

THE EFFECTIVE INTERPRETING SERIES

TRANSLATING FROM ENGLISH

CAROL J. PATRIE



SAMPLE SYLLABUS FOR TRANSLATING FROM ENGLISH (3 CR)

Note to teachers: This sample syllabus is for a 14-week, 3 credit semester and assumes class meetings of 3 hours per week either in one session, or two sessions of 90 minutes each or some other combination resulting in 45 contact hours. Feel free to adapt this to your needs including adding specific dates, additional assignments and evaluations. Insert your own contact information, office hours, grading policy, rubric, and other items as required by your department or university. All page numbers for exercises refer to the student study set, rather than the Teacher's Guide. Week 14 is intentionally blank to allow flexibility in scheduling or for the instructor to add other material and exercises related to the topic.

This course has a Five-Step Follow-Up for each exercise as well as Study Questions.

Translating from English may also be used for Independent Study for RID CMP CEU's. Just contact Carol Patrie, or another approved sponsor to get started.

The companion volume to this one is The Effective Interpreting Series: Translating from ASL.

COURSE DESCRIPTION

This course focuses on developing and refining English to ASL translation skills. Topics include preparing to translate, analyzing the meaning of the English source text, message transfer, reformulating the message, and priorities in and testing of the translation. Translation skills serve as a foundation for consecutive and simultaneous interpreting. The skills developed in this course allow you to develop message transfer skills without the time pressures of interpreting. This is a skills-based course that is founded in translation theory.

Pre-requisites: Fluency in ASL and English at above conversational levels and or courses in Cognitive Processing in ASL and English, English Skills Development and ASL Skills Development.

Co-requisites: Translating from ASL

Meeting times and location

Instructor contact information

Plagiarism Policy

Civility policy

Other policies as required by department or institution.

Required Text and materials

Patrie, C. J. (2001). *The Effective Interpreting Series: Translating from English* DawnSignPress. San Diego.

Each student must also have:

- Access to a video recording device and high-speed internet

- A way to store video recordings.

- Access to a computer and printer for completing assignments.

- Headset for listening to source text materials.

COURSE OBJECTIVES

- 1) Acquire and correctly use terminology related to translation.
- 2) Describe and use the steps in preparing to translate.
- 3) Unpack the meaning of English source texts
- 4) Reformulate the English message into ASL.
- 5) Describe the priorities in translation
- 6) Test the translation
- 7) Revise the translation
- 8) Develop skills in analyzing your own work.
- 9) Become a reflective practitioner.

Grading:

Teachers can devise grading systems to include:

Completion of assignments

Completion of work by due date

Assessments can be administered every two weeks or less frequently, as desired. (Instructors can design their own assessments)

Assessments should ideally fall into two categories. But you can add others.

Skill

Knowledge

Instructors can request that students keep a reflections journal to write about their progress or questions during the course and submit the journal weekly or bi weekly to help the instructor gauge progress and understanding of student frustrations and developments.

Instructors can have students complete the longest exercise in each unit, usually the third, and assign grades to themselves along with a rationale for their decision. This approach allows instructors to see how students are thinking about the work and offer guidance accordingly. Creating your own rubric for grading will be helpful for you and your students. Rubrics are sometimes designed by departments or programs and instructors should follow the protocols of their own institutions regarding rubrics and grading policies.

WEEKLY SCHEDULE

Introduction and Course Orientation

WEEK 1

- 1)** Review the syllabus, course policies, procedures and course schedule.
- 2)** How to complete and submit assignments.
 - a.** How to find the DSP online video library, do the exercises and submit them.
 - b.** How to use the tracking sheet.
 - c.** Discuss reflecting on your work, either in ASL videos, or in written English. This will become your reflection journal where you can keep track of your thoughts on your translation skills development as the course progresses. Your instructor may check the journal from time to time but you are the main beneficiary as using the journal regularly will help you begin developing a reflective practice.
 - d.** Your instructor may provide prompts to guide your reflective practice.
 - e.** Determine how you will record your reflections during this course. The language used for reflections is determined in agreement with your instructor. Plan to make an entry into your journal at least once per week.
 - i.** In ASL and stored on video
 - ii.** In written English using Word
- 3)** Discussion and demonstration on *How to use this Book*
 - a.** Terms for this course
 - b.** Learning how to use the Five-Step Follow-Up
 - c.** How to use the textbook, submit homework and use the tracking sheet.

