



Center for French Studies

FRE 401-AIX 1

Translation and Structure: From Colloquial to Literary I

202425 Fall

## Course Details

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**Credit Hours:** 3

**Days:** Tue/Thur

**Time:** 10:35 AM- 12:00 AM

**Prerequisites:** 4 or 5 semesters of College French and/or sufficient score on the ACM/IAU French placement test 3/4. Instructor's approval required.

## Instructor Information

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Aurore Guitry

**Email:** Aurore.Guitry@iau.edu

## Course Description

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This course is designed to provide advanced instruction and supervised practice in translation from English into French and from French into English. During the course, students will be working with texts of moderate to high difficulty. Several genres will be encountered, including extracts from novels, essays, theater, short stories, and songs in both languages. The course includes both theory and supervised practice of translation. Using the selected texts, we will explore the challenges linked to the place of the individual in contemporary society: identity and family relationships, identity and relationships with others, social condition, normalcy, and collective consciousness.

## Course Objectives

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- Students will learn how to translate literary texts while bearing in mind problems linked both to meaning and form, in order to develop a global vision of the translation process.
- Students will improve their linguistic skills through the discovery of French literature, translation, and discussion in class.
- Students will develop critical reading skills, both in English and French, that they will use during discussion in class.
- Students will be able to have a better understanding of the similarities and differences between the French and the English languages.

## Learning Outcomes

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At the end of the semester, students will be able to:

- 1) Translate literary texts from French into English and from English into French and reinforce certain grammatical structures in both languages.
- 2) Choose between several possible translations and explain their translation choices.
- 3) Compare the French and English wordings and enrich their vocabulary in both languages.
- 4) Take contextual elements into account in the translation and exceed the literal sense to respect the spirit of the text.
- 5) Discuss a translation problem from both theoretical and practical angles.

## Instructional Methods and Activities

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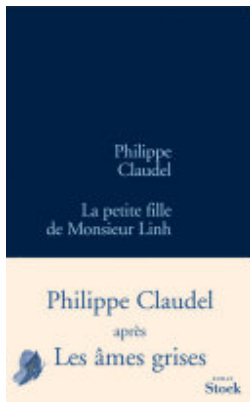
Every class will start with a recap of the previous session, a "translation challenge" and with students' questions.

Each text will be presented and studied in class, which is an important part of the translating process.

Prior to each translation practicum, there will be class discussion of the main characteristics of the text and its translation. Translation of the passage must be completed at home and emailed to the professor by midnight the day before we begin correcting the translation in class. This will enable collective correction in class, discussion of students' various solutions to the passage, and the creation of a collective translation of the text. Due dates will be specified in class and posted on Teams.

## Primary/Required Textbooks and Materials

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### **La petite fille de Monsieur Linh**

