced pronunciation, built up his passive and active vocabulary, deepened his comprehension, and perfected his writing ability. It all adds up to learning to communicate, and that is, after all, what lies at the heart of foreign language

We will use the following ten concepts as our guide:

- Students should not expect to become proficient at T/I while still at university. (T/I = Translation and Interpreting).
- Translators and interpreters need to be strong in body and mind.
- Knowing another language is necessary but not sufficient for conducting T/I.
- Conducting T/I is part rather than the result, of the process of language learning.
- The ultimate aim for T/I students should be to make others understand.
- Not all T/I assignments will be interesting to every student.

- T/I ability requires more than comprehension of word level meanings.
- A finished translation or interpretation is never really finished.
- Above all. T/I requires discipline.

These ten concepts were published in an article in ProZ.com - Directory of professional translation services by freelance language translators & translation agencies. The article was entitled, "Knowing Before Learning: Ten Concepts Students Should Understand Prior to Enrolling in a University Translation or Interpretation Class." <http://www.proz.com/translation/articles/articles/385/1/Knowing-Before-Learning:-Ten-Concepts-Students-Should-Understand-Prior-to-Enrolling-in-a-University-Translation-or-Interpretation-Class/print/385>

STUDENT OUTCOMES

At the end of this course of study students will have begun to learn what it takes to be a translator, they will be able to

- identify and find the tools required to do non-literary and literary translations from French to English;
- understand the problems and complexities of translation, and the translator's role as intermediary;
- demonstrate an appreciation of translation as a technical skill, a craft, and an art with its own criteria;
- apply translation techniques to resolve problems;
- demonstrate understanding of the role culture plays in translation;
- strengthen their reading and writing skills in French;
- demonstrate a commitment to learning more vocabulary and improving their memory/recall;
- demonstrate a commitment to being curious about structures of the language, the origin of expressions and words.

TEXTS/TEXTBOOKS

The text is a series of readings available online on SacCT from *The Beginning Translator's Workbook* by Michelle Jones. As they receive the modules and do the exercises, they will start to build up their own textbook on translation. They should keep all of their papers so that they can put them into a portfolio that they will turn in at the end of the course for a grade.

Dictionaries:

Students should buy a good English-French dictionary (e.g. Collins/Robert). The following dictionaries and reference books are recommended:

HarperCollins Robert French Unabridged Dictionary,
 Larousse Saturne French English English French Dictionary (unabridged)
 Harrap Unabridged French-English/English-French Dictionary, 2 Volumes (Harrap Bilingual)

French Dictionary is also vital such as:

Le Nouveau Petit Robert

Other Resources

Dictionnaire des Synonymes

Harraps French-English Dictionary of Slang and Colloquisms

The following web sites are highly recommended:

- <http://www.wordreference.com>
- <http://www.lintemaute.com/dictionnaire/fr>

CURRICULUM

The class is based 100% on practical examples of what is needed to work in translation today. The training exercises are taken directly from or based on real world translation assignments. There will be weekly homework that you must do before the due date in -order to fully benefit from class discussion and also to receive full credit.

The class is divided into ten units – each exploring different translation techniques and situations

1. Introduction, Definition, and Translation Units (September 1-14)
2. Words in Context (September 15-21)
3. Deceptive Cognates: (September 22-28)
4. Translation and Techniques and Borrowing (September 29-October 5)
5. Calques (October 6-12)
6. Literal Translation and Obstacles (October 13-26)
7. Transposition (October 27-November 9)
8. Modulation (November 10-23)
9. Equivalencies (November 24-December 4)
10. Adaptation (December 5- 18)

In-class activities will include lots of in-class language exercises and games that will enhance students' ability to think in French and back into English (for both oral and written communication)

Scheduling and attendance

I am flexible in my approach to class work. Students *should be in class* in order to take full benefit of the in-class work. However, if you have a scheduling conflict with work or another class, and you want to take this class, I can organize things so that you can still do the work, but you would work independently of class times. I do not encourage you to take this option unless you have clashes that cannot be resolved. If you are absent, you need to cover the work we did in class and visit with the Professor to show him what you have done to make up for what you have missed - if you do not do make up the class work, you will not receive credit.

Syllabus changes

The instructor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced in class. In any event, the posted, e-text versions of the syllabus and schedule of classes are authoritative, taking precedence over any printed version.

GRADED ACTIVITIES:

Points	Assignment/Activity	Date Due
300	Attendance in-class activities including quick quizzes and short translations	Weekly activities (see assignment schedule)
200	Homework	Due dates on SacCT assignment schedule.
200	2 mid-terms (Take Home)	Due dates on SacCT assignment schedule.
200	Individual Project	Due December 18
100	Portfolio	Due Dec 11

EXPECTATIONS and ETHICS

. Do work in a timely manner - make a plan and stick to it

- o Regular class attendance, active class participation, timely completion of reading and writing assignments, and keeping up on assignments are key ingredients to success.

. Classroom Behavior

- o . CSUS expects our students and faculty to conduct themselves with honesty and integrity. Therefore, each student is expected to uphold high ethical standards inside and outside the classroom. The classroom should be an environment for learning. Therefore, behavior that is disruptive, that belittles another or which discourages others from achieving their academic goals has no place in this classroom.

. Academic Misconduct

- When you turn in an assignment and take credit for it, it must be your own work. If it is not, you have committed academic misconduct.
 - *Plagiarism* is representing the work of someone else as your own. Most commonly this occurs by copying from a textbook or other source and failing to give proper credit to the author. You may avoid this problem by always using quotation marks whenever you use someone else's exact words and by always giving references whenever you quote from or paraphrase another author.
 - *Cheating*; if you give or receive unauthorized aid while completing any of the requirements for this course, you have cheated. Giving answers during an exam, writing a paper for another student or copying another student's work are all forms of cheating. Assistance from the writing lab, talking with a professor or fellow student or forming a study group before an exam are all acceptable forms of aid.

. Penalties

- o The penalties for violation of this ethics policy will range, at the discretion of the instructor, from having to redo assignments, to failing the course, to an appearance before the Dean.

. Work Turned in Late

- o All work turned in late will be penalized.