

Utah State University
Introduction to Translations Studies in Portuguese
Fall 2013

Prof. Marcus Brasileiro
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Class: 11:30 am - 12:45 pm MF
Merrill-Cazier Library 164

Course Description and Objectives: In a globalized world, translation has become a fundamental task in order to support intercultural communication and to promote understanding and acceptance among different people and cultures. This course introduces students to translation concepts and strategies. Students will be exposed to different methods of researching unfamiliar terminology and various options for dealing with terms that cannot be found in ordinary bilingual language dictionaries. Students will apply their acquired translation techniques and models by translating text (from Portuguese into English) in different fields of human activity.

Specific Objectives:

At the end of this course, students will be able to:

- Apply theories of translation to translate texts from one language to another.
- Analyze a text for intention, style, and connotation.
- Analyze a translation for accuracy and naturalness.
- Compare the register and style of the original and translated text.
- Evaluate translation choices made with regard to conservation of meaning, conservation of intended outcome, and naturalness of phrasing.
- Use on-line and traditional reference tools.
- Demonstrate practices for dealing with words without equivalent translations.

IDEA Objectives:

1. Developing skills in expressing oneself orally or in writing.
2. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
3. Acquiring skills in working with others as a member of a team.

Course Reading and Materials:

Textbook: Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. 2nd Ed. Routledge. 2003.

Secondary Bibliography and Materials:

1. **Dictionary English-Portuguese/ Portuguese-English**
2. **Siting Translation: History, Post-Structuralism, and the Colonial Context** (1991), by Tejaswini Niranjana.
3. **Is That a Fish in Your Ear? Translation and the Meaning of Everything** (2011), by David Bellos.
4. **A Practical Guide to Translators** (2010), by Geoffrey Samuelsson-Brown
5. **Translation and Power** (2002), by Edwin Gentzler (ed).

Important Guidelines, Policies and Reminders:

1. Less than a C on any assignment requires immediate attention. The student must see the instructor to detect and clarify problem areas and discuss ways to improve your work/grade.
2. **Students with disability:** The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format-larger print, audio, diskette, or Braille.” All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. See: <http://www.usu.edu/policies/pdf/Accmdtns-for-Disabled.pdf>
3. **Sexual Harassment:** Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any “unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.” If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Opportunity Office, located in Old Main, Room 161, or call the office at 797-1266.
4. **Academic Integrity:** “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University student.” Students who violate university rules on academic integrity are subject to disciplinary penalties. Academic dishonesty/misconduct shall include, but not be limited to, disruption of classes, threatening the instructor or a fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of reports, notebooks or other assignments, knowingly misrepresenting the source of any academic work and/or plagiarizing of another’s work, or otherwise acting dishonestly for the purpose of

obtaining/changing grades. For more detail information on academic honesty policies, please see STC's Ethical Principles for Technical Communicators at <http://stc.org/ethical.asp> and the USU policy on plagiarism and its consequences in the undergraduate catalog on p. 20. See also: <http://www.usu.edu/policies/pdf/Acad-Integrity.pdf>

Note on Plagiarism (source: LAS 2200 syllabus)

For the most part, you must write your answer in your own words using your own thoughts. The words or phrases of others should be placed in quotation marks and footnoted or cited. You should also give proper credit when you borrow ideas that originated with other authors. In other words, take care that you do not commit any acts of plagiarism.

From a text by Scott and Garrison on page 77 it states "direct quotes must always be credited, as well as certain kinds of paraphrase material. Information that is basic-important dates, universally acknowledged facts or opinions-need not be cited. Information that is not widely known, however, whether fact or opinion, should receive documentation." Most of the information you obtain for writing your paper will be of this latter type. It will not be universally acknowledged or known, therefore, it must be cited. Consequently, you should have citations in nearly every paragraph of your paper until you reach your own personal analysis and conclusions at the end.

Ann Leffler of the Sociology Department at USU (Soc 601 syllabus) has defined plagiarism as "the academic term for theft." It refers to the "stealing" of the thoughts, words, sentences, paragraphs, or, in some cases, entire documents written by other people. If you borrow even so much as a phrase from another author without placing it in quotation marks and citing the author of the phrase, you are committing an act of plagiarism. If you borrow an idea from another author without giving that author credit for the idea, you are committing an act of plagiarism.

Mistakenly, students sometimes believe that it's "OK" to borrow sentences and paragraphs from other authors so long as a few words are changed here and there. Again, to quote Ann Leffler: "...changing some words, inserting one's own comments, or tampering in another way with someone else's work does not circumvent a charge of plagiarism, but simply adds defacement to it."