WEEKLY SCHEDULE

Introduction and Course Orientation

- 4)** Instructor-led discussion on *Introduction to Translating from English* (p. 8).
 - a.** The importance of translation skills in interpreting
 - b.** Terminology
 - c.** Process and product
 - d.** Sources of error in translation
 - e.** Competencies
 - f.** Models of Translation
- 5)** Instructor-led in-class activity:
 - a.** Ex 1.1 “Get to Know the Signer” (p. 39).
 - b.** Demonstration of how to complete the exercise and respond to the Study Questions.
 - c.** Demonstration includes preparing a first draft and rendering that into ASL, reviewing and revising the draft and then rendering a final version of the translation. You can use written notes to help you remember how you want to render the information in ASL but don’t look at the paper during the rendition. Instead, look directly into the camera.
- 6)** Homework:
 - a.** Read *How to Use this Book* and *Introduction to Translating from English*.
 - b.** Answer the five Study Questions that appear at the end of *Introduction to Translating from English* and submit as directed.
 - c.** Read *Unit 1*.

WEEKLY SCHEDULE

Unit 1: Preparing to Translate

WEEK 2

- 1)** Welcome, warm-up
- 2)** Student-led review of previous topics:
 - a.** The importance of translation skills in interpreting
 - b.** Terminology
 - c.** Process and product
 - d.** Sources of error in translation
 - e.** Competencies
 - f.** Models of Translation
- 3)** Discussion and demonstration:
 - a.** How is translation different from interpreting?
 - b.** Factors in translation
 - c.** Steps in the Translation Process
 - d.** Preparing for Translation versus Interpretation
 - e.** The Role of Intuition in Translation
- 4)** Activity:
 - a.** Ex 1.1 “Introduction” (p. 39)
 - i.** Work in pairs to discuss the first four Study Questions, then discuss your responses as a group.
 - ii.** Work individually to render the translation (Study Question 5) and then discuss your work in pairs and then with the group.

WEEKLY SCHEDULE

Unit 1: Preparing to Translate

- iii.** For this translation and all translations in this course, write out your proposed translation using gloss and then refer to the gloss to render your translation. Do not read your gloss while signing. Look at the gloss and then look at the video camera to render your translation. Keep your glosses to submit with your translation if your instructor requires it. See your textbook for more information.
- b.** Ex. 1.2 “Bike with a Flat Tire” (p. 45).
 - i.** Note that in *Translating from ASL* the companion volume to this one, the same information is expressed in ASL but is not a translation of the spoken English that appears in this volume. Feel free to reference the ASL version for comparison.
 - ii.** Work in pairs to discuss the first four Study Questions, then discuss your responses as a group.
 - iii.** Work individually to render the translation and then discuss your work in pairs and then with the group.
- 5)** Homework:
 - a.** Complete any portions of Ex. 1.1 and Ex. 1.2 that you were unable to finish in class, especially the Five-Step Follow-Up.
 - b.** Reflections journal
 - c.** Reread *Unit 1*.

WEEKLY SCHEDULE

Unit 1: Preparing to Translate (continued)

WEEK 3

- 1)** Welcome and warm-up
 - a.** Challenges
 - b.** Successes
 - c.** Take-aways
- 2)** Students conduct review of previous topics. Instructor provides rubric for student presentations and assigns specific topics to specific students.
- 3)** Work in pairs to apply the steps in preparing to translate to Ex. 1.3 “Directions to My Office” (p. 48).
 - a.** Work with your partner to create a map showing the directions to the speaker’s office.
 - b.** Share the results of your work with the group. Exchange ideas and solutions.
 - c.** As a group, compare the drawings and discuss options for rendering the translation.
 - d.** Look up information you may need fill in any gaps in your Extra Linguistic Knowledge about Scripps Institution of Oceanography.
- 4)** Homework
 - a.** Render the translation for Ex. 1.3 into ASL. Record and submit all portions of this exercise as directed.
 - b.** Assign yourself a grade for Ex. 1.3 following the instructor-provided rubric. Explain your reasoning and submit as directed.
 - c.** Be sure all Follow-Up activities have been completed and submitted as directed.
 - d.** Complete the tracking sheet for this unit.
 - e.** Read *Unit 2*.
 - f.** Update your reflections journal.

