

## Cover Sheet: Request 10998

**POR3451**

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Gillian Lord glord@ufl.edu
Created	5/9/2016 8:47:52 PM
Updated	9/20/2016 12:41:20 PM
Description of request	Provides an opportunity for students to improve their Portuguese language skills through application of the principles of translation, while also providing information on professional opportunities in the field.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord	This course was taught under our rotating topics rubric in spring 2016 and was very popular. We believe this kind of professionally-focused language course appeals to our students as well as students from other majors and colleges.	5/9/2016
Deleted POR3451-PortugueseTranslation_syllabus.doc					5/9/2016

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	<ul style="list-style-type: none"> <li>No need to include a syllabus</li> <li>Write course description in telegraphic language: Suggestion "Provides an opportunity for students to improve their Portuguese language skills through application of the principles of translation, while also providing information on professional opportunities in the field"</li> <li>Reformulate goals to make them observable and measurable</li> <li>Weekly schedule must be in English (except for titles of readings) and more clearly formatted</li> <li>Remove the following sentence wherever it occurs: "There will be no makeup assignments." According to UF policy, makeup opportunities must be provided for students who have excused absences.</li> <li>Change "syllabus below" to "schedule above"</li> </ul>	9/13/2016
No document changes					
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord	I have made the requested changes.	9/14/2016
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		9/20/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/20/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 10998

### Info

**Request:** POR3451

**Description of request:** Provides an opportunity for students to improve their Portuguese language skills through application of the principles of translation, while also providing information on professional opportunities in the field.

**Submitter:** Gillian Lord glord@ufl.edu

**Created:** 9/14/2016 2:41:12 PM

**Form version:** 2

### Responses

**Recommended Prefix**POR

**Course Level** 3

**Number** 451

**Lab Code** None

**Course Title**Introduction to Portuguese Translation & Interpretation

**Transcript Title**POR TRANS. & INTERP.

**Effective Term** Earliest Available

**Effective Year**Earliest Available

**Rotating Topic?**No

**Amount of Credit**3

**Repeatable Credit?**No

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Degree Type**Baccalaureate

**Weekly Contact Hours** 3

**Category of Instruction** Intermediate

**Delivery Method(s)**On-Campus

**Course Description** Provides an opportunity for students to improve their Portuguese language skills through application of the principles of translation, while also providing information on professional opportunities in the field.

**Prerequisites** POR3010

**Co-requisites** none.

**Rationale and Placement in Curriculum** We are expanding our curriculum in Portuguese for the Professions, to mimic our Spanish for the Professions courses, which have proven extremely popular not just among our majors/minors but among students from other colleges as well. We hope to build up the curriculum enough to create a certificate in Portuguese as well.

**Course Objectives** -Learn about and discuss the theories and principles of translation  
-Improve Portuguese language skills through repeated written and oral practice  
-Carry out English-to-Portuguese and Portuguese-to-English translations  
-Work alone and with others to explore translation techniques for a variety of genres (e.g., literary texts, letters, legal documents, newspapers, commercial advertisements, etc.)

**Course Textbook(s) and/or Other Assigned Reading**Ivone C. Benedetti and Adail Sobral (orgs.), *Conversas com tradutores: Balanços e perspectivas da tradução* (São Paulo: Parábola, 2003).

Sérgio Rodrigues, *What língua is esta? Estrangeirismos, neologismos, lulismos e outros modismos* (Rio de Janeiro: Ediouro, 2005) – in Canvas

Malcolm Coulthard and Patrica Anne Odber de

Baubeta, Theoretical Issues and Practical Cases in Portuguese-English Translation (Lewiston: E. Mellen Press, 1996) – in Canvas

Students are encouraged to have a Portuguese-English dictionary, as well as a Portuguese dictionary (UF libraries hold a number of them).

Other required materials will be posted on Canvas (e-learning). Students will be working in class and at the Language Lab. Laptops and tablets are optional, but recommended.

