The practice of translation remains a risky operation which is always in search of its theory.

Paul Ricoeur, *On Translation*

**Course Description**

What do we mean when we say that something has been “lost in translation?” This phrase has become something of a cliché in conversations about translating a text or expression in one language into another, and while it attempts to account for the fundamental difficulties of communicating across linguistic and cultural boundaries, it has also caused us to neglect the productive possibilities of thinking of these “losses” instead as gains. This Capstone course will explore the intersections and tensions between literature and translation. We will be asking two primary questions: What can translation, in its many forms, teach us about literature? And what can literary texts teach us about translation? By focusing on what we can learn from the moments when languages intersect and even collide, we will aim to shift the discourse and discover instead what can be *found* in translation.
REQUIRED TEXTS

Brian Friel, *Translations* (978-0571117420)
Ann Patchett, *Bel Canto* (978-0061565311)

All additional readings will be made available on Blackboard or as handouts.

STUDENT LEARNING OUTCOMES

Students who successfully complete this course will be able to:
- apply professional standards in argumentation, research and documentation
- evaluate various uses of genre
- create an independent research project by applying the skills of literary and cultural analysis

English Department Goals for the Capstone Class:
- Explore course readings and issues with your peers in open and engaged discussions;
- Expand and share your knowledge of literature, contexts and genres in relation to our thematic focus
- Organize and reflect upon a portfolio of your college writings in four different discourse genres
- Engage in sustained research that you will use to develop your own individual project.

COURSE REQUIREMENTS AND ASSIGNMENTS

Short Analytical Essays (50 points each; 250 points total): These five short essays will give you an opportunity to analyze our texts in detail and explore possible research interests.

Capstone Portfolio (150 points): This assignment will be graded on its completeness, and the quality and pertinence of the reflective letter/essay. Please use the final page of this syllabus as your cover sheet.

Final Research Assignment (500 points total)
  - Research Portfolio (100 points)
  - Research Presentation (100 points)
  - Research Essay (300 points)

Attendance and Participation (100 points): Your active participation in class discussion and group work is essential to your learning as well as that of your peers. You should therefore come to class having done all of the reading, but I do not expect you to have mastered the material. Rather, you should take careful notes on the reading and generate questions for each class session. What do you find confusing? Difficult? Interesting? Exciting? This process will prepare you to become an active learner and participant in class discussions.

***Participation Extra Credit Opportunity***

TRANSLATION NEWS! I will set aside the first 5 minutes of class to allow you to share examples of translation in the news that you may come across. Please bring in any articles or examples you come across and be prepared to give a brief summary. The point of this activity is to generate an ongoing
discussion about the ways in which issues of translation are always in the news and very
relevant to our present moment. If you participate in this activity, it will enhance your
participation grade for this course.

**Course Grading Scale:**

- 900-1000: A
- 800-890: B
- 700-790: C
- 600-690: D
- 590 or below: F

**Course Policies**

**Attendance/Tardiness:** The success of this course depends on your regular attendance.
No more than **three (3)** unexcused absences are permitted in this course. Any absences
beyond this allotted number will negatively affect your grade. Contact me by e-mail,
preferrably before the class, to explain the reason for your absence. It is also important that
you arrive to each class **on time** out of respect for your peers and the instructor. Habitual
lateness will also result in the lowering of your grade. In the event of extenuating
circumstances, please contact me as soon as possible.

**Deadlines:** Assignments are due on the deadlines listed on the syllabus. In fairness to
everyone in this class, I cannot accept late work. If you are experiencing a problem or have
an emergency, please notify me **in advance** of the deadline rather than waiting until the
deadline has passed.

**Communication and Office Hours:** I encourage you to come to my office hours or
schedule an appointment with me if you have questions or would like to discuss your writing
and your progress in the course. The best way to contact me outside of class and office
hours is by e-mail. I will do my best to respond to your e-mail within 24 hours of receiving
it, but I may check my e-mail less frequently in the evenings and on the weekends. Any
communication I send out to the entire class will be to your Islander e-mail address, so
please check your university e-mail on a regular basis.

**Technology Policy:** The success of this course depends on your full attention to the
materials and the conversations that develop around them, so you are not permitted to use
laptops, tablets, and cell phones during this class. Please see me if you believe you have a
reason for which you should be exempt from this policy.

**Paper Guidelines:** Papers should be double-spaced, in 12-point Times New Roman font.
Please do not use Cambria or Calibri font. You should have a consistent documentation style
and should always cite your sources; I will upload a guide to citing works and ideas using the
MLA citation style on our class’s Blackboard site. If you have any questions about citations,
or how to acknowledge ideas or language other than your own, please come visit me in
office hours. We will also review citation practices before the first paper. I also strongly
encourage you to come to discuss your papers before they are due. I do not read full drafts,
but I would be delighted to set up a meeting to discuss your paper with you before it is due.
**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Plagiarism is the presentation of the work of another as one’s own work.