**ISBN:** 9782234067844

**Authors:** Philippe Claudel

**Publisher:** Stock

**Publication Date:** 2005-08-23



### **Le Horla**

**ISBN:** 9781725512887

**Authors:** Guy de Maupassant

**Publisher:** Createspace Independent Publishing Platform

**Publication Date:** 2018-08-13



### **Journal d'un corps**

**ISBN:** 9782070456604

**Authors:** Daniel Pennac

**Publisher:** Editions Gallimard

**Publication Date:** 2014-02-27

JEAN-PAUL SARTRE

## Huis-Clos

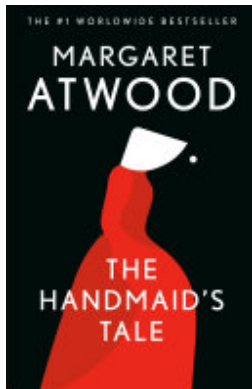


## HUIS CLOS, SARTRE

**Authors:** Jean-Paul Sartre

**Publisher:** Hatier

**Publication Date:** 1962-01-01



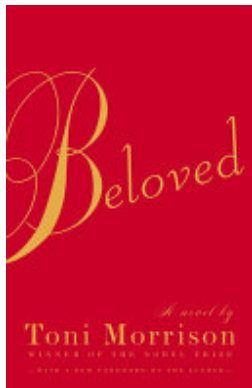
## The Handmaid's Tale

**ISBN:** 9781551994963

**Authors:** Margaret Atwood

**Publisher:** Emblem Editions

**Publication Date:** 2010-12-10



## Beloved

**ISBN:** 9780307388629

**Authors:** Toni Morrison

**Publisher:** Vintage

**Publication Date:** 2007-07-24

## Carrie

**ISBN:** 9780307743664

**Authors:** Stephen King

**Publisher:** Vintage

**Publication Date:** 2011-08-30

### Additional Information:

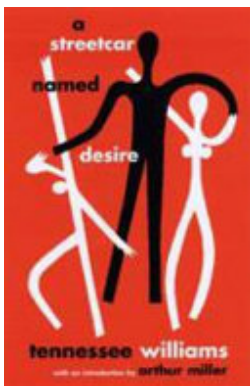
The professor will hand out a booklet containing all the extracts students will be working on during the first class.



### Plaque

#### Additional Information:

The professor will hand out a booklet containing all the extracts students will be working on during the first class. This document will also be available on teams.



#### **A Streetcar Named Desire**

**ISBN:** 9780811216029

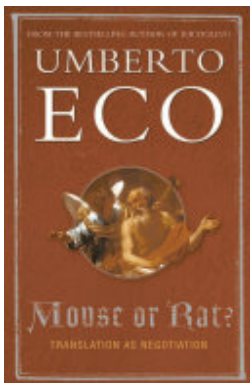
**Authors:** Tennessee Williams

**Publisher:** New Directions Publishing

**Publication Date:** 2004-01-01

## Recommended/Optional Materials

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#### **Mouse or Rat?**

**ISBN:** 9781780226279

**Authors:** Umberto Eco

**Publisher:** Weidenfeld & Nicolson

**Publication Date:** 2013-03-28

*image  
not  
available*

**Sur la traduction**

**ISBN:** 9782251700083

**Authors:** Paul Ricoeur

**Publication Date:** 2016-09-15

## Assessment, Evaluation, and Grading

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**1. A first draft of each translation must be completed before class. This first draft is not graded, but failure to come up in class with a complete first draft will have a negative effect on the Homework average. Translation due dates will be posted on Teams.**

**2. The revised version of each translation assignment will be graded, using the following rubric:**

- Faithfulness to the original text : 12 points
- Style, register, creativity: 8 points

Total: 20 points

**Oral participation: 15%**

- "Translation challenge": 5%
- Active and positive attitude: 10%

**Homework (translations): 40%**

- Translation 1 English into French: 15%
- Translation 2 French into English: 15%
- Synthesize the main ideas of a theoretical article: 10%

**Exams: 45%**

- Midterm 20%
- Final 25%

**Extra Credits: Cultural activities at CEF: 6% max**

- **Cultural activities will be offered at the CEF** during the semester (university connexion: conversation club, lectures, movie night) .

- Students will receive 2% credit per activity (with a maximum of 6% per semester). They are not mandatory, but **HIGHLY RECOMMENDED**.

- After taking part in this activity, students must write a twenty-line text in French and hand it to the professor in the week following the activity. Each text includes the date of the activity, a short summary (10 lines) and a reaction/analysis of the activity (what you learned, what you liked and why) (10 lines).

- To validate the credit, you'll need to write this text without any help (AI, online translator or websites).

## Grading System/Grade Distribution

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Grading System/Grade  
Distribution

<b>U.S</b>	<b>ACM</b>	<b>French Equivalent</b>
95-100%	A	17-20
90-94%	A -	16
88-89%	B+	15
84-87%	B	14
80-83%	B-	13
78-79%	C+	12
74-77%	C	11
70-73%	C-	10
68-69%	D+	9

U.S	ACM	French Equivalent
64-67%	D	8
60-63%	D-	7
0-59%	F	0-6

## Attendance

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One of the primary requirements this semester is that you attend class. This is not a lecture class; it's essential that you come to class on time, be prepared for the lesson, and be ready to participate in discussions and activities. Attendance will be part of your final grade. Any absences can harm your final grade. It will be up to the student to manage and communicate with professors about their absences. For every absence, your final grade may be lowered by one half-letter grade (B+ to become a B, B to become B-, and so on). ACM-IAU professors are empowered to impose academic sanctions (including a lowered grade or even failure) upon students for unexcused absences, frequent tardiness, work submitted late, or any other actions or behaviors that violate ACM's academic standards and policies.