### **Weekly Schedule of Topics** CALENDAR

(Note: Calendar is taken from Spring 2016, when the course was offered as a rotating topic. The exact dates will be updated to reflect the correct calendar year upon approval. The submitted syllabus document contains this same information but better formatted.)

#### WEEK 1

-Introduction to course

-Translation vs. Interpretation

-Professional careers in translation

-"Eight Unusual Tips for Newcomers"

<http://atasavvynewcomer.org/2014/07/29/eight-unusual-tips-for-newcomers/>

-"Dez dicas para o tradutor autônomo"

<http://pontedelettras.com/2014/11/10/dez-dicas-para-o-tradutor-autonomo/>

#### WEEK 2

-Virgilio Pereira de Almeida, "As dificuldades do mal e do bom tradutor" em Humanitates, vol. I, n. 1 (07/2004) <http://www.humanitates.ucb.br/1/traducao.htm>

-Malcolm Coulthard, "Translation: Theory and Practice" em Theoretical Issues and Practical Cases in Portuguese-English Translation (pp. 1-16)

-Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues. "Introdução" em What língua is está? (pp. 11-15)

#### WEEK 3

Theories and approaches

-John Milton, "A Translation Model from Latin America – The Translation Theory and Practice of Augusto and Haroldo de Campos" em Theoretical Issues and Practical Cases in Portuguese-English Translation (pp. 35-44)

-Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues, "Estrangeirismo é legal, realizou?" em What língua is está? (pp. 33-36)

#### WEEK 4

Theories and approaches

-"ABC de como se tornar tradutor"

<http://www.tradutorprofissional.com/faq/abc-de-como-se-tornar-tradutor/>

-Carolina Alfaro e Maria Carmelita P. Dias, "Sistema de tradução por máquina: ferramentas de auxílio à tradução"

<http://webserver2.tecgraf.puc-rio.br/~carolina/ferramentas.htm>

-Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues, "O tradutor preguiçoso" em What língua is está? (pp. 37-38)

#### WEEK 5

Theories and approaches

-Sergio Rodrigues, "Sai paraolímpico, entra paralímpico" VEJA (08/14/2012)

<http://veja.abril.com.br/blog/sobre-palavras/curiosidades-etimologicas/sai-paraolimpico-entra-paralimpico/>

-Entrevista com o tradutor e professor Paulo Henriques Britto  
<https://www.youtube.com/watch?v=dgiYFI7ehXk>  
-"A arte de traduzir", Revista CULT  
<http://revistacult.uol.com.br/home/2013/07/a-arte-de-traduzir/>  
-Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues, "Raquetadas" em What língua is está? (pp. 41-44)

#### WEEK 6

Translation in different professions

-Orlando Vian Jr. "Inglês Instrumental, Inglês para Negócios e Inglês Instrumental para Negócios," DELTA vol.15 special (São Paulo, 1999)  
[http://www.scielo.br/scielo.php?pid=S0102-44501999000300017&script=sci\\_arttext](http://www.scielo.br/scielo.php?pid=S0102-44501999000300017&script=sci_arttext)  
-Maria José Bocorny Finatto, "O que trai o tradutor?" BOLETIM DA ALAB, Santa Maria RS-UFSM, v. 4, n. julho 2000, p. 76-83, 2000.  
[http://www.ufrgs.br/textecc/textquim/arquivos/O\\_que\\_trai\\_o\\_tradutor.pdf](http://www.ufrgs.br/textecc/textquim/arquivos/O_que_trai_o_tradutor.pdf)  
-Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues, "Spam, python" em What língua is está? (pp. 49-53)  
-In class debate

#### WEEK 7

Translation in different professions

-Cybele M. Oliveira Alle e Maria José Bocorny Finatto, "Dificuldades na tradução de pediatria – artigos de revistas especializadas"  
<http://www.ufrgs.br/textecc/textquim/arquivos/dificuldadesArtMed.pdf>

