

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2017-2018** GERM 643: Advanced Translation: German Into English  
(Winter Term)

Instructor: Dr. Jennifer Dailey-O’Cain  
Office: Arts 309-C  
Telephone: n/a Fax: 780-492-9106  
E-mail: [jenniedo@ualberta.ca](mailto:jenniedo@ualberta.ca)  
Personal Website: <http://www.ualberta.ca/~jenniedo>

Time: T Th 9:30-10:50  
Place: HC 2-38  
Office Hours: T Th 11-12,  
or by appointment  
Course Website: xxx

---

**Course Prerequisite:** Consent of department

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes  No, not needed, no such projects approved.

**Community Service Learning** component

Required  Optional  None

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students’ Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA (No exams in this course)

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes  No

**Course Description and Objectives:**

This is an advanced course in translating German texts to English. Building particularly on the grammatical skills learned in any previous translation courses taken, this course will turn to the theoretical, philosophical, and ethical underpinnings of translation with a focus on literary translations. Through a combination of readings about translation (particularly translation coming out of the so-called German tradition), group workshops, and individual projects, students will learn to navigate some of the more detailed concerns of translation that go beyond grammatical features. The course will be run as a seminar, with discussions in German and English. The readings will be mostly in English.

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

- explain the characteristics of the German tradition of translation

- translate German texts into English while taking cultural and historical considerations into account
- improve their translations with techniques involving voice, wordplay, symbolism, and genre

**Texts:**

1. The course texts, including theoretical essays and translations to be done, can be found on eclass. It is the student's responsibility to print out and bring to class these materials (or have them with you on your laptop or tablet), as they will not be distributed in class.
2. A good, comprehensive, hardcover German-English and English-German dictionary (Collins recommended)

**Grade Distribution (see "Explanatory Notes"):**

Your end-of-semester grade will be calculated on the basis of the following elements:

- Participation: 15% (this includes both the quality and quantity of in-class contributions, including homework preparedness and peer-work, collected at intervals)
- Translation journal: 10% (ongoing, to be handed in on **12 April, 2018**)
- Group translation and presentations: 15% (beginning **27 March, 2018**)
- Short critical essays: 30% (15% each) (applying theory to a published translation, due **6 February, 2018** and **6 March, 2018**)
- Individual project: 30% (including a short critical essay), due **16 April, 2018 by 4:00 pm** in Dr. Dailey-O'Cain's office

**Date of Deferred Final Exam (if applicable):**

Not applicable (there are no exams for this course).

**Explanatory Notes on Assignments:**

Participation, homework preparedness, and peer work: Students will be working together in workshop format regularly throughout the semester. Students should, where appropriate, come prepared to these sessions with sample translations (either those distributed in class or those chosen by the student, depending on the assignment) to exchange with their fellow students. Peer feedback will then be given. At times, the assignment and the feedback will be collected for a completion mark. When the schedule for the following class period lists a *worksheet* (or two), students are responsible for looking it over ahead of time and preparing anything it requires them to do. When the schedule for the following class period lists a *reading*, students are responsible for reading it ahead of time and being prepared to discuss/apply it in class. On the days earmarked for "theoretical discussion", graduate students taking this course will also be expected to briefly present each of the theoretical readings to the undergraduate students (in a short, informal presentation of approximately twenty minutes in total). This work will form a portion of their participation mark.

Journal: You are expected to keep a translation journal (either on eclass or in a notebook—your choice) throughout the duration of the class. You should be reflecting on the process of translation, thinking about the difficulties, or keeping lists of useful techniques. This journal will be collected (or in the case of an electronic version, "collected") on the last day of the semester. While there is no limit to length, the entries should be a paragraph at least and you

should be keeping the journal weekly (or so). At least ten entries will be expected by the end of the semester in order for this assignment to be considered complete.

Group translation and presentation: Students should form groups (2-3 students) and engage in a group translation of a text of their selection. The presentation based on this work should offer the approaches, concerns, differences of opinion of the groups, approaches taken in light of theory, etc. The mark for this assignment will be given for the group as a whole, although students should display evidence of shared participation; where this evidence is missing, the mark will be affected. The group may choose to do their presentation in German or in English, or mix the two languages. The translation, once complete, should be between 700-900 words. You should be sure to provide the original text along with your translation when you hand it in.

Two critical essays: Students will be expected to write up two short critical essays. These essays will be based on a pairing of theoretical essay and translation. Students should discuss the translator's decisions based on the theory at hand, and, where appropriate, make suggestions as to how the student would have gone about it differently in light of that theory. Essays are to be around three double-spaced pages each (with standard margins) and are worth 15%. Graduate students may choose to write these critical essays in either German or English.

Final project: Students will select a translation to complete as a project (genre and style open). (This is the same as the final assignment to be completed by the undergraduate students, but for graduate students the length of both the translation and the critical essay will be expected to be about twice as long.) The translation must be accompanied by a critical essay of ten double-spaced pages (with standard margins) reflecting on the choices made and theories that informed those choices. Graduate students may choose to write these critical essays in either German or English. The translation, once complete, should be around 3000 words (not including the critical essay). You should be sure to provide the original text along with your translation when you hand it in.

