

Cover Sheet: Request 11098

HBR3XXX Translation in Israeli Media

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Amberson, Deborah dambers@ufl.edu
Created	9/8/2016 2:54:06 PM
Updated	10/25/2016 2:06:37 PM
Description of request	Explores one of the most popular and fast developing areas of study in Communications and Translation Studies today: Media and Translation. Focuses on an Israeli context. Areas of study include topics from subtitling and captioning to translating websites and television commercials.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Amberson, Deborah		9/8/2016
Deleted 1. Revised HBR3XXX Translation in Israeli Media Syllabus.docx					9/8/2016
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	This item has been conditionally approved by the CCC. Please make the following changes: <ul style="list-style-type: none"> syllabus not needed on 3000-level submission many policies need to be moved from syllabus to UCC1 form 	10/17/2016
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Amberson, Deborah		10/17/2016
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		10/18/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the November agenda.	10/25/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/25/2016
No document changes					

Step	Status	Group	User	Comment	Updated
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11098

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Request: HBR3XXX Translation in Israeli Media

Description of request: Explores one of the most popular and fast developing areas of study in Communications and Translation Studies today: Media and Translation. Focuses on an Israeli context. Areas of study include topics from subtitling and captioning to translating websites and television commercials.

Submitter: Amberson, Deborah dambers@ufl.edu

Created: 11/8/2016 12:11:42 PM

Form version: 7

Responses

Recommended PrefixHBR

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Translation in Israeli Media

Transcript Title Translation Israeli

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Explores one of the most popular and fast developing areas of study in Communications and Translation Studies today: Media and Translation. Focuses on an Israeli context. Areas of study include topics from subtitling and captioning to translating websites and television commercials.

Prerequisites HBR 3410 or equivalent

Co-requisites None

Rationale and Placement in Curriculum This course is designed to allow students refine their knowledge of the nuances of Hebrew while developing their familiarity with the complex field of translation in Israeli media. Students will also be introduced to the theoretical side of translation studies through critical readings and analysis of translations. This course would be crucial for students majoring in Hebrew and highly recommended for those minoring in Hebrew.

Course Objectives By the end of this course, it is expected that students will be able to:

- define audiovisual translation and some of the main trends in the area relevant to Israeli Media
- distinguish between film translation and adaptation, and discuss some of the approaches to film translation (literary, linguistic, visual, and socio-political)
- identify the main trends in subtitling and dubbing in Israel
- define some of the main differences (but also the points of mutual influence) between literary and media translation

- identify mutual influences of translation, communication and globalization
- identify various paratexts in New Media such as promotions, commercials tweets, and minisodes, and their influence on mainstream translation.

Course Textbook(s) and/or Other Assigned Reading Required Texts:

- Abend-David, Dror. Ed. *Media and Translation: An Interdisciplinary Approach*. Continuum/Bloomsbury, 2014.

Additional readings as follows:

- Abend-David, D. (2012). "The Disintegration of the Box: Narrativity, Performance and Translation in TV Commercials." In *Advertising and Reality: A Global Look on Life in Commercials*. Ed. Amir Hetsroni. London: Continuum. 29-39.
- Amit-Kochavi, H. (1998). Translation from Arabic into Hebrew in Israel - An Overview (Examining media publications in a political sociolinguistic context). *Meta*, 43(1), 79-85.
- Bassnett, Susan (2005), "Bringing the News Back Home: Strategies of Acculturation and Foreignisation," *Language & Intercultural Communication*, 5(2).
- Cronin, Michael (2003), "Countering Hegemony in Translation" and "Globalization and New Translation Paradigm," in *Translation and Globalization*. London: Routledge.
- Kaufmann, F. (1998). Aspects of Audiovisual Translation in Israel. *Meta*, 43(1), 130-141.
- O'Hagan and Ashworth (2002), "Translation-mediated Communication," *Translation-Mediated Communication in a Digital World*. Clevedon: Multilingual Matters.
- Wood, Michael (2005), "The Languages of Cinema," In Bermann and Wood, Eds., *Nation, Language, and the Ethics of Translation*. Princeton and Oxford: Princeton and Oxford University Press.

Weekly Schedule of Topics COURSE SCHEDULE: Translation in Israeli Media

Week 1: Introduction

No reading

Jan. 5 Course Introduction; Jan. 7

Week 2: Theories of Media Translation

Reading: Abend-David, "Editor's Note"; Bassnett, "Preface," *Media and Translation*.

