

## Spanisch: Specialized Translation Practice I (A703614)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 3.0**

**Study time 90 h**

### Course offerings and teaching methods in academic year 2023-2024

A (semester 1)

Dutch, Spanish

Gent

independent work

### Lecturers in academic year 2023-2024

Vandaele, Jeroen

LW22

lecturer-in-charge

Vervaeke, Jasper

LW22

co-lecturer

### Offered in the following programmes in 2023-2024

Master of Science in Teaching in Languages(main subject Applied Language Studies)

crdts

offering

3

A

Master of Arts in Translation: a combination of at least two languages(main subject Dutch, English, Spanish)

3

A

Master of Arts in Translation: a combination of at least two languages(main subject Dutch, French, Spanish)

3

A

Master of Arts in Translation: a combination of at least two languages(main subject Dutch, German, Spanish)

3

A

### Teaching languages

Spanish, Dutch

### Keywords

Spanish, translation, literary texts, essayistic texts, creative texts, stylistic analysis, narratology, emotion

### Position of the course

The unit of study "Spanish: Specialized Translation Practice I" builds on translation skills previously acquired in the courses A2VN and S3VT and prepares for the translation of texts in which style is prominent and in which many elements are open to multiple interpretation. The course draws on concepts and insights from Translation Studies, Literary Studies, Stylistics, and it emphasizes the importance of acquiring cultural and social background knowledge.

### Contents

The unit of study "Spanish: Specialized Translation Practice II" focuses on translational problems in literary and essayistic texts (i.e., narrative fiction and essays). The focus is specifically on translation strategies related to genre and text conventions, style and emotion (irony and humor included), the language of narrative texts, language variety and creativity in language, and the transfer of cultural references. Reference is also made to the pervasiveness of style features in other genres.

### Initial competences

The student:

- is able, under supervision, to analyze and translate Spanish texts of more than average difficulty, as found in professional contexts; and can revise/review such translations
- can write Spanish texts of more than average difficulty, as found in professional contexts, both on the basis of instructions and on the basis of existing textual input;
- can make adequate and critical use of the relevant heuristic resources needed for the above-mentioned tasks.

### Final competences

- 1 Having a command of Dutch at professional native speaker level in terms of comprehension and writing skills and of Spanish at C1+ level of the Common European Framework of

- Reference for Languages in terms of reading and comprehension [assessed].
- 2 During the translation process, adequately applying advanced institutional and intercultural knowledge and being able to reflect on the interinstitutional transfers [assessed].
  - 3 Having advanced knowledge of the academic study of translation and, based on that knowledge, reflecting on translation as a process and as a product [assessed].
  - 4 Critically applying theoretical translation models and methods of analysis to complex problems [not assessed].
  - 5 Producing and assessing a translation with critical self-reflection, in new and complex contexts [assessed].
  - 6 In the translation process, adequately applying an advanced degree of contrastive linguistic expertise at different levels (lexically, grammatically, textually, pragmatically) [assessed].
  - 7 During the translation process, making use of the traditional and electronic resources, as well as technological tools [assessed].

#### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Independent work

#### **Extra information on the teaching methods**

The instructor introduces and teaches a fine-grained feedback and assessment system that pinpoints and integrates the most relevant criteria, procedures, and features for early-stage students of literary translation: (1) the 'Petra-E Framework of Reference for the Education and Training of Literary Translators' (mainly levels LT1 and LT2); (2) and the 'Evaluation Form of Literary Translations toward the Assignment of Incentive Grants for Emerging Literary Translators'.

The teaching mostly adheres to the following standard format. The texts are posted on the electronic learning platform Ufora. They are introduced with regard to context and style, and the translations are individually finished by the students at home (either individually or in pair). At given times, students furthermore assess each other's translations. Students submit their translations via Ufora. The most relevant issues, solutions, and errors are discussed with reference to a PowerPoint presentation. General translational and course-specific evaluation criteria are explained. The teaching methods may go online according to the needs of the moment: online teaching by means of audio-PowerPoints, Bongo or Zoom sessions, Teams tutorials, Ufora chat.

#### **Learning materials and price**

The texts and PowerPoint presentations are posted on Ufora.

#### **References**

- Hofstadter, D. & Sander, I. (2013). *Surfaces and essences: Analogy as the fuel and fire of thinking*. Basic Books. (Hoofdstuk 6)
- Steenmeijer, M. (2015). *Schrijven als een ander: Over het vertalen van literatuur*. Wereldbibliotheek.
- Vandaele, J. (2019). 'Humor'. In L. D'hulst & C. Van de Poel (Eds.), *Alles verandert altijd: Perspectieven op literair vertalen* (pp. 131–142). Leuven University Press.

#### **Course content-related study coaching**

By appointment, forum on Ufora.

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Written assessment

#### **Examination methods in case of periodic assessment during the second examination period**

Written assessment

#### **Examination methods in case of permanent assessment**

Skills test

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

#### **Extra information on the examination methods**

Evaluation of skills during the course: two submitted translations are officially evaluated. First session: The students make a translation. Second session: As in the first session, the students make a translation. The source texts of the first and second sessions are different.

#### **Calculation of the examination mark**

The final score is calculated as follows: evaluation of skills during the course 40% (30% for the highest scoring translation, 10% for the lowest); exam 60%.

#### **Facilities for Working Students**

Possible exemption from class attendance

Possible re-scheduling of the examination to a different time in the same academic year

Feedback can be given by appointment

#### **Addendum**

S4AV