WEEKLY SCHEDULE

Unit 2: Analyzing the Meaning of the Text

WEEK 4

- 1) Welcome and warm-up
- 2) Students conduct review of how to prepare to translate. Instructor provides rubric for student presentations and assigns specific topics to specific students.
- 3) Activity:
 - a. Work in pairs or small groups to discuss translations of Ex.1.3.
 - b. Share ideas from pair discussions with the group.
- 4) Discussion:
 - a. Analyzing the Meaning of the Text
 - b. Analysis of the Text as a Whole
 - c. Translation Theories - Gile, Nida, and Taber
- 5) Activity
 - a. Note that in *Translating from ASL*, the companion volume to this one, the same information is expressed in ASL but is not a translation of the spoken English that appears in this volume. Feel free to reference the ASL version for comparison.
 - b. Work in pairs on the Study Questions and translation for Ex. 2.1 “The Phone Call” (p. 62). What are possible translations? How will you decide which is the most equivalent to the source message?
 - c. Pairs share their findings with the group.
 - d. Make note of translations and approaches you would like to use in the future.
- 6) Homework:
 - a. Complete Ex. 2.2 “Watching TV” (p. 65) including Study Questions and Follow-Up. Submit as directed and bring your translations to the next class for sharing and discussion. These translations will be considered drafts and further reviewed in class.
 - b. Reread *Unit 2*.
 - c. Reflection journal
 - d. Tracking sheet

WEEKLY SCHEDULE

Unit 2: Analyzing the Meaning of the Text (continued)

WEEK 4

- 1)** Welcome and warm-up
 - a.** Challenges
 - b.** Successes
- 2)** Student-led review of how to prepare to translate. Instructor provides rubric for student presentations and assigns specific topics to specific students.
 - a.** Analyzing the Meaning of the Text
 - b.** Analysis of the Text as a Whole
 - c.** Translation Theories: Gile, Nida, and Taber
- 3)** Activity:
 - a.** Small group work on comparing and revising draft translations of Ex.2.2.
 - b.** Record revised translations and submit as directed.
- 4)** Work in pairs to analyze the meaning of Ex. 2.3 “Directions to Deep Creek” (p. 68).
 - a.** Create a map of the information in this exercise.
 - b.** As a group, discuss the meaning of the selection and compare maps.
 - c.** Work in pairs to create a first draft of Ex. 2.3.
 - d.** Group discussions of pair work on Ex. 2.3.
- 5)** Homework:
 - a.** Revise and record Ex. 2.3, complete all portions of this exercise and submit as directed.
 - b.** Assign yourself a grade for Ex. 2.3 following the instructor-provided rubric. Explain your reasoning and submit it as directed.
 - c.** Review readings and exercises assigned so far.
 - d.** Read *Unit 3*.

WEEKLY SCHEDULE

Unit 3: Message Transfer

WEEK 5

- 1)** Welcome and warm-up
- 2)** Student-led review of *Unit 1* and *Unit 2*. Instructor provides rubric and assigns specific topics to specific students.
- 3)** Discussion and demonstration:
 - a.** How the translator affects the translation
 - i.** Bias
 - ii.** Skill
 - iii.** Competence
 - b.** Transfer
 - c.** Form and meaning
 - d.** Loss during transfer
- 4)** Activity
 - a.** Note that in *Translating from ASL*, the companion volume to this one, the same information is expressed in ASL for “The Refreshment Stand” (p. 86) and “Bathing the Dog” (p. 91) but is not a translation of the spoken English that appears in this volume. Feel free to reference the ASL version for comparison.
 - b.** Work in pairs on Ex. 3.1 “The Refreshment Stand” (p. 86).
 - c.** Create a drawing showing where the actors and objects are located.
 - d.** Create draft translation and discuss with your partner.
 - e.** Be sure to record your draft translations and keep your glosses.
 - f.** In larger group discussions compare and contrast translations.