Review

Exam

#### WEEK 8

Translation in different professions

-Márcio Vasconcelos, "Epônimos e Pseudo-Êponimos"  
[http://www.soperj.org.br/novo/secao\\_detalhes.asp?s=59&id=95](http://www.soperj.org.br/novo/secao_detalhes.asp?s=59&id=95)  
-Hannelore, Lee-Jahnke, "Is teaching medical translation an easy job?" Panacea@ vol. VI, n. 20 (06/2005)  
[http://www.tremedica.org/panacea/IndiceGeneral/n20\\_editorial.pdf](http://www.tremedica.org/panacea/IndiceGeneral/n20_editorial.pdf)  
-Patricia Anne Odber de Baubeta, "On Translating Advertisements" em Theoretical Issues and Practical Cases in Portuguese-English Translation (pp. 157-180) -Draft of final translation  
-Reaction essay: Conversas com tradutores) por Sérgio Rodrigues, "Profissão: inventar palavras" em What língua is está? (pp. 75-79)

#### WEEK 9

Spring Break

#### WEEK 10

Translation in different professions

-Francis Henrik Aubert, "Translation Typology: The Case of the 'Sworn Translations'" em Theoretical Issues and Practical Cases in Portuguese-English Translation (pp. 129-144)

-Marcio Maturana, "Termos rebuscados atrapalham a compreensão de sentenças judiciais e textos do Direito" Jornal do Senado (06/26/2012)

<http://www12.senado.gov.br/jornal/edicoes/2012/06/26/termos-rebuscados-atrapalham-a-compreensao-de-sentencas-judiciais-e-textos-do-direito>

Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues, "Bling-bling, cof-cof, burp" em What língua is está? (pp. 27-28)

## WEEK 11

### Interpreting

-“The Interpreter’s Voice(s)”

<http://atasavvynewcomer.org/2015/05/19/interpreters-voices-1/>

-Maria Eugenia Farré, “Etiqueta na cabine” APIC (08/07/2014)

<http://www.apic.org.br/etiqueta-na-cabine/>

-\*Carmen Rosa Caldas-Coulthard, “A tradução e os problemas da representação da fala” em *Theoretical Issues and Practical Cases in Portuguese-English Translation* (pp. 145-156)

Language lab visit

## WEEK 12

### Interpreting

-“Especialistas descobrem se apps de tradução podem reduzir interesse em aprender idiomas” O Globo (08/23/2015)

[http://www.meusconteudos.com.br/codigo/2015\\_08\\_23/35/especialistas\\_discutem\\_se\\_apps\\_de\\_traduc](http://www.meusconteudos.com.br/codigo/2015_08_23/35/especialistas_discutem_se_apps_de_traduc)

-Leo Milani, “Reflexão e discussão sobre as duas modalidades de interpretação: simultânea e consecutiva” (06/11/2010)

<http://milanitraducao.com/2010/06/11/reflexao-e-discussao-sobre-as-duas-modalidades-de-interpretacao/>

Language lab visit

## WEEK 13

### Translating film and music

-“The joy and agony of translating song lyrics”

<http://blog.ted.com/the-joy-and-agony-of-translating-song-lyrics/>

-“30 péssimas traduções de títulos de filmes no Brasil”

<http://www.adorocinema.com/noticias/filmes/noticia-107562/?page=2>

-“Tradução para dublagem” por Paulo Noriega

<https://www.multitude.trd.br/2015/08/08/traducao-para-dublagem/>

-Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues, “Cordialmente” em *What língua is está?* (pp. 149-150)

## WEEK 14

### Translating film and music

-Elizabeth Antunes, “Conheça como é feito o processo de legendagem de um filme ou de uma série” O Globo (01/09/2012)

<http://oglobo.globo.com/cultura/conheca-como-feito-processo-de-legendagem-de-um-filme-ou-de-uma-serie-3607752>

-Leonardo Teixeira, “Tradução para legendagem: Considerações” (03/09/2010)

<http://tradutorlegendagem.blogspot.com.br/2010/03/legendagem-traducao-para-legendagem.html>