### PLAGIAT / PLAGIARISM

Your academic honesty is required and plagiarism is not tolerated in our institution.

If compositions are copies of internet websites or written by anyone or anything other than the student, the grade will be F.

Cheating is also a form of plagiarism. During a test or an exam, do not use your phone, textbooks, or notebooks, and do not look at your classmate's paper.

It is expected as well that, regarding group work, the efforts presented in class reflect the contributions of every member of the group.

## Academic Policies

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All students are responsible for reading, knowing, and understanding the information pertinent to their areas of study available in the ACM Catalog. The catalog contains requirements for all degree programs, course descriptions, academic policies, and regulations that govern ACM. All parts of the catalog are subject to annual changes as university rules, policies, and curricula change. It is your responsibility to keep informed of such changes; failure to do so will not exempt you from whatever penalties you may incur. Catalogs are published from August through July.

Review the latest catalog at: <https://www.acmfrance.org/academics/catalog>

## Schedule of Classes and Assignments

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**Dates and contents subject to change according to the pace of the class. Refer to the updated calendar on Teams:**

<https://portal.office.com/>

### Week 1

Session 1: introduction to the class; the translator's role.

**In class work:** Translation of sentences.

**Homework:** Find a translation challenge for next session.

Session 2: Identity and otherness as literary concepts, implications for translation

**In class work:**

- Corrections of the sentences.
- Translation challenge: discussion.
- Discussion about Identity and otherness. La petite fille de Monsieur Linh: how to translate a misunderstanding.

**Homework:** Translate the excerpt of La petite fille de Monsieur Linh (in. plaquette). Find a translation challenge for next session.

### Week 2

Session 3: Translate the misunderstanding in Claudel

**In class work:**

- Translation challenge: discussion.
- Group work: Students share their translation to come up with the best possible under the supervision of the professor.

**Homework:** Finish the group work started in class. Find a translation challenge for next session.

Session 4: Claudel continued

**In class work:**

- Translation challenge: discussion.
- Group work: Each group write the first half of its translation on the board. Comparison and discussion.

**Homework:** Find a translation challenge for next session

### **Week 3**

Session 5: Claudel End.

**In class work:**

- Translation challenge: discussion.
- Group work: Each group write the second half of its translation on the board. Comparison and discussion.
- The Handmaid's tale or how to translate a possible but fictional word?

**Homework:** Watch an episode of The Handmaid's Tale. Translate Handmaid's tale excerpt (in. plaque). Find a translation challenge for next session.

Session 6: The Handmaid's tale or how to translate a possible but fictional word?

**In class work:**

- Translation challenge: discussion.// How to synthesize without betraying the author's ideas?
- Group work: Students share their translation to come up with the best possible under the supervision of the professor.

**Homework:** Finish the group work started in class. Read the excerpt of Mouse or rats (in. Plaque). Summarize and synthesize the main ideas of this excerpt. (Mandatory but Not graded)

## Week 4

### Session 7:

- The Handmaid's tale or how to translate an invented word? continued.

### **In class work:**

- Translation challenge: discussion.// Return the synthesis of Mouse or Rats to the professor.
- Group work: Each group write the first half of its translation on the board. Comparison and discussion.
- Le Horla or how to restore an uncanny atmosphere?

**Homework:** Find a translation challenge for next session. Translate the Horla **for Session 9. Graded.**

### Session 8: The Handmaid's tale or how to translate an invented word? continued.

### **In class work:**

- Translation challenge: discussion.
- Group work: Each group write the second half of its translation on the board. Comparison and discussion.

**Homework:** Find a translation challenge for next session.

## Week 5

### Session 9: Mouse or rats? Umberto Eco's ideas on translation as a negotiation.

### **In class work:**

- Translation challenge: discussion. Return your translation of The Horla.
- Correction of the synthesis of Mouse or rats.
- Homework: Find a translation challenge for next session. Find an English or American song and a French or Francophone Song and post it on teams. Find a translation challenge for next session.

