

**Seminar on Methodology of Translation
Argentine Universities Program**

Suggested US semester credit hours: 3

Contact hours: 45

IFSA course code: SP401-18

Language of instruction: Spanish

Course length: Semester

Delivery method: Face to Face

COURSE DESCRIPTION

The Seminar on Methodology of Translation, specially designed for students of the IFSA-Butler Linguistics and Translation Concentration in Buenos Aires, provides students with the theoretical concepts and tools needed to support their field experience in their Internship in Translation. The main objective of the Seminar is to provide a space for reflection on the concrete challenges that students face in their Internship. In order to achieve this goal, the first part of the Seminar will focus on reading and discussion of some classical texts that reflect about the practice and history of translation. The second part of the Seminar will function more as a tutorial space, in which students and instructor will work together to produce a meaningful reflection about the challenges and practical solutions found in the Internships. At the end of the Seminar students will write an essay in which they need to articulate both practical and theoretical aspects of the course.

This course offers students the categories and theoretical tools, as well as the methodological basis complementing the practical experience in the fieldwork experience. Hence, the course has been prepared in a seminar format, with some expository classes by the professor but with intensive student participation through individual presentations, in-class discussions and individual meetings with the professor to monitor work progress and final paper preparation. This course is required for students on this concentration.

COURSE GOALS

The seminar has two main goals. First, it aims at introducing students to basic theoretical and methodological concepts of translation and translation studies. Second, it has the purpose of providing students with theoretical and methodological tools and assisting them in the preparation of a final paper where they will describe their learning in the fieldwork experience.

STUDENT LEARNING OBJECTIVES

- Apply the translation studies specific theoretical and methodological tools, learned during the seminar, to the critical analysis of their translation practice.
- Understand the specific problem areas of translation studies.
- 70 participation hours for the fieldwork experience.

- Prepare and submit an initial work plan to define the goals expected to be met in the practical experience.
- Prepare and submit a final work report with a thorough description of the practical work performed and specifying the extent expected goals have been met and how experience led to a reformulation of the student's initial goals.
- Become aware of resources for further study of Spanish Translation.
- Strengthen critical thinking skills.
- Strengthen academic writing skills.
- Make cognitive connections between this course and other courses on the Argentine Universities Program.

MANDATORY BIBLIOGRAPHY

Benjamin, Walter. "La tarea del traductor", *Diario de Poesía*, Dossier sobre Traducción, primavera 1988.

Borges, Jorge Luis. "Las dos maneras de traducir", *La Prensa*, domingo 1º de agosto de 1926, sección 2da, p. 4.

Brisset, Annie. "Por una ética de la reciprocidad", en *Otra Parte*, nº 4, primavera/verano 2004, pp. 46-51.

Panesi, Jorge. "La traducción en Argentina", *Voces*, nº6, agosto de 1994, pp. 2-7.

Pastormerlo, Sergio. "Borges y la traducción", *Voces*, nº 15, septiembre de 1995, pp. 13-18.

Willson, Patricia, "¿Especlar o describir?", en *Otra Parte*, nº 4, primavera/verano 2004, pp. 8-11.

SUPPORTING BIBLIOGRAPHY (OPTIONAL)

Bradford, Lisa (comp.). *La traducción como cultura*. Rosario, Beatriz Viterbo, 1997 (selección).

Catelli, Nora. "Rastros de la lucha: traducciones, versiones y menciones en la cultura argentina". *Punto de vista*, nº 64, agosto de 1999, pp. 1-5.

Graham, Joseph (ed.). *Difference in Translation*. Ithaca, Cornell University Press, 1985.

Steiner, George. *Después de Babel*. México, FCE, 1980.

Vega, Miguel Ángel (ed.). *Textos clásicos de teoría de la traducción*. Madrid, Cátedra, 1994.

Venuti, Lawrence (ed.). *Rethinking Translation: Discourse, Ideology, Subjectivity*. Londres-New York, Routledge, 1992.