Reaction essay: Comentários (Conversas com tradutores) por Sérgio Rodrigues, “O bigode de Gwyneth” em *What língua is está?* (pp.159-162)

## WEEK 15

Final project peer edit and review

## WEEK 16

Final project presentations

FINAL EXAM DURING EXAM WEEK

### **Grading Scheme** Evaluation:

- Reading and reactions 20 %
- Translation practice

25 %

- Interpretation assignments 10 %
- Final project 25 %
- Exams (2) 10 %
- Participation 10 %

#### Grade Scale

The grade scale for classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93 C(S) = 76-73 \*NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at

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

A- = 92-90 C-(U) = 72-70  
B+ = 89-87 D+ = 69-67  
B = 86-83 D = 66-63  
B- = 82-80 D- = 62-60  
C+ = 79-77 E = 59-0

#### COURSE REQUIREMENTS and GRADED COMPONENTS

##### Attendance:

Attendance to all class meetings is obligatory. Students who miss class will find it impossible to keep up with the notebook or do well on tests. Students are permitted 3 unexcused absences. Each unexcused absence beyond those will result in a 2-point deduction off their final grade.

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

##### Readings and reaction essays:

For each article and book chapter, the following written (typed) work is expected during the first four weeks of class after drop/add:

- A brief abstract of the content and
- One talking point or question. This type of preparation is designed to feed constructive, interactive discussions in class. In addition, for some reading assignments uploaded to Canvas, a 1-page response paper stating the student's reaction will be required (as noted in calendar).

##### Translation assignments (4):

There will be a number of translation assignments covering a variety of texts. The instructor will bring each week's text at the beginning of the class period (Wednesday). A first draft of each assignment will be done in class followed by an in-class workout; students will work in pairs to revise their versions. The final version should be turned in the following class period (Friday).

##### Interpretation assignments (2):

There will be days assigned for students to interact and interpret Brazilian guest speakers. Afterward, students will write a short summary of his/her experience - obstacles and methods - that will then be presented in class.

##### Final project:

- A translation of a professional-technical text; students will choose a short text from an area that interests them. 10%
- A structured, critical commentary (2-3 pages + references) on theoretical



problems encountered in the translation. 10%

- Students are also expected to make a short oral presentation (5-7 minutes) highlighting major problems encountered, strategies used to solve them, and references to theories covered in the readings. 5%

#### Exams:

There will be two semester examinations, equally weighted. These exams will cover the skills practiced in class. Grammar will be graded by usage in communicating ideas. Students should learn the information covered in class on methods, theories, and practice. Defining words in Portuguese is another important skill that will be tested, as well as listening and summarizing.

#### Participation:

Participation is expected of all students in every class period. Since the goal of the class is to practice translating and interpreting as well as learning about the methodology, it is crucial that students participate actively in order to learn during the class period. Also included in the participation percentage are the daily homework assignments. The detailed weekly schedule (above) lists the readings and other homework assignments students are expected to complete. Homework will be checked at the beginning of the class period, unless specified otherwise. Late work will not be accepted except in the case of justifiable, documented absences (see university policies in the online catalog: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

#### **Additional Links and Policies** OTHER PERTINENT INFORMATION

##### Restrictions on the use of Google Translate

Students are not allowed to use Google Translate other than to look up words as a dictionary. This tool should, under no circumstances, be used to write entire paragraphs and essays. Any such usage will be considered academic dishonesty and will be handled in accordance with the procedures outlined by the Dean of Students Office (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

##### 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 specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

##### Attendance and make-ups

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

##### Academic Integrity

All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." 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." For more information please refer to <http://www.dso.ufl.edu/studentguide>.

##### Class Demeanor and Warnings

Students are expected to behave in a respectful and responsible manner at all times. Cell phones should be silenced and off of desks. Academic dishonesty and plagiarism will not be tolerated. A clear description of plagiarism and ways to avoid it can be found at <http://guides.uflib.ufl.edu/content.php?pid=32772&sid=1805502>.

#### Accommodations

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 then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

#### Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

**Instructor(s)** Andrea Ferreira