

## **Associated Canadian Theological Schools**

### **LIN 585: Principles of Translation**

Dr. Michael Walrod, Doug Trick  
Spring - 2012.           3 credit hours  
CanIL Harvest Building, Rm 209  
Prerequisites: LIN 560 (Syntax), LIN 570 (LACA),  
LIN 580 (Field Methods) (with min grade B-)

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Jan 11 - Apr 16, 2012  
MonWed 11:40 - 1:00

#### **I. Course Description**

This course is designed to give the student the theoretical basis and practical skills for the transfer of meaning from one language to another. Topics will include semantic analysis of source language and receptor language, and problems encountered in cross-language transfer, with particular attention to the translation of Scripture. Attention will be given to the importance of exegesis for achieving a quality translation.

#### **II. Objectives**

Upon completion of this course, each student should:

1. Have an appreciation for values such as accuracy, naturalness, clarity, and acceptableness, and an awareness of how these values interact in producing quality translation.
2. Be able to analyze a source language: discover the semantic content of a source text; investigate problems of secondary and figurative meanings, and skewing between surface and deep structure; analyze propositions, semantic roles, and relations between propositions; recognize the significance of units larger than the word, especially the function of discourse.
3. Understand basic principles of lexicology, and be able to determine the meanings of words, including multiple senses and collocational restrictions.
4. Understand some of the interpersonal dynamics which come into play in the translation process (e.g., working with a translation assistant, conducting a “partner check”, interacting with a translation consultant or a review committee).
5. Have an appreciation for the depth and breadth of the contributions made by native speakers of a receptor language in the translation process; and be able to work effectively with such individuals and groups.
6. Be able to effect cross-language transfer by discovering semantic equivalents among languages, and by transferring skewed and figurative speech from a source language meaningfully to a receptor language.
7. Be able to utilize techniques for testing a translation.
8. Be aware of computer tools which can be helpful in exegesis and in editing translated material.

### **III. Course Textbooks**

Larson, Mildred L. 1998. *Meaning-based Translation: A Guide to Cross-language Equivalence*. Lanham, MD: University Press of America, Inc.

### **IV. Course Requirements**

1. Class attendance and participation. (See **ClassParticipation.doc** on MyCourses)
2. Daily written assignments. Where possible, we will begin to work on each daily assignment before the end of the class period. These assignments will normally be due at the beginning of the following class period. They are meant to reinforce the topic under discussion each day, and to provide me with feedback as to how effectively the material is being learned.
3. Translation Simulation Project. After some basic principles have been introduced, students will be given a short text from a non-Indo-European language with interlinear translation, along with an initial sketch of some relevant aspects of the culture and language. The text and all the instructions for the Simulation Project will be available on MyCourses. The student will seek to understand the meaning of the text and make a first draft in English, re-write part of it as propositions in English, indicate relationships between such propositions, test and revise earlier drafts with “uninitiated speakers” (native-English speakers who have no familiarity with the text), and revise it based on input from the uninitiated speakers. S/he will also include a self-evaluation and suggestions for further work.
4. Translation Seminar. During the semester there may be a graduate seminar given by the faculty and/or visiting scholars on a subject relating to translation, but which is not covered in the course. Date to be announced.
5. Final Exam. This will cover the material from the entire course. There will be at least one review class scheduled prior to the exam.

#### **Determination of Final Grade:**

Class attendance, participation.....	10%
Daily assignments .....	30%
Translation simulation project.....	30%
Final exam.....	30%

#### **Grading Scale**

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70

B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

## V. Miscellaneous Notes/Policies

Late Assignment Policy: See **AssignmentDeadlines.doc** on MyCourses.

## VI. Course Outline

See MyCourses.

## VII. Other

### Bibliography of Supplementary Materials:

Barnwell, Katherine. 1980. *Introduction to Semantics and Translation*. Horsleys Green, UK: Summer Institute of Linguistics.

Beekman, John and John Callow. 1974. *Translating the Word of God*. Grand Rapids, MI: Zondervan Publishing House.

Callow, Kathleen. 1974. *Discourse Considerations in Translating the Word of God*. Grand Rapids, MI: Zondervan Publishing House.

Larson, Mildred L, Ellis Deibler & Marjory Croft. 1997. *Meaning-based Translation: Biblical Exercises. Workbook*. Lanham, MD: University Press of America, Inc.

Newell, Leonard E. 1995. *Handbook on Lexicography*. Manila: Linguistic Society of the Philippines.

Scollon, Ron and Suzanne Wong Scollon. 1995. *Intercultural Communication*. Oxford: Blackwell. Publication 21 in the Series Language in Society, Peter Trudgill, editor

Shaw, R. Daniel. 1988. *Transculturation*. Pasadena, CA: William Carey Library.

Journals: *The Bible Translator (TBT)*

*Notes on Translation (NOT)*

*Occasional Papers in Translation and Textlinguistics (OPTAT)*

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.