WEEKLY SCHEDULE

Unit 3: Message Transfer

- 5)** Activity: Ex. 3.2 “Bathing the Dog” (p. 91).
 - a.** Individually, create a drawing of where actors and objects are located.
 - b.** Work with a partner to create a draft translation and discuss with another pair of students.
 - c.** In a large group discussion, share examples of translation challenges and successes.

- 6)** Homework:
 - a.** Complete all portions of Ex 3.1, Ex. 3.2 including Study Questions and Five-Step Follow-Up and submit as directed.
 - b.** Complete all portions of Ex. 3.3 “The Payroll Process” (p. 95) and submit as directed.
 - c.** Assign yourself a grade for Ex. 3.3 following the instructor-provided rubric. Explain your reasoning and submit as directed.
 - d.** Update reflections journal.
 - e.** Reread *Unit 3*.

WEEKLY SCHEDULE

Unit 3: Message Transfer (continued)

WEEK 6

- 1)** Welcome and warm-up.
 - a.** Check-in on reflections and insights
 - b.** Challenges
 - c.** Successes
- 2)** Student-led review of previous topics. Instructor provides rubric and assigns specific topics to specific students.
- 3)** Discussion of Ex. 3.3 “The Payroll Process” (p. 95).
 - a.** Work with a partner to discuss and compare approaches to transfer.
 - b.** Note the ways in which you can improve your translation by discussing it with another person.
 - c.** Take time to reflect on your work, make notes and consider revisions.
 - d.** With the larger group, share insights, approaches, questions, comparisons and differences. See how many new ideas you can learn from your peers.
- 4)** Homework
 - a.** Revise any translations that your instructor requests and resubmit.
 - b.** Read *Unit 4 Reformulating the Message*.
 - c.** Review all readings and exercises to date.
 - d.** Prepare for midterm assessment according to your instructor’s directions.

WEEKLY SCHEDULE

Review and midterm assessment

WEEK 7

- 1)** Welcome and warm-up.
 - a.** Challenges
 - b.** Successes
- 2)** This week is designed for catch-up, review, discussion, reflection and assessment.
- 3)** Class time is provided to check on all assignments and recordings to be sure that all work is completed and submitted including all Study Questions and Follow-Up portions of each exercise. This is a good time to redo any assignments you would like to improve on, such as revising translations. Time is also provided for small group or pair discussions of how your skills in translation have improved and which areas you find challenging.
- 4)** Class time is also provided for a midterm assessment. This may consist of translating a passage from another volume of *The Effective Interpreting Series* or another passage selected by your instructor who will also provide a rubric.
- 5)** No homework unless an extra credit translation assignment is provided.

WEEKLY SCHEDULE

Unit 4: Reformulating the Message

WEEK 8

- 1)** Welcome and warm-up.
 - a.** Challenges
 - b.** Successes
- 2)** Review of midterm assessment translations. Compare and contrast translations for the purpose of learning to talk to each other about the work and to broaden your range of options for future translations.
- 3)** Discussion and demonstration.
 - a.** Reformulating the Main Idea
 - b.** Reformulation of Idea Units
 - c.** Reformulation at the Word Level
 - d.** Schema and Reformulation
- 4)** Activity
 - a.** Note that in *Translating from ASL*, the companion volume to this one, the same information is expressed in ASL for “Buying Lunch” (p. 111) but is not a translation of the spoken English that appears in this volume. Feel free to reference the ASL version for comparison.
 - b.** Work in pairs to analyze and develop a first draft of Ex. 4.1 “Buying Lunch” (p. 111). Keep your glosses to submit with your translation if your instructor requires it.
 - c.** Record your work.
 - d.** Ex.4.2. “Ripped Pants” (p. 115). Individual work. Read the directions carefully and create the diagrams as directed.
 - e.** Class discussion – compare and contrast drawings and then compare and contrast translations. How does the drawing affect the translation?