Please remember that any words or ideas that come from an outside source must be cited. We will discuss conventions for using and citing sources in academic papers. If you have further questions about proper citation, please see me. In this class, any academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the course.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 11, 2016, is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Safety and Inclusivity**

I want all of my students to know that this classroom and my office are safe spaces for everyone. I have successfully completed TAMUCC’s Green Zone and Safe Zone trainings and will serve as a resource for student veterans, LGBTQ+ students, and other students in need of help in any way I can.

**Grade Appeals Process**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal)).
For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane, that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Reminder to English Majors**

As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should **keep a copy** of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**Course Calendar**

R 1/19  The Tower of Babel (Genesis 11:1-9 in translation)

**What is translation?**
WEEK 1
T 1/24 Nataly Kelly and Jost Zetzsche, Selections from Found in Translation, “Introduction,” and “Saving Lives and Protecting Rights in Translation”
R 1/26 David Bellos, Is That a Fish in Your Ear?: Translation and the Meaning of Everything pp. 7-43 and pp. 325-338

Literature in Translation

WEEK 2
T 1/31 Selections from Laurence Venuti, The Translator’s Invisibility Translators’ Prefaces Short Essay #1 Due
R 2/2 Case Study: Poetry (instructions to follow)

WEEK 3
T 2/7 Case Study: Don Quixote Edith Grossman, selections from Why Translation Matters
R 2/9 Case Study: Don Quixote Short Essay #2 Due

Translation in Literature

WEEK 4
T 2/14 Jorge Luis Borges, “Pierre Menard”
R 2/16 Guest visit: Dr. Ruben Espinosa and Dr. Eric Griffin

WEEK 5
T 2/21 Javier Marías, A Heart So White
R 2/23 A Heart So White Short Essay #3 Due

WEEK 6
T 2/28 Ann Patchett, Bel Canto
R 3/2 Ann Patchett, Bel Canto

WEEK 7
T 3/7 Bel Canto
R 3/9 Bel Canto
Short Essay #4 Due

Spring Break! 3/13-3/17

The Drama of Translation

WEEK 8
T 3/21  CAPSTONE PORTFOLIO DUE
Selected Scenes from Shakespeare's *1 Henry IV, Henry V*, and *All's Well That Ends Well*


WEEK 9
T 3/28  *Translations*, Act III
Lionel Pilkington, “Language and Politics in Brian Friel’s *Translations*”

R 3/30  David Edgar, *Black Tulips*
*Short Essay #5 Due*

Translation and Film: Translation Goes to the Movies

WEEK 10
T 4/4  *The Interpreter* (dir. Sidney Pollock)

R 4/6  *The Interpreter*

WEEK 11
T 4/11  *Babel* (dir. Alejandro González Iñárritu)

R 4/13  *Babel*
Michael Cronin, selections from *Translation Goes to the Movies*

WEEK 12
T 4/18  Presentations

R 4/20  Presentations

WEEK 13
T 4/25  Presentations

R 4/27  Presentations

WEEK 14
T 5/2  Research Essay Workshop
Final Exam Session: Thursday, May 4, 2017 1:45-4:15
Final Research Essay Due
CAPSTONE PORTFOLIO

Throughout the semester we have discussed fiction and non-fiction genres. In addition, you have worked in different genres (literary analysis, descriptive narrative, and research project). Your task for this assignment is to choose four pieces you have created over the course of your career as an English major and write a critical reflection of them. Your portfolio is due on Tuesday, March 21. Whatever portfolio binding you use, make it simple and flat (so when stacked the portfolios won’t topple over).

Your portfolio must contain:

1) Four writings that you have done for classes in college. Clean copies (without teacher commentary/grade) are preferred. The pieces should display or exemplify a different discourse genre (drama, poetry, prose fiction, non-fiction etc.). One of the four pieces must be a literary analysis. Each submission should come from a different course.

2) Introductory essay or letter, approximately three pages long, in which you discuss and analyze your use and understanding of genre as illustrated by the pieces in your portfolio. Your discussion might include characteristics and purposes of each genre, and how choice of genres depends upon context, purpose, and audience. Note: the bulk of your portfolio grade in this class will be based on this essay.

3) Data sheet—please submit this page with the information below filled out.

Academic genres may include, but are not restricted to
Fiction: short story, poem, novel chapter, scene from a script
Nonfiction: biography, autobiography, argument, research paper, analysis, report, proposal, letter memorandum, editorial, printout from a PowerPoint created for an oral presentation.

Name: ____________________________________________

Class (circle one) First-year Sophomore Junior Senior

<table>
<thead>
<tr>
<th>Short Title</th>
<th>Genre-type</th>
<th>Course/Level</th>
<th>Semester/Year</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________</td>
<td>__________</td>
<td>___________</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>2. __________</td>
<td>__________</td>
<td>___________</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>3. __________</td>
<td>__________</td>
<td>___________</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>4. __________</td>
<td>__________</td>
<td>___________</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>