Jan. 12; Jan. 14 Analysis of samples

Week 3: Cinema and Ethics

Reading: Heiss, "Multilingual Films and Integration," *Media and Translation*; Wood, "The Languages of Cinema," *Nation, Language, and the Ethics of Translation*.

Jan. 19 Assignment 1; Jan. 21 Analysis of samples

Week 4: Arabic to Hebrew

Reading: Amit-Kochavi, "Translation from Arabic into Hebrew," *Meta*, 43(1): 79-85.

Jan. 26; Jan. 28 Analysis of samples

Week 5: Ethics of Dubbing

Reading: Audissino, "Dubbing as a Formal Interference," *Media and Translation*

Feb. 2 Assignment 2; Feb. 4 Analysis of samples

Week 6: Audiovisual Translation

Reading: Kaufmann, "Aspects of Audiovisual Translation," *Meta*, 43(1): 130-141

Feb. 9; Feb. 11 Analysis of samples and Midterm Paper Abstract Due

Week 7: Subtitling

Reading: Raine, "From Hybridity to Dispersion: film subtitling," *Media and Translation*

Feb. 16; Feb. 18 Analysis of samples

Week 8: Fantasy and Translating for the Young

Reading: Heller, "When Fantasy Becomes a Real Issue," *Media and Translation*

Feb. 23 Midterm Paper; Feb. 25 Analysis of samples

Week 9: SPRING BREAK

Week 10: Acculturation and Foreignisation

Reading: Bassnett (2005), "Bringing the News Back Home," *Language & Intercultural Communication*, 5(2).

March 8; March 10 Analysis of samples

Week 11: Hegemony

Reading: Cronin, "Countering Hegemony in Translation" and "Globalization and New Translation Paradigm," *Translation and Globalization* (2003); Viewing: *The Interpreter* (2005). On reserve Lib. West

March 15 Assignment 3; March 17 Analysis of samples

Week 12: Accents and Socio-political Prejudice

Reading: Azran, Lavie-Dinur & Karniel, "Accent and Prejudice," *Media and Translation*
March 22; March 24 Analysis of samples

Week 13: Approaching Trauma

Reading: Patterson & Chyutin, "Teaching Trauma in (and Out of) Translation," *Media and Translation*

March 29 Assignment 4; March 31 Analysis of samples

Week 14: Advertisements

Reading: Cui & Yanli Zhao, "Mediation of Cultural Images in Translation," *Media and Translation*; O'Hagan & Ashworth, "Translation-mediated Communication (TMC)."

April 5; April 7 Analysis of samples and Final Abstract Due

Week 15: Advertisements

Reading: Abend-David, "The Disintegration of the Box: Narrativity, Performance and Translation in TV Commercials," *Advertising and Reality: A Global Study of Representation and Content*, 29-39.

April 12; April 14 Analysis of samples

Week 16: Conclusions

No reading

April 19 Final Paper

Links and Policies Attendance and Make-up policy:

Attendance is mandatory and will be assessed by class roll at the beginning of each class. Students are permitted one unexcused absence beyond which each additional unexcused absence will result in a lowering of the final grade by 1%. Students should note that there is no limit to these deductions and, as such, a consistently poor attendance record will result in a significantly lower grade or even a fail. Moreover, students should also note that failure to attend class can result in them being dropped from the course. Tardiness will also have a negative impact on your final grade. Students will lose .5% from their final grade each time they arrive late. Like the deductions for unexcused absences, these deductions will continue, if necessary, beyond the 20% allotted to attendance.

Absences will be excused in accordance with UF policy. Students who need to miss a class for a legitimate reason should, if possible, send an email to the instructor ahead of time. Acceptable excuses include illness, religious holidays, military obligation, & 12-day rule: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

MAKE-UP POLICY: Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. Except in the case of a certified illness or other UF-accepted excuse, there will be no make-up option for missed or late assignments. Where possible, make-ups should be arranged prior to the expected absence. In case of illness, student should contact me as soon as possible.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

GRADING SCALE (& GPA EQUIVALENT)

A 93-100 (4.0); A- 90-92 (3.67); B+ 87-89 (3.33); B 83-86 (3.0); B- 80-82 (2.67); C+ 77-79 (2.33); C 73-76 (2.0); C- 70-72 (1.67); D+ 67-69 (1.33); D 63-66 (1.0); D- 60-62 (.67); E 0-59 (0)

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>;

<http://www.isis.ufl.edu/minusgrades.html>

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must provide this documentation to the instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources.

