Universidad de Alcalá

GUÍA DOCENTE

Traducir Poesía: una introducción práctica // Translating Poetry: a practical introduction

Grado en Lenguas Modernas y Traducción

Universidad de Alcalá

Curso Académico 2022/23

Cursos 3º/4º – 2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Traducir Poesía: una introducción práctica // Translating Poetry: a practical introduction**
Código:	791027
Titulación en la que se imparte:	**Lenguas Modernas y Traducción**
Departamento y Área de Conocimiento:	**Filología Moderna** **Filología Inglesa**
Carácter:	**Optativa**
Créditos ECTS:	**8**
Curso y cuatrimestre:	**3º/4º cursos / 2º cuatrimestre**
Profesorado:	**Dr. Juan Manuel Camacho**
Horario de Tutoría:	**Pendiente de publicación**
Idioma en el que se imparte:	Inglés

1. COURSE SUMMARY

The study of literature and translation enhances skills in critical reading, creative thinking and effective writing. By studying the translation of a selection of literary works of poetry, students will not only gain an understanding of the English culture and heritage, develop excellent reading and writing skills – an asset in almost any career, but further learn how translation works. This module aims to provide students of English and Translation Studies with a comprehensive introduction to reading and translating English poetry, with emphasis on developing critical skills, reading strategies through the study of a variety of genres, themes, historical periods, and national literatures, and on perfecting translation methodology.

Prerequisites and recommendations:

Since all activities are conducted in English, the module assumes a good working knowledge of English (Common European Framework level C1 or above) upon entering the course.

2. AIMS

Generic competences:

1. Articulate independent opinions and arguments informed by different interpretations of literary texts of poetry by other readers.

2. Evaluate critical arguments of the translation of poetry.

3. Use library and research skills to find and organise information.

4. Demonstrate competence in writing:

   - Content: relevance and originality.

   - Structure: thesis, illustration, paragraph planning and logical organization.

   - Proper documentation.

   - Style: awareness of audience, clarity, accuracy, conciseness, and varied sentence patterns.

   - Mechanics and presentation: grammatical correctness, punctuation, and spelling.

5. Be able to learn both independently and co-operatively.

Subject specific competences:

Knowledge

1. Identify the formal conventions of a wide range of literary works in English representing poetry.

2. Appreciate the ways in which authors' choices of form, structure and language shape meanings towards considering the approach to translation.

3. Be acquainted with a selection of acknowledged literary works which illustrate different ways of writing as an initial step towards appropriate translation.

4. Outline the major theoretical and critical strategies that inform contemporary literary translation.

5. Know the basic English terminology employed in the translation of poetry.

6. Develop awareness of social, historical, and cultural contexts and literary traditions in the study of the translation of poetry.

Skills

1. Develop descriptive and analytic skills as readers of literature in English and translators of the same.

2. Respond to texts critically, sensitively and in detail, using textual evidence as appropriate, without the use of secondary sources towards an initial effort in translating English poetry.

3. Apply appropriate theoretical frameworks and critical approaches to translate a selection of poetical texts.

4. Explore and comment on relationships and comparisons between texts in translation, selecting and evaluating relevant material.

5. Clearly communicate the knowledge, understanding and insight appropriate to literary translation, using appropriate terminology and accurate and coherent written and spoken expressions.

3. MODULE CONTENTS

Units	Hours
1. Introduction to the translation of English poetry (theory & practice)	15 hours
2. Theoretical frameworks for the translation of English poetry (theory & practice)	12 hours
3. Translating English poetry into Spanish (practice)	9 hours
4. Basics about English and American literature (practice)	9 hours

The instructor will provide a detailed programme for each unit at the beginning of the course. Students must be aware that, although every unit specified in the syllabus will be covered in the course, the hours assigned for each unit are tentative. Therefore, the instructor might vary the time dedicated to each unit in order to properly attend the learning needs of the group.

4. TEACHING AND LEARNING METHODS

Module time is devoted to lectures, seminars, class discussions, critical reading, critical writing, translation, and oral presentations. Students are greatly encouraged towards independence, and project work figures large in this module, so they acquire not only academic skills related to translation but learn how to manage time and decision making effectively. Students should work on their written assignments, as part of their independent learning time. The course instructor will offer general guidance and supervision in class for the completion of the final assignment. Students are expected to read the set texts before they are discussed and translated in the seminars. There can be no substitute for reading the original work and it is the students' response to and knowledge of those works that mainly matter in the practice of translation.

Student workload: 200 hours	
Class-contact hours: 50	15 lectures, 30 seminars, 3 one-hour tutorials/workshops, 1 two-hour exam.
Independent learning: 150	This time includes studying lecture notes, reading and translating literary texts, seminar preparation, which involves fulfilment of written assignments, researching, working with other students

	to co-produce the assignments and exam preparation.