Session 10: How to make it sound: translation of songs

- **In class work:** How to translate a song properly ?
- **Group work:** Students will vote for the English-language song and the French-language song they would like to translate. They will then listen to different songs that have already been translated and analyze the translators' choices in class.
- **Homework:** Find a translation challenge for next session. Translate the English-language song.

**Week 6**

Session 11: How to make it sound: continued

- **Group work:** Students share their translation to come up with the best possible under the supervision of the professor.
- **Homework:** Finish the group work started in class .Find a translation challenge for next session. Translate the first half of the Francophone song.

Session 12: Music and translation: a song that swings

- **Group work:** Students will sing their song together with the professor. //Students share their translation of the francophone song to come up with the best possible under the supervision of the professor.
- **Homework:** Finish the group work started in class . Finish the translation of the French or Francophone song.

**Week 7**

Session 13: Preparation of the Midterm Exam

Session 14: **Midterm Exam.**

**Week 8**

Session 15: Music of a song and music of a text

**In class work:**

- The French song/ The singularity of a voice or how to preserve the text's alterity: Carrie by Stephen King.
- **Group work:** Students share their translation of the francophone song to come up with the best possible under the supervision of the professor. They will sing their song all together.
- **Homework:** Find a translation challenge for next session. Translate the excerpt of Carrie.

Session 16: The singularity of a voice or how to preserve the text's alterity

**In class work:**

- Translation challenge: discussion.
- Students share their translation of Carrie to come up with the best possible under the supervision of the professor.

Homework: Finish the group work started in class. Find a translation challenge for next session.

**Week 9: FALL BREAK**

**Week 10**

Session 17: The singularity of a voice or how to preserve the text's alterity (Continued)

**In class work:**

- Corrections and discussions about the midterm exam
- Group work: Each group write first half of Carrie's translation on the board. Comparison and discussion.

Homework: Read the excerpt of Sur la traduction (in. Plaquette). Summarize and synthesize the main ideas of this excerpt for session 19. (**Graded**) Find a translation challenge for next session.

Session 18: The singularity of a voice or how to preserve the text's alterity (Continued)//  
Introduction to Journal d'un corps.

**In class work:**

- Translation challenge: discussion.
- Each group write the second half of its translation of Carrie on the board. Comparison and discussion.

**Homework:** Find a translation challenge for next session. Translate Journal d'un corps.

**Week 11**

Session 19: Journal d'un corps. The body's words.

**In class work:**

- Translation challenge: discussion.
- **Return the synthesis of Sur la Traduction.**
- Students share their translation of Journal d'un corps to come up with the best possible under the supervision of the professor.

**Homework:** Finish the group work started in class. Find a translation challenge for next session.

Session 20: Journal d'un corps: The body's words (continued)/ Translate a play: how to preserve each character's singularity?

**In class work:**

Translation challenge: discussion

Each group write their translation of Journal d'un corps on the board. Comparison and discussion.

**Homework:** Find a translation challenge for next session. Translate A streetcar named desire (in. plaquette) for session 23 (**Graded**).

## **Week 12**

Session 21: Translate a play: how to preserve each character's singularity?

### **In class work:**

- Translation challenge: discussion.
- Correction of Sur la traduction's synthesis. Introduction to Sartre's Philosophy.
- Discussion on the translator's responsibilities

**Homework:** .Find a translation challenge for next session. Translate Huis Clos de Sartre (in plaquette)

Session 22: Huis Clos de Sartre: Hell is other people..

### **In class work:**

- Translation challenge: discussion.
- Students share their translation of Carrie to come up with the best possible under the supervision of the professor.

**Homework:** Find a translation challenge for next session. Translate Beloved (in. plaquette)

## **Week 13**

Session 23: Huis Clos de Sartre: Hell is other people. continued// Introduction to Toni Morrison

### **In class work:**

- Translation challenge: discussion.

- **Return the translation of a Streetcar named desire.**
- Group work: The group write their translation of Huis clos on the board. Comparison and discussion. Introduction to Toni Morrison.

**Homework:** