



Universidad
de Alcalá

GUÍA DOCENTE

ASIGNATURA

Traducción literaria, edición y
corrección de textos (inglés-español) /
Literary translation and text editing
(English – Spanish)

**Grado en Lenguas Modernas y
Traducción**

Universidad de Alcalá

Curso Académico 2022/2023
3º y 4º curso – 1º Cuatrimestre

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Nombre de la asignatura:	Traducción literaria, edición y corrección de textos (inglés-español) / Literary Translation and Text Editing (English-Spanish)
Código:	791014
Titulación en la que se imparte:	Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna
Carácter:	Optativa
Créditos ECTS:	8
Curso y cuatrimestre:	3º y 4º
Profesorado:	Maya G. Vinuesa
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés y español

1. PRESENTACIÓN / INTRODUCTION

The aim of this subject is to highlight specific qualities of literary texts which require translation approaches beyond the traditional focus on equivalence. The contributions of the Cultural Turn should be useful for students to become aware of (1) fictions of registers and varieties of English and Spanish and (2), cultural aspects including ideological manipulation, feminist approaches and other central issues in the translation of literary texts from English into Spanish. Students should become familiar with relevant theories which may allow them to approach the complexity of these issues. A parallel element throughout this course is to train students to prepare their texts for publishers, with basic notions of edition and correction of their TL versions (in Spanish). At the end of the course students must be able to problematize certain literary and linguistic features of this textual typology, to account for their decisions in their translation and to produce final ready-to-publish target texts.

Requirements:

Following the guidelines issued by the Department of *Filología Moderna*, students are expected to have acquired the language level C1 in all four skills by the end of the 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

Note: Erasmus students will have to certify their level of English and Spanish (at least B.2.2) at the beginning of the course.

2. COMPETENCIAS / COMPETENCES

Generic competences:

1. To be able to use a foreign language at the level of understanding complex literary texts as well as to acquire knowledge about editing methods in order to produce a revised and ready-to-publish final version in a target language.
2. To get acquainted with mainstream literary and cultural theories and to develop a critique that allows students to assess the value of different perspectives.
3. To develop cooperative skills and a positive attitude towards group work.
4. To gain awareness of cultural and social contexts which affect the reception of translated literary works.
5. To develop the ability to adjust to time limitations and deadlines.

Specific competences:

1. To identify problematic literary features in the face of translation from English into Spanish.
2. To identify linguistic varieties of English in the source text (ST).
3. To develop a gender sensitive approach in the production and assessment of translations.
4. To improve decision making processes in the search of equivalences, taking into account register and linguistic variation in the translated text (TT).
5. To use the standard editing methods for the correction of spelling, grammar, typography and layout in their TT (in Spanish)

3. CONTENIDOS / CONTENTS

Bloques de contenido (se pueden especificar los temas si se considera necesario)	Total de clases, créditos u horas
Postcolonial translation	<ul style="list-style-type: none"> • 11 class hours

Language variation and register in literary translation	• 10 class hours
Feminist approaches to translation	• 10 class hours
Inclusive language and translation	• 2
4. Editing texts	• 11 class hours

4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE.-ACTIVIDADES FORMATIVAS / METHODOLOGY

4.1. Distribución de créditos (especificar en horas)

Número de horas presenciales / class hours:	50 (44 hours of lectures and seminars, 1 hour for ECTS tutorials, 5 hours for workshops).
Número de horas del trabajo propio del estudiante /student work and study hours:	150 hours for study, papers, exam preparation and <i>online</i> activities.
Total horas/ Total number of hours:	200

4.2. Estrategias metodológicas, materiales y recursos didácticos

1. Lectures will include short debates, where students should participate with questions from their Reading.	Presentations, theory materials available at the Aula Virtual / (Reprografía) and bibliographic resources at the Library (Biblioteca de Filología).
2. Small group tutorials and workshops: students will give presentations with discussions about the theoretical and practical problems they came across in their translation assignments.	Use of electronic resources provided by the RAE, and the Instituto Cervantes.
3. Individual tutorials: each student may discuss his or her particular research interests, problems and issues related to their own individual work.	The translated texts produced by students will be supervised with the above mentioned resources.

5. EVALUACIÓN / ASSESSMENT: Procedimientos, criterios de evaluación y de calificación

Assessment procedure

Students have supervised continuous assessment, which takes into account all papers and assignments, class participation and the final marks based on two commented translations. Those who have not reached a pass (*aprobado*), either through continuous or final evaluation, will be assessed again in the 2nd “convocatoria ordinaria” by an exam. Attendance is compulsory.

Exceptionally, those students who have been recognized as eligible for final evaluation in accordance with the terms in article 10 of the “NORMATIVA REGULADORA DE LOS PROCESOS DE EVALUACIÓN DE LOS APRENDIZAJES” (passed on 24-03-2011) may sit for a final exam. The exam will include: questions about the theoretical content explained along the course, completion of writing tasks, and completion of the project in group or individually. Students who plan to take the overall exam should contact the teachers early on in the course in order to obtain specific information about the exam, since it will assess all the competences stated in the syllabus.