Learning activities

Face-to-face hours	• Lectures provide an introduction and overview of the topic under discussion. • Seminars explore the issues in greater detail through analysis, translation, and discussion of selected works.
Written assignments	• The written assignments will help students to put into practice the formal and research conventions of academic writing in a context appropriate to translation studies.
Tutorials / workshops	• In order to guide and supervise students' work during the course, the professor is available at the times specified for individual / group guidance.

Materials and resources

A wide range of texts in English will form the basis of the lectures and discussion in seminars and tutorials. Copies of all material and compulsory readings will be provided by the professor at the start of the term.

Students may be supported through an e-learning platform (EPD or Blackboard), which will be used:

- as a supplement to the module
- as a tool for self-study activities and independent revisions of module materials
- for class communication

5. ASSESSMENT

Assessment criteria

Students should have acquired the desirable level in each of the competences specified in the assessment criteria:

- A thorough knowledge and understanding, both themes, and of the individual works studied.
- An ability to respond to literary texts of poetry critically, sensitively and in detail, using appropriate terminology and textual evidence, and coherent, accurate written expression within the scope of translation studies.

- An appreciation of the similarities and differences between literary works from different ages, genres, and cultures for appropriate translation.
- Detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts, considering different approaches to texts and alternative interpretations towards proper approaches to translation.
- Understanding of the significance and influence of the social, cultural, and historical contexts in which literary texts are written and received towards proper translation.
- A considerable level of class participation, which will be assessed in all the learning activities.
- High standards of presentation and of written and oral English in all submitted coursework.

Students are warned that plagiarism will not be tolerated. The ideas from other sources, **regardless of whether they are quoted, summarized, or paraphrased**, must be documented adequately. According to article 34 of the University regulation on evaluation, any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module. The teacher will provide students with assessment cover sheets for written work, which certifies that their submitted work is entirely their own or appropriately referenced.

Grading criteria

The final grade of the students will depend on their active and valuable participation in class, their performance in the written exam, and written assignments. Likewise, their final grade will be based on the following grading criteria:

- **Outstanding (MH)**: Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been fulfilled to an exceptionally high level. The written assignments show that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars.
- **Excellent (Sobresaliente)**: Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been fulfilled to a very high standard and most at an exceptionally high level. The written assignments show all or most of the appropriate characteristics expected for this type of work. Students attend lectures are practically always well-prepared for discussion in seminars, with almost no absences.
- **Very Good (Notable)**: Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been fulfilled at a good or very good standard. The written assignments show a good knowledge of the primary texts and the relevant context; they have a good foundation in the prescribed reading and build on ideas put forward in lectures and seminars. Students attend lectures and seminars, with few absences, and have done most of the preparation.
- **Satisfactory (Aprobado)**: Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. The written assignments show some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions.

- **Fail (Suspenso)**: Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. The written assignments show limited understanding of the primary texts and/or minimal research. Students have multiple absences and when they come, they are often not prepared, or they do not say much.

Assessment procedures

Faithful attendance and regular participation in class are expected. Additionally, this class will often involve students working in small groups. Each student is expected to participate as a group member, neither dominating participation nor failing to participate.

Details about the written assignments will be provided by the teacher at the beginning of the course.

Final exam

In accordance with the University regulation on evaluation, for those students who are not able to follow the continuous assessment scheme there will be one final summative two-hour written exam over the material covered during the module. This exam may include objective test questions, short answer questions and discussion questions. Students who fail the ongoing evaluation cannot sit this final exam in May.

There will be a resit opportunity at the end of the second semester. This will also take the form of a two-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the resit mark.

6. BIBLIOGRAPHY

In addition to the books recommended here, a detailed bibliography of literary histories, reference books and anthologies will also be provided.

Studying & Translating Poetry

- Blakesley, Jacob (2020) Sociologies of Poetry Translation: Emerging Perspectives. London: Bloomsbury Advances in Translation.
- Butler Yeats, William. 'The symbolism of Poetry', in Essays and Introductions. New York: Macmillan, 2005, pp. 153-164.
- Heaney, Seamus & Hass, Robert (1999) Sounding Lines: The Art of Translating Poetry. Berkeley: University of California.
- Lefevere, André (1992) Translation History & Culture: A Sourcebook. London: Routledge.
- Legault, Paul (2012) The Sonnets: Translating and Rewriting Shakespeare. London: Nightboat.
- Pym, Anthony (2014) Exploring Translation Theories. 2nd Edition. New York: Routledge.
- Schaffner, Christina (2000) Developing Translation Competence. Philadelphia: John Benjamins Publishing Company.
- Scott, Clive. 'Translating the literary: genetic criticism, text theory and poetry', in The Translator as Writer, ed. by Susan Basnett. London: Continuum, 2006.

- Selver, Paul (1966) The Art of Translating Poetry. New York: John Baker.
- The Routledge Companion to Semiotics. Ed. Paul Cobley. London: Routledge, 2010.
- Whitley, Stanley (2002) Spanish-English Contrasts: A Course in Spanish Linguistics. Washington D.C.: Georgetown University Press.

7. 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.