

Instructions to the co-examiner (Sensorveiledning)

This course is a joint course for students at the bachelor and the master levels. The syllabus is mainly the same; however, the master students also have articles to read from the course compendium.

Course requirements

Since this course teaches translation from Norwegian into English, it does require good written and spoken English skills and a near native competence in Norwegian. However, the course can be taken by students with other mother tongues.

The course requires students to have successfully completed **ENG1100 English Grammar**.

Course Reading

ENG4148 Translation into English

Mona Baker (2018) *In Other Words: A Coursebook on Translation*. London & New York: Routledge

Compendium (2012) *ENG4158 Translation into English*. Oslo: Unipub AS

Any handouts distributed in class or posted in Canvas.

Course content

Because this is a joint-level course, the teaching is based on the course book and is the same for both bachelor and master students. The master students also need to read the articles in the compendium. The compulsory assignments are the same for both groups. The exams are, however, different for the two groups, and we do expect more from the master students than from the bachelor students.

The course aims to increase awareness of the linguistic and social factors that play a part in interlingual communication. The focus is on equivalence at the word, phrase or clause levels, collocation, idiomaticity, and thematic structure, in addition to the concepts of text cohesion, semantic reference and implicature.

The seminars focus on practical exercises and translation from Norwegian into English of texts from different genres and with different readerships and communicative functions.

We use Larry Trask's guide to punctuation, available in Akademika bookstore or online: <http://www.sussex.ac.uk/informatics/punctuation/>. To complement Trask, students are expected to use a style manual for AmE or BrE, depending on their chosen accent.

Learning outcome

After completing this course, students should be able to

- translate texts from Norwegian into English – choosing appropriate words and structures to capture different types of meaning
- suit various text types with specific target readers
- systematically check for equivalence and idiomatic usage

ENG4158 Translation into English

- identify translation problems at various levels and discuss possible solutions, applying relevant theories
- use bilingual and monolingual dictionaries, online parallel texts, and bilingual and monolingual corpora to find translation options

Teaching

The teaching consists of one lecture (45 min) and one double group session (2x45 min) per week for fourteen weeks, 42 hours in all.

Compulsory activities:

- **Due to the pandemic, the attendance requirement has been lifted. This means that some students may not have attended the teaching, or just parts of it.**
- Two written assignments must be submitted within specified deadlines during the term, and must be approved by the teacher.

Evaluation of the ENG4158 Exam

The exam consists of two parts. *Each part must have a mark higher than F in order for the candidate to pass the exam.*

A - The translation 60%

1. What characterizes a **good** translation? A poor translation is one that suffers from one or more of the following inadequacies:
 - A good translation should ensure good correspondence between the intended meaning of the ST and that of the TT
 - A good translation should contain few mistakes pertaining to grammar, orthography, collocation, idioms, etc.
 - The style of the TT should reflect that of the ST in terms of vocabulary, thematic and information structure, syntax and grammar, and so on
 - The students should master the main style conventions and rules of punctuation
 - The translated text should read like an original
2. What constitutes a **poor** translation?
 - The TT contains several serious language mistakes – including S-V concord, faulty or loose pronominal agreement, spelling mistakes, inappropriate word choice, and terminology – to the extent that the reader has difficulty understanding parts of or the whole text
 - The TT has inappropriate register
 - The student does not master the principles of punctuation and other style elements
 - The TT fails to establish good correspondence between the intended meaning of the ST
 - The TT has not been tailored to the target readership

3. How closely should a translator follow the original?
In the real world, this depends on a number of factors, such as:
- Who is the target readership?
 - What is the main purpose of the translation?
 - What type of text is it (literary, technical, medical, legal...)
 - What is the subject of the ST?

An exam is not the real world. The exam is a four-day **take-home** type of exam, meaning that the students have access to internet, the course book and the compendium, reference books, thesauruses, grammars, and so on.

At the exam, we test the students' *language skills* along with their *ability to actually translate* a piece of writing into idiomatic English. They should be able to apply the theory that has been taught and that they have been working on over the course of the semester.

Students are advised to stick fairly closely to the original, but not so closely as to compromise the linguistic or idiomatic quality of the final product. The mother tongue of the candidate should not tarnish the translation.

4. Students should not give the examiner or the reader translation choices. If students are uncertain as to the rendering of a given expression, it is better to make a choice than to leave a blank. Part of the exercise is to make decisions when it comes to syntax, vocabulary, style elements, etc., and have a good reason for the solutions used. The text submitted should be a *finished* product, "ready for the printer." Missing items, sloppy formatting and other style elements will therefore pull down the mark.
5. The text submitted should be a *finished* product; i.e. "ready for the printer." Missing items, sloppy formatting and errors of style will therefore pull down the mark. The students should think of the examiner as their "client."

B – The Theory Part 40%

The theory part of the examination should be written in **complete sentences** and in an appropriate academic style; i.e., no contracted forms or other colloquialisms. Sentences should have a real subject, and not start with "I" or "we". Students are expected to use a **style manual** when writing academic texts.

Students are expected to use examples from the ST and TT to illustrate points of theory and pay attention to:

- Correct level of language
- Theme and word order
- Implicature whenever appropriate
- Level of language in the translation (reported speech vs general prose)
- Types of equivalences at the word, phrase, or clause level
- Grammatical equivalences

Students are also expected to pay attention to and

- Ensure good punctuation
- Ensure correct spelling
- Use appropriate and varied vocabulary

C – The Grades

- A – Excellent** – The candidate has shown a high degree of independent thinking and source text comprehension, demonstrated excellent judgment when transferring meaning into Norwegian, and delivered an outstanding coherent TT. The candidate has a very good understanding of the theory of translation and has made virtually no linguistic mistakes (terminology or grammar or other) and masters the art of punctuation. The text reads as an original English text. The candidate shows an excellent understanding of the principles and conventions of academic writing in the essay.
- B – Very good** – The candidate has demonstrated good judgment and understanding of the ST and delivered a good performance with few linguistic mistakes or awkward word choices. The candidate has a good grip on the theory of translation and the conventions of academic writing. The candidate has a good understanding of the conventions of academic writing. The text reads almost as an original English text.
- C – Good** – The candidate has delivered a fairly good translation and demonstrated a reasonably good degree of judgment in most areas. However, there have been some major grammar mistakes or some awkward word choices or non-idiomatic structures. The conventions of punctuation may not have been followed and the TT does not have the quality of the original piece of writing.
- D – Satisfactory** – The candidate has demonstrated a somewhat limited degree of autonomy and judgment or he or she has not been able to render the intended meaning of the ST in a clear and precise way. The candidate has delivered a product with significant short-comings in terms of grammar, terminology, and idiomaticity. The candidate may have misunderstood certain segments of the TT or been unable to render the meaning of the ST in a clear and succinct manner. The TT does not read as an original piece of English writing and parts of it may be difficult to understand for a native English reader.
- E – Sufficient** – The candidate has demonstrated a limited degree of autonomy and not acquired more than the most basic notions of the principles applicable to translation or the conventions of academic writing. He or she has poor analytical skills. The candidate has demonstrated a limited understanding of the theory and made significant mistakes in terms of grammar, terminology, and idiomaticity. The TT is very awkward and may be very difficult to understand for a native English reader.
- F – Fail** – The candidate has understood very little of the theory and the many principles applicable to translation. The TT has major flaws and the candidate lacks the skills required to translate a Norwegian text into English or write an academic text. There is a total absence of judgment and critical thinking. The performance does not meet the minimum academic criteria.