Plagiarism will not be tolerated. Those students who commit plagiarism in any of the activities mentioned above will get a fail mark in the corresponding activity.

The set of standard and formal criteria devised by the Department of *Filología Moderna* will be taken into account in the assessment in order to obtain a passing mark.

Assessment criteria:

Students must prove the acquisition of the following specific competences in Literary Translation: (1) they should be able to identify the relevant and problematic aesthetic and linguistic features of English source texts before they produce their translated texts in Spanish; (2) they should make coherent decisions according with each one of these features; (3) they should be able to edit their work in the target language (Spanish), with the standard spelling, grammar, typography and layout conventions; (4) they should prove competence in understanding, summarizing and applying theoretical concepts of translation debated throughout the course.

Grading criteria:

Continuous assessment is the standard procedure in this course, which requires continuous work by students and supervision by the lecturer. Attendance to seminars with writers and translators is COMPULSORY. The final exam option is exceptional, and granted to students who follow the University regulations. Students will be assessed on the basis of the following requirements, tasks and papers:

- Class attendance and activities: 10%

- An individual translation (and other course activities): 20%
- Gender, decoloniality and other perspectives in translated texts. Group Project: 30%
- A final exam: 40%

Specific grading criteria for projects and tests:

- (1) Critical reviews: students should be able to summarize seminal articles and to express their own point of view in activities, commentaries and in the exam.
- (2) Project: (a) Paper: accurateness in translation, clear discussion of problematic issues in the process of translation, connections with particular theories; (b) Oral presentation: ability to present analysis and results in fluent English and Spanish.
- (3) Translation exercises: students must prove thorough reading of the compulsory readings and the ability to apply some of them to the translation of a text.
- (4) Practice / Translation assignments during the course: students must show competence to understand literary source texts in English which have been read throughout the course and they are expected to produce adequate literary target texts in Spanish. Accordingly, each grade is described as follows:

SOBRESALIENTE (A):

- Student fully understands main literary translation theories
- Student does not have significant errors of decoding / encoding or in the target language, i.e., Spanish.
- Student can translate literary texts from English into Spanish efficiently and appropriately.
- Student shows the ability to critically evaluate literary translations in a clear way following the theories taught throughout the course.
- Student has a very good use of English (C 1.1) and Spanish (B2)

NOTABLE (B)

- Student understands main literary translation theories
- Student has up to one important translation error
- Student can translate literary texts efficiently and appropriately and appropriately enough but may have a few linguistic or format errors
- Student shows the ability to critically evaluate literary translations following specific theories
- Student has a good use of English and Spanish

APROBADO (C- Pass)

- Student has some important errors in understanding and putting into practice main literary translation theories and strategies related.
- Student has encoding / decoding problems (choice of vocabulary, idioms, and register; faux senses and omissions) and / or significant errors in the target language, i.e., Spanish.
- Student can translate literary general texts in a basic and general manner.
- Student shows the ability to critically evaluate literary translations and comment about theories of Translation in a very general way and has few critical opinions.

SUSPENSO (F- Fail)

- Student has severe problems and shows inaccuracies in understanding

- and putting into practice main literary translation theories and strategies
- Student shows persistent serious grammatical inaccuracy and inappropriate choices of vocabulary, idiom and register.
 - Student cannot produce an acceptable literary translation.
 - Student is not able to critically evaluate translation and comment the texts (TTs) s/he or others have produced.

6. BIBLIOGRAFÍA / BIBLIOGRAPHY

Basic Bibliography

- Bassnett, Susan & André Lefevere, A. (1992) *Translation/History/Culture. A Source Book*. London: Routledge.
- Hatim, Basil & Jeremy Munday, J. (2004) *Translation. An Advanced Resource Book*. London: Routledge.
- Munday, Jeremy. (2008) *Introducing Translation Studies. Theories and Applications*. London: Routledge.
- Pym, Anthony. (2014) *Exploring Translation Theories*. London; New York: Routledge
- Simon, Sherry. (2003) *Gender in Translation*. London; New York: Routledge
- Snell-Hornby, Mary. (2016) *The Turns of Translation Studies*. Amsterdam: Benjamins.
- Venuti, Lawrence (2000) *The Translation Studies Reader*. London: Routledge.

Web site Resources

EU: http://ec.europa.eu/translation/language_aids

ATA <http://www.atanet.org/>

EL ATRIL DEL TRADUCTOR http://cvc.cervantes.es/aula/el_atril/ingles/

GITRAD <http://www.gitrad.uji.es/>

TRANSLATION DIRECTORY : <http://www.translationdirectory.com>

ASETRAD/ LA LINTERNA DEL TRADUCTOR: <https://asetrad.org/la-linterna-del-traductor>

Additional Bibliography

- Flotow, Louise von (2006). *Translating Women*. Ottawa: University of Ottawa Press.
- Hermans, T. (2006). *Translating Others*. Manchester: Jerome Publishing.

7. DISPOSICIÓN ADICIONAL / ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.