

**DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES**

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

**2018-2019 FREN 454B1: TRANSLATION: ENGLISH INTO FRENCH**  
(Winter Term)

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Time: MWF 2.00-2.50PM

Place: HC 2 -11

Office Hours: MWF 3-4 PM

or by appointment

Course Website: Moodle

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**Course Prerequisite:** FREN 354 or consent of the department. This course may be used for the MLCS Certificate in Translation Studies.

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

The Certificate in Translation Studies is available to students with a major or minor in Chinese, French, German, Japanese, Spanish and/or Ukrainian only in the Faculties of Arts or Science. In all cases, the certificate is granted by the Faculty of Arts at the time a student graduates from his or her degree program. Please note that students who lack an appropriate major or minor, or who are matriculated in a Faculty other than Arts or Science, may NOT receive the Certificate in Translation Studies.

**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

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

Yes       No

**Course Description, Objectives and Expected Learning Outcomes:**

The aim of this course is threefold: 1) to hone the students' translation skills; 2) to improve

their proficiency in both written and oral French; 3) to introduce the students to advanced translation studies concepts. Students will learn strategies to deal efficiently with common English to French translation issues through various individual and collective assignments. They will translate a wide range of texts as well as familiarize themselves with professional translation tools such as TERMIUM PLUS. Students will take advantage of the Community Service-Learning (CSL) component to apply what they have learned in the classroom to real translation problems, and gain valuable hands-on experience while making a difference. This year, a special workshop on subtitles will be offered as part of the course.

At the end of the course, students are expected: 1) to select and apply appropriate strategies to deal with common English to French translation issues in a wide range of texts; 2) to make use of translation studies concepts to describe and analyze translation issues; 3) to utilize printed and online translation tools, and apply informational literacy strategies to deal with terminological issues; 4) to have an increased awareness of the translator's role as a social and political agent; 5) learn new translation techniques used in the emerging professional field of subtitling.

### **Texts:**

- ***Required***

- Most of the course material will be posted on Moodle or distributed to the students
- French-English bilingual dictionary (e.g. *Robert & Collins, Harrap's*) [students should have access to a printed or electronic bilingual dictionary in class]

- ***Recommended***

- French dictionary (e.g., *Larousse, Petit Robert*)
- English dictionary (e.g., *Cambridge, Oxford*)
- French grammar book (*Le Petit Grevisse*)
- English grammar book (e.g. Longman)
- VINAY Jean-Paul & Jean DARBELNET (1994). *Comparative Stylistics of English and French. A Methodology for Translation* (translated by J. C. Sager and M-J. Hamel), Amsterdam / Philadelphia: John Benjamins Publishing Company (recommended for students with a background in linguistics).
- MORTON, Jacqueline (1997). *English Grammar for Students of French*. The Olivia and Hill Press (4<sup>th</sup> edition).

### **Grade Distribution (see “Explanatory Notes”):**

- **Translation project (20%)**
  - **First version:** February 15
  - **Second version (along with the reflexive commentary):** March 25
- **Exam 1 (20%):** February 25
- **Exam 2 (20%):** April 8
- **In-class translations (2x5%):** February 27 & April 10

- **Reflexive essay** (15%): March 13
- **Community activity report** (5%): Reports should be submitted no later than one week after the community event took place. Reports submitted after April 4 will not be accepted.
- **Participation** (10%)

*Fall / Winter Exam Planner for the 2018-2019 academic year can be found at the following site: <https://www.ualberta.ca/registrar/examinations/exam-schedules/fall-2018-winter-2019-exam-planner>*

### **Explanatory Notes on Assignments:**

- **Translation project:** [approx. 400 words per student]. As part of the translation project, students will translate a short section of a document provided by one of our community partners, and write a reflexive commentary [at least 350 words].
- **Exam 1:** The mid-term exam will cover material discussed during the first half of the semester. Students should expect short translations, concept definitions, and multiple choice as well as true/false questions.
- **Exam 2:** The end-of-term exam will cover material discussed during the second half of the semester. The format will be similar to that of Exam 1.
- **In-class translation assignments:** Students will translate two short texts in class.
- **Reflexive essay** [at least 800 words]: Students will write an essay addressing one question of their choice among several listed by the instructor. The purpose of the essay is to make students reflect on the translator's social, ethical and political role.
- **Community activity report** [at least 300 words]: Students will write a short report about an event they attended in the local Francophone community. Outstanding reports will be posted on the [Francopains blog](#).
- **Participation:** Students are expected to attend classes on a regular basis, participate in class discussions and forums, do their homework, and interact respectfully with their peers.

### **Required Notes:**

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

### **Student Responsibilities:**

***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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

***Language courses:***

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language 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 Behaviour.

***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](#).

***Territorial Statement:***

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

***University of Alberta Sexual Violence Policy:***

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

#### ***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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

**In this course**, attendance and participation are an essential component and will be assigned **10% of the overall grade**. **For each class missed without valid justification, students will lose 0.5% on their final participation grade**. **In this course**, attendance and participation are an essential component and will be assigned **10% of the overall grade**. **For each class missed without valid justification, students will lose 0.5% on their final participation grade**. Students who cannot attend class should let the instructor know ahead of time and make necessary arrangements. Students will have the

opportunity to increase their grade by attending a maximum of 4 community events from the listed posted on the “Activités dans la communauté 2018-2019” Moodle website. They will receive a 1% bonus on their final grade for each event upon showing evidence of attendance (e.g., selfie, receipt, and stamp on their “passeport”).

***Policy for Late Assignments:***

Students who consult **in advance** with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. Otherwise, all assignments should be handed in on the stated deadline. Students who hand in assignments late with no acceptable excuse will lose **10% of the assignment's value for each day following the deadline**. Late excuses will **not** be accepted.

***Disclaimer:***

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

**Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

**Accessibility Resources:** (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

**The Academic Success Centre:** (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

**The Centre for Writers:** (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**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 Undergraduate Grading Scale”**

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>

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