### **Required Notes:**

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

### ***Academic Integrity:***

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

### ***Learning and Working Environment:***

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and

work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### ***Academic Honesty:***

**All students** should consult the information provided by the [Student Conduct & Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

### ***Recording of Lectures:***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### ***Attendance, Absences, and Missed Grade Components:***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, if you cannot attend a regular class (i.e. not a day on which you are expected to

present your work), you will simply be required to *email Dr. Dailey-O'Cain anytime before the beginning of that class period* to let her know that you will be absent (or, in an emergency where you cannot get to your email, please contact the main office at 780-492-4926 and leave a message for Dr. Dailey-O'Cain). If you do this, your absence will be marked as *excused*. You do not need to give the reason for your absence, but please remember that it is impossible for you to participate in in-class activities if you are absent and that frequent absences, even excused ones, will necessarily have an effect on your participation mark.

If you do *not* let Dr. Dailey-O'Cain know ahead of time that you will be absent, your absence will be marked as *unexcused*, and you will receive an automatic zero for any in-class activities due that day, as well as for any at-home assignments due that day.

In cases of potentially excusable absences on *participation days* due to illness or domestic affliction, *notify Dr. Dailey-O'Cain by email within two days*.

Attendance, preparation, and regular participation go hand in hand in a course such as this one. Students will not only be expected to attend each session, but they are also expected to come prepared for each day's lesson and fully participate in it. As the course will be run in a seminar style, the success of the course is dependent on informed and lively discussions driven by student engagement. It is therefore vital that each student complete the required readings and written exercises assigned for the scheduled class. Attendance, preparation, and regular participation will count for 10% of the overall grade for the course.

***Policy for Late Assignments:***

If your absence is excused (i.e. if you have notified Dr. Dailey-O'Cain before the absence that you will not be there, see the previous section for details), your late assignment should be turned in at the next class period. If your absence is not excused (i.e. if you have *not* notified Dr. Dailey-O'Cain before the absence that you will not be there), your late assignments will not be accepted. When you have an excused absence, you are responsible for asking Dr. Dailey-O'Cain of your own accord after the next class period what any missed assignments are, and for asking a fellow student for any in-class notes you have missed. You will not be reminded to do these things or prompted for your late assignments.

***Student Accessibility Services:***

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

***Grading:***

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The

following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**“MLCS Graduate Grading Scale”**

|    |        |              |
|----|--------|--------------|
| A+ | 97-100 | Excellent    |
| A  | 93-96  | Excellent    |
| A- | 90-92  | Excellent    |
| B+ | 87-89  | Good         |
| B  | 79-86  | Good         |
| B- | 74-78  | Satisfactory |
| C+ | 68-73  | Satisfactory |
| C  | 63-67  | Failure      |
| C- | 58-62  | Failure      |
| D+ | 54-57  | Failure      |
| D- | 50-53  | Failure      |
| F  | 00-49  | Failure      |

## Course plan:

### Introduction

#### January

8: Introduction to the course, discussion of syllabus and expectations

11: Comparative discussion of translation: Robert Musil's *Man Without Qualities* (1995) vs. Jonathan Franzen's *Kraus* (2013) / Workshop and peer work

### Genre-based considerations

16: Creative non-fiction (Worksheet 1) / Prose (Worksheet 2) / Workshop and peer work time permitting

18: Poetry (Worksheet 3) / Drama (Worksheet 4) / Workshop and peer work time permitting

23: Multimedia and Film (Worksheet 5) / Workshop and peer work

25: Theoretical discussion (Read Schleiermacher, Goethe, Benjamin essays) / Workshop and peer work time permitting

30: First essay due / Review of worksheets 1-5, Workshop and peer work

### Considerations of language use

#### February

1: On rhyme and rhythm (Worksheet 6) / On imagery and wordplay (Worksheet 7) / Workshop and peer work time permitting

6: Theoretical discussion (Read Nida, Steiner, Berman essays) Workshop and peer work time permitting

8: The run-on sentence (Worksheet 8) / Workshop and peer work

### Historical considerations

13: Tone—archaic (Worksheet 9) / Workshop and peer work time permitting

15: Tone—modern (Worksheet 10) / Workshop and peer work

27: When historical knowledge is necessary for translation (Worksheet 11) / Workshop and peer work

#### March

1: Theoretical discussion (Read Spivak, Appiah, Damrosch, Cronin essays) / Review of worksheets 9-11 / Workshop and peer work time permitting

### Cultural considerations

6: Second essay due / History and culture indivisible (return to Worksheet 11) / Workshop and peer work

8: Cultural objects: Knowing your references (Worksheet 12) / Workshop and peer work

13: Cultural transfer: Contextual considerations (Worksheet 13) / Workshop and peer work

15: Review worksheets 12-13 / Workshop and peer work

### Bringing it together

20: Translating texts (Worksheet 14) / Workshop and peer work

22: Translating texts (Worksheet 14) / Workshop and peer work

27: Presentations of group translations

29: Presentations of group translations

#### April

3: Presentations of group translations

5: Presentations of group translations

10: Peer work on final projects

12: Peer work on final projects and wrap-up

Your final projects are due Monday, April 16th, by 4pm. Please submit them by either handing them to Dr. Dailey-O'Cain (if she is in her office when you come), or sliding it under her office door (if she is not). Assignments submitted by email will not be accepted.