Sometimes, students will borrow the logical structure of an article using in parallel sequence the thoughts of an author as she/he proceeds from paragraph to paragraph. Such practices are not acceptable unless the author is given credit for each of those thoughts and they are presented as background to the student's own original commentary. As a general rule, the words and ideas of other authors should be presented only as a basis for you to develop your own words, ideas, critiques, and syntheses.

Plagiarism is a very serious matter and, in some forms, is a violation of the law. Students have been expelled from the university for engaging in acts of plagiarism. The policy... in response to an initial act of plagiarism by a student is to give the student an "F" grade for the plagiarized assignment and to insert a note in the student's Departmental file indicating the nature of the plagiarism act. A second act of plagiarism in the same course will result in an "automatic" receipt of a grade of "F" for the course.

5. Attendance and Participation Policy:

Participation: *Effort and engagement in classroom activities is what counts towards a good participation grade.* Students who regularly contribute to class discussion and keep up on reading assignments will receive a good participation score. Pop quizzes may be given at the beginning of any class period at the instructor's discretion in order to ensure that students are keeping up on reading. Please speak with your instructor outside of class if you have any concern related to class performance or about ways to accomplish your goals in the course. As a courtesy to all, students shall not use the time in classroom to read outside materials nor use cellular phones, iPhones, iPods and/or other devices. Phones should be "off" during class periods. If you have a situation requiring an adjustment to this policy, please discuss this with the instructor. Background noise(s) due to loud conversation(s) between or among students is not appreciated by the instructor (nor by other students) and may affect students' participation grade.

Attendance:

1. More than three unexcused absences the student will result in a full letter grade reduction for the course grade.

2. Tardiness is neither appreciated nor welcomed; three tardies = 1 absent day. An exception to the attendance policy is students who travel with the university (i.e. athletes). If the student plans to miss any class period s/he must contact the instructor beforehand, and must turn in any homework before the due date since after that no late work will be accepted.

3. Excused absences will not affect the attendance and participation grade. Should illness or emergency prevent attendance, please notify the instructor promptly by phone or e-mail. If the student miss any class, it is his/her responsibility to collect handouts, assignment sheets, and other information made available during class time.

Much of your learning will occur as a result of your attendance and participation. Class participation includes asking appropriate questions and sharing comments with the class, bringing materials for in-class work, and attending the lectures. I hold very high expectations for all students. Students are expected to look alert, take notes, and think about the ideas presented in class. Simply being in class is insufficient for learning, but being absent from class, either mentally or physically, will certainly prevent you from learning. In-class assignments will be part of the class format. Missed class activities and assignments may not be made up unless under unusual circumstances. It is the student's obligation to find out what missed if absent.

Class conduct: I will treat you with respect and I expect you to extend the same respect toward me and your classmates. ***Absolutely NO discriminatory remarks about or behavior directed toward a person's race, creed, religion, national origin, age, sex or disability will be tolerated in the classroom.***

6. **NO LATE assignments will be accepted.** There will be no exceptions. See calendar for due dates.

7. **Final Project:** At the end of the semester, each student will have to present a translation of one Brazilian short story provided by the instructor.

- This project will be the first phase of a multiphase project. The idea is to transform this course in a laboratory to construct the first draft of a translated volume of Brazilian contemporary short stories.
- After the course, a group of students will be invited to form an extra-curricular study group to continue the editing process of the volume.
- Once the group has achieved a satisfactory product, the next phase will be to contact publishing houses, funding agencies, and governmental partnership in order to publish the translated volume.
- More details about the project in classroom meeting.

8. **Oral Presentation:** There will be two short presentations:

- With a peer, students will be responsible for making a general presentation on a relevant topic that will be discussed during the course.

9. **Important Note:** While the instructor may provide students with guiding questions on the readings in order to help them understand these materials critically, it is the responsibility of the student to read the materials before the due date and come to class prepared to offer a cogent discussion of them.

10. **Grading:** Grades will be assigned according to the scale shown below.

A (100-93%); A- (92-90%); B+ (89.5-86%); B (85.9-83%); B- (82.9-80%); C+ (79.9-76%); C (75.9-73%); C- (72.9-70%); D+ (69-66%); D (65-63%); D- (62.5-60%); F (59.9 or less).

Oral presentations: **10%**

Final Project: **25%**

Quizzes: **30%**

Mid-term project: **25%**

Attendance: **5%**

Participation: **5%**

NOTE: Students must complete and hand in all assignments by due dates in order to guarantee a good grade and pass the course. No final grade will be changed unless the instructor has made an error.

11. **Student/Teacher Conferences:** Students are encouraged to meet one-on-one with the instructor throughout the semester to discuss questions, concerns, progress, etc. Please do not wait until the end of the semester to visit with the instructor; the sooner you meet with the instructor the better!

By accepting this syllabus you have agreed to these guidelines and must adhere to them.

SCHEDULE

Class	Date	Activities
01	26/08	<ul style="list-style-type: none"> • Review Syllabus • Group Set Up • Presentations Set Up
02	30/08	<ul style="list-style-type: none"> • Translation Key Concepts • Translation Exercises
03	06/09	<ul style="list-style-type: none"> • <i>External Knowledge</i>. In.: Becoming a Translator (Chapter 1 – part 1) – pages: 5 to 13 • Translation Exercises
04	09/09	<ul style="list-style-type: none"> • <i>External Knowledge</i>. In.: Becoming a Translator (Chapter 1 – part 2) - pages: 13 to 20 • Translation Exercises
05	13/09	<ul style="list-style-type: none"> • <i>Internal Knowledge</i>. In.: Becoming a Translator (Chapter 2 – part 1) - pages: 22 to 31 • Translation Exercises
06	16/09	<ul style="list-style-type: none"> • <i>Internal Knowledge</i>. In.: (Chapter 2 – part 2) - pages: 32 to 46 • Translation Exercises
07	20/09	<ul style="list-style-type: none"> • <i>The Translator as Learner</i>. In.: Becoming a Translator (Chapter 3 – part 1) - pages: 49 to 65 • Translation Exercises
08	23/09	<ul style="list-style-type: none"> • <i>The Translator as Learner</i>. In.: Becoming a Translator (Chapter 3 – part 2) - pages: 66 to 82 • Translation Exercises
09	27/09	• Quiz 1
10	30/09	<ul style="list-style-type: none"> • <i>The Process of Translation</i>. In.: Becoming a Translator (Chapter 4 – part 1) - pages: 84 to 89 • Translation Exercises
11	04/10	<ul style="list-style-type: none"> • <i>The Process of Translation</i>. In.: Becoming a Translator (Chapter 4 – part 2) - pages: 90 to 97 • Translation Exercises
12	07/10	<ul style="list-style-type: none"> • <i>Experience</i>. In.: Becoming a Translator (Chapter 5) - pages: 98 to 110 • Translation Exercises
13	11/10	<ul style="list-style-type: none"> • <i>People</i>. In.: Becoming a Translator (Chapter 6) - pages: 112 to 123 • Translation Exercises
14	14/10	• Mid-term Project Deadline
15	21/10	<ul style="list-style-type: none"> • <i>Working People</i>. In.: Becoming a Translator (Chapter 7) - pages: 128 to 137 • Translation Exercises
16	25/10	<ul style="list-style-type: none"> • <i>Languages</i>. In.: Becoming a Translator (Chapter 8) - pages: 142 to 151 • Translation Exercises
17	28/10	<ul style="list-style-type: none"> • <i>Social Network</i>. In.: Becoming a Translator (Chapter 9 – part 1) – pages: 160 – 165) • Translation Exercises

18	01/11	<ul style="list-style-type: none"> • <i>Social Network</i>. In.: Becoming a Translator (Chapter 9 – part 2) - pages: 165 to 175 • Translation Exercises
19	04/11	• Quiz 2
20	08/11	<ul style="list-style-type: none"> • <i>Cultures</i>. In.: Becoming a Translator (Chapter 10 – part 1) - pages: 186 to 191 • Translation Exercises
21	11/11	<ul style="list-style-type: none"> • <i>Cultures</i>. In.: Becoming a Translator (Chapter 10 – part 2) - pages: 192 to 199 • Translation Exercises
22	15/11	<ul style="list-style-type: none"> • <i>When Habit Fails</i>. In.: Becoming a Translator (Chapter 11 – part 1) - pages: 208 to 212 • Translation Exercises
23	18/11	<ul style="list-style-type: none"> • <i>When Habit Fails</i>. In.: Becoming a Translator (Chapter 11 – part 2) - pages: 213 to 220 • Translation Exercises
24	22/11	• TBA
25	02/12	• TBA
26	06/12	• Quiz 3

**The instructor reserves the right to change the syllabus
to accommodate unforeseen necessities.**

**DATA FINAL PARA ENTREGA DO ENSAIO FINAL:
09 DE DEZEMBRO**