Counseling & Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Grading Scheme COURSE REQUIREMENTS:

Grade Distribution

1. Attendance & class participation, including short surprise pop quizzes (20%);
2. Written assignments (20%);
3. Midterm Paper (25%);
4. Final Paper (35%)

1. ATTENDANCE & PARTICIPATION (20%):

Attendance: Attendance is mandatory and will be assessed by class roll at the beginning of each class. Students are permitted one unexcused absence beyond which each additional unexcused absence will result in a lowering of the final grade by 1%. Tardiness will also have a negative impact on final grades. Students will lose .5% from their final grade each time they arrive late.

Absences will be excused in accordance with UF policy. Students who need to miss a class for a legitimate reason should, if possible, send an email to the instructor ahead of time. Acceptable excuses include illness, religious holidays, military obligation, & 12-day rule: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Make-up Policy: Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. Except in the case of a certified illness or other UF-accepted excuse, there will be no make-up option for missed or late assignments. Where possible, make-ups should be arranged prior to the expected absence. In case of illness, student should contact me as soon as possible.

Participation: Class will consist more often of discussion and activities than class lecture. As students you are expected to come to class prepared and ready to participate. Your ability to participate meaningfully in our discussions depends on your preparation of the homework assignments. At the beginning of each class, your familiarity with the materials will be tested by a series of basic questions relating to the thesis and content of the assigned readings. If you prove unable to answer these questions, I will assume that you have not prepared the homework and will dock you 1% of the homework preparation grade. The participation grade also depends on your contribution to in-class discussion and it is expected that each student make at least 1 substantive and well-informed contribution per class meeting. A well-informed contribution reflects knowledge of the reading assignments. An A in participation will be earned by students who prove able to answer the basic questions that open our class and who consistently make well-informed contributions to our class discussion (at least 1 per class meeting).

2. WRITTEN ASSIGNMENTS (20%): There will be 4 short individual written assignments. In these assignments students will be asked to respond to a short question or statement about one of the texts. All written assignments must be typed and should be 2-3 pages in length (double-spacing; 1 inch margins, 12 pt font). Each essay is worth 5% of the final grade. See course calendar for deadlines.

PROFESSIONAL PRESENTATION: It is expected that all written assignments, including the midterm and final papers, be professional in presentation. What this means is that the individual student's name should appear clearly on the first page together with the course name and number and a reference to which assignment it is (assignment 1, final paper, etc.). In addition, the paper on which the assignment is printed should be fresh and unstained. Finally, the assignment should not be folded or bent before being submitted. The formatting guidelines (double-spacing; 1 inch margins, 12 pt font) should be followed and the chosen font should be clear and simple (I recommend times new roman or cambria). If an assignment falls below this standard, there will be a penalty of up to 10% from the total percentage allotted to that assignment. For example, if a paper is presented without a student name and course number, 2% will be docked. If the assignment information is not provided, 2% will be lost. If a paper is stained or the paper is not previously unused 2% will be docked. If a paper is folded or bent, 2% will be docked. If the formatting guidelines are not followed, 2% will be docked. If an individual student's paper manifests all of these lapses, the full 10% will be deducted. Further guidelines will be provided in written form in class.

Midterm Paper (25%) Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts discussed in class. This assignment will consist of two parts: the first part, worth 5% of the total 25%, will consist of the submission of a paper abstract of approximately one page in length. Here the student will identify their selected text, and provide both a rationale for choosing this text and an indication of their approach as well as their critical sources. The paper itself should constitute a critically supported analysis of their chosen text, citing at least 2 external scholarly sources. It should be at least 6 pages in length.

Final Paper (35%): Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts that are discussed in class. This assignment will consist of two parts: the first part, worth 5% of the total 35%, will consist of the submission of a paper abstract of approximately one page in length. In the abstract, students will identify their selected text, and provide a rationale for their choice of text and an indication of their approach as well as their critical sources. The paper itself will be a research paper (with at least 3 external critical sources) and should be at

least 8 pages in length.

Please note that the topics of the midterm and the final papers must be different.

GRADING SCALE (& GPA EQUIVALENT)

A 93-100 4.0

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B+ 87-89 3.33

B 83-86 3.0

B- 80-82 2.67

C+ 77-79 2.33

C 73-76 2.0

C- 70-72 1.67

D+ 67-69 1.33

D 63-66 1.0

D- 60-62 .67

E 0-59 0

Instructor(s) Dr. Dror Abend-David.