Venuti, Lawrence (ed.). *The Translation Studies Reader*. Londres-New York, Routledge, 2000.

Willson, Patricia. *La Constelación del Sur. Traductores y traducciones en la literatura argentina del Siglo XX*. Buenos Aires: Siglo XXI, 2004.

COURSE RULES AND WORK METHODOLOGY

Attendance: 80% attendance to the seminar classes and 70 hours of participation in the fieldwork experience will be required.

Preparation: Students must read the corresponding mandatory bibliography before attending class, as they must be able to participate actively in the class discussions.

Participation: The course will have the form of a theoretical-practical seminar with the students' active participation. The seminar will have 14 meetings, each lasting for two hours.

TIMELY SUBMISSIONS

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.

Grading Scale:	Argentine/ U.S.
95%-100% = 10	10= A
94% - 85%= 9	9= A
84%-75%= 8	8= A-
74%-65%= 7	7= B+
64%-55%= 6	6= B
54%-45%= 5	5= B-
44%-35%=4	4= C
34%-25%= 3	3= D
24%-15%=2	2= F
14%-0%=1	1= F

*Note: Grades that end in .5 or higher will be rounded up. Grades that are .49 and lower are rounded down.

COURSE REVIEW

In the first meetings, the professor will expose the main steps and the basic theoretical and methodological tools that are used to prepare a work in the field of translation. The students will participate with presentations and individual and group assignments.

The last meetings will have the form of tutorships with the purpose of providing students with a personalized assistance for the development and completion of their final paper. Each student will have personal interviews with the professor to talk about the state of his/her work and receive advice and guidance feedback.

Fieldwork Experience Program Selection: At the beginning of the semester, each student will have

individual meetings with the Translation Program Coordinator to decide in which fieldwork experience he/she choose to enroll.

Fieldwork experiences start almost halfway through the semester and last three months. In the case of fieldwork experience, students should complete 70 working hours.

ASSESSMENT

Once students have finished their 70-hour practical experience, those responsible for the selected fieldwork experience will present a written report evaluating the student's performance.

Students will submit a final report analyzing their practical experience and using the methodology principles acquired during the course of the seminar.

The final evaluation will take into account the attendance and active participation in the seminar theoretical classes (35% of the final mark), the final evaluation of the person responsible for the workshop or fieldwork experience (30% of the final mark) and the final written report submitted by the student (35% of the final mark).

Formal Guidelines for the Final Written Report:

The report length will be seven to eight pages, double-spaced (excluding appendix pages). The report will be divided into two parts. The first part will be of a descriptive-quantitative nature and students will describe, in a very accurate and detailed manner, all the activities performed during the fieldwork experience in which they participated. The second part will be an articulating essay in which students will present a brief description of their learning experience, their initial expectations, the challenges that appeared along the way, their achievements and their reflections. Finally, there will be a third section, referred to as appendix that will include a copy of the entire student's written production during the fieldwork experience. The length of the appendix can vary, depending on each particular case.

READINGS AND ACTIVITIES SCHEDULE

Week	Readings and Activities
1	An introduction to the course. Explanation of assignments and evaluation guidelines.
2	Individual advisory meetings to select the internship in translation.
3	Individual advisory meetings to select the internship in translation.
4	Week in which the translation internships start. Collective discussion of Panesi, Jorge. "La traducción en Argentina".
5	Collective discussion of Pastormerlo, Sergio. "Borges y la traducción".
6	Collective discussion of Borges, Jorge Luis. "Las dos maneras de traducir".
7	Individual advisory meetings to discuss the activities at the internship in translation.
8	Individual advisory meetings to discuss the activities at the internship in translation.

9	Collective discussion of Benjamin, Walter. "La tarea del traductor".
10	Collective discussion of Benjamin, Walter. "La tarea del traductor".
11	Collective discussion of Willson, Patricia, "¿Especular o describir?"
12	Collective discussion of Brisset, Annie. "Por una ética de la reciprocidad".
13	Individual advisory meetings for the final work report preparation.
14	Written and Oral Presentation of the Final Work Report