Course Competency

FOT 2802 INTRO/TRANSLATION

Course Description

Develops the ability to do accurate written translations in general. Includes the application of contrastive structures and grammar rules of source and target languages; translation of idiomatic expressions and an introduction to legal and technical vocabulary; the use of bilingual dictionaries and glossaries. The demands of translation as a profession and its code of ethics are stressed. (3 hr. lecture)

Course Competency	Learning Outcomes
Competency 1: The student will demonstrate knowledge of translation theory by:	1. Cultural / Global Perspective 2. Critical thinking 3. Communication
1. Selecting an appropriate translation approach based on the type of source text, destination of the translation, etc. 2. Applying the general principles of translation to solve meaning, structure, and/or culture-related problems. 3. Explaining in detail the four steps of the translation process: Text analysis, documentation, actual translation, revision. 4. Discussing key translation concepts such as dominant language vs. native language, source text, target text, equivalency, source text comprehension (meaning), target text expression (form), cohesion and coherence, accountability in translation, mistranslation, addition, omission, third language, etc.	
Competency 2: The student will demonstrate familiarization with key linguistic concepts by:	1. Communication
1. Explaining terms such as true and false cognates, collocations, connotations. 2. Analyzing the differences between	

denotation, anglicisms, neologisms, colloquialisms, euphemisms, polysemy, contextual and lexical meaning, acronyms, bilingualism, biculturalism, etc.	
Competency 3: The student will analyze translations by:	1. Communication 2. Information Literacy
1. Applying fidelity and fluency as criteria for said analysis.	
Competency 4: The student will demonstrate vocabulary growth by:	1. Communication 2. Critical thinking 3. Cultural / Global Perspective
1. Providing, without resorting to dictionaries, English-language equivalents or Spanish-language equivalents of cliches, idioms or other peculiar words such as metaphors, or other figures of speech. 2. Performing a translation of a source text containing non-technical words with little use of the bilingual dictionary. 3. Compiling a bilingual glossary of less frequent non-technical words.	
Competency 5: The student will display knowledge of the main structural differences between English and Spanish by:	1. Cultural / Global Perspective 2. Communication 3. Critical thinking
1. Transforming passive voice structures in English to language-equivalent structures in Spanish. 2. Furnishing appropriate verb tenses in Spanish when dealing with the present continuous tense in English. 3. Listing differences in punctuation and style between English and Spanish.	