WEEKLY SCHEDULE

Unit 4: Reformulating the Message

5) Homework

- a.** Complete Ex. 4.3 “A Childhood Incident” (p.119) including Get to Know the Signer and Study Questions, paying close attention to Study Question 2 and take time to visualize and create your drawings. Complete the Follow-Up. Create a first draft and record your translation and submit as directed.
- b.** Update reflections journal.
- c.** Prepare for instructor-generated quiz on Units 1-4.

WEEKLY SCHEDULE

Unit 4: Reformulating the Message (continued)

WEEK 8

- 1)** Welcome and warm-up.
 - a.** Challenges
 - b.** Successes
- 2)** Discussion of Ex. 4.3 “A Childhood Incident” (p.119)
 - a.** Work with a partner to discuss and compare approaches to transfer.
 - b.** Note the ways in which you can improve your translation by discussing it with another person.
 - c.** Take time to reflect on your work, make notes and consider revisions.
 - d.** With the larger group, share insights, approaches, questions, comparisons, and differences. See how many new ideas you can learn from your peers.
 - e.** Render a revised translation and submit as directed along with answers to the Study Questions and Follow-Up.
- 3)** Quiz on Units 1 - 4
- 4)** Homework:
 - a.** Complete Study Questions and Five-Step Follow-Up for 4.2, 4.3.
 - b.** Update reflections journal
 - c.** Complete tracking sheet.
 - d.** Submit Ex. 4.3 for grading. Include Study Questions and Follow-Up.
 - i.** Assign yourself a grade
 - ii.** Explain why you gave yourself the grade you chose.
 - iii.** Submit as directed.
 - e.** Read *Unit 5*.

WEEKLY SCHEDULE

Unit 5: Priorities in Translation

WEEK 9

- 1)** Welcome and warm-up.
 - a.** Challenges
 - b.** Successes
- 2)** Discussion topics:
 - a.** Priorities in translation
 - i.** Contextual consistency
 - ii.** Dynamic equivalence
 - iii.** Formal correspondence
 - iv.** Audience needs
- 3)** Work in pairs: Ex 5.1 “The Car Wash” (p. 136) and record draft translations.
- 4)** Share translations within the larger group. Listen to the reasoning behind other translations. Make a note of which approaches and solutions you would like to use in the future.
- 5)** On you own, either in class or for homework, revise and record your translation for Ex. 5.1.
- 6)** Work in pairs with a different partner on Ex. 5.2 “Sharpening a Pencil” (p. 140).
- 7)** Share translations within the larger group. Listen to the reasoning behind other translations. Make a note of which approaches and solutions you would like to use in the future.
- 8)** On you own, either in class or for homework, revise and record your translation for Ex. 5.2

WEEKLY SCHEDULE

Unit 5: Priorities in Translation

9) Homework:

- a.** Complete all portions of Ex.5.3 “The Gift” (p. 145).
- b.** Include Study Questions and Five-Step Follow-Up
- c.** Record a revised translation after completing the Follow-Up and submit revised translation as directed.
- d.** Assign yourself a grade for Ex. 5.3 and include your reasoning. Submit as directed.
- e.** Reflections journal.
- f.** Tracking sheet
- g.** Reread *Unit 5*.

WEEKLY SCHEDULE

Unit 5: Priorities in Translation (continued)

WEEK 10

- 1)** Welcome and warm-up
 - a.** Successes
 - b.** Challenges
 - c.** Questions and take-aways so far.
- 2)** Discussion of Ex. 5.3 “The Gift” (p. 145).
 - a.** Work with a partner to discuss and compare approaches to translation.
 - b.** Note the ways in which you can improve your translation by discussing it with another person.
 - c.** Take time to reflect on your work, make notes and consider revisions.
 - d.** With the larger group, share insights, approaches, questions. Note similarities and differences. See how many new ideas you can learn from your peers.
 - e.** What are your take-aways from the discussions?
 - f.** Record revised translation, either in class or for homework.
- 3)** Homework:
 - a.** Assign yourself a grade for the revised version of Ex.5.3.
 - b.** Explain why you gave yourself the grade you chose.
 - c.** Submit as directed.
 - d.** Update reflections journal.
 - e.** Tracking sheet
 - f.** Read *Unit 6*.

WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 11

- 1)** Welcome and warm-up
 - a.** Successes
 - b.** Challenges
 - c.** Questions
- 2)** Discussion and demonstration:
 - a.** Why test a translation?
 - b.** Who tests the translation and when?
 - c.** How do you test the translation?
 - d.** How do you use the results of testing?
- 3)** Activity:
 - a.** Work with a partner to study and analyze Ex. 6.1 “Autobiography” (p. 160).
 - b.** Discuss how you will arrange actors and objects in the translation. Draw sketches to help you.
 - c.** Render and record your draft translation.
 - d.** Work with another pair to discuss your challenges and successes.
 - e.** In the larger group compare and contrast translations.
 - f.** Either in class or for homework, render and record a revised translation.
- 4)** Homework:
 - a.** Complete all portions of Ex. 6.2” Kickboxing” (p. 166) and submit as directed.
 - b.** Reflections journal
 - c.** Reread *Unit 6*.
 - d.** Prepare for quiz on *Units 5 and 6*.

WEEKLY SCHEDULE

Unit 6: Testing the Translation (continued)

WEEK 12

- 1) Check-in**
 - a.** Successes
 - b.** Challenges
 - c.** Questions
- 2) Instructor-generated quiz on *Units 5* and *6*.**
- 3) Activity**
 - a.** Discussion of success and challenges related to Ex. 6.2 “Kickboxing” (p. 166).
 - b.** Class time for reflection and review of all translations to date. Use this time to jot down notes to yourself or discuss with a partner. Reflect on your progress to date.
 - c.** As a group, begin text analysis of Ex. 6.3 “Newspaper Layout.” (p. 171).
- 4) Homework:**
 - a.** Complete all portions of Ex.6.3 and submit as directed.
 - b.** Assign yourself a grade for the revised version of Ex.6.3
 - c.** Explain why you gave yourself the grade you chose.
 - d.** Submit as directed.
 - e.** Update reflections journal.
 - f.** Tracking sheet
 - g.** Prepare for Student Showcase.
 - i.** Student-led discussion of each of Units 1 – 6 including insights into how these translation processes relate to the interpreting process.
 - ii.** Select a portion of a translation that you are especially satisfied with and prepare to show it to the group and explain why you think it is a strong translation.

WEEKLY SCHEDULE

End of course student showcase and reflections

WEEK 13

- 7)** Student-led discussion of each of Units 1 – 6 including insights into how these translation processes relate to the interpreting process. Instructor provides rubric and assigns specific topics to specific students.
- 8)** Student translation samples. Showing a portion of a translation that you are especially satisfied with and explain why you think it is a strong translation.
- 9)** End of course reflection. (Instructor can provide prompts for the final reflection). What are the main take-aways from this course?
- 10)** Check that all assignments have been completed and submitted
- 11)** Assign yourself a grade for this course and explain why you gave yourself the grade you chose. Submit as directed.

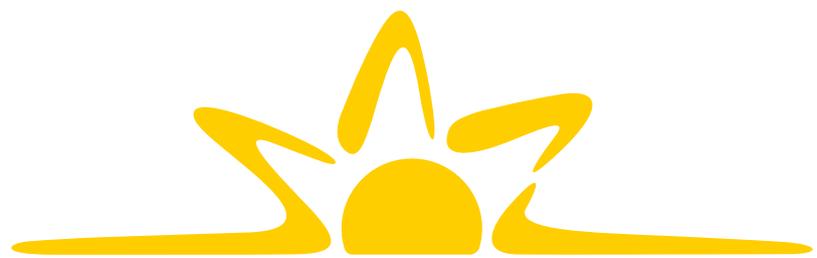
WEEKLY SCHEDULE

Unit 6: Testing the Translation

WEEK 14

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If you have questions or would just like to talk about using EIS, contact
Carol Patrie at **effectiveinterpretingseries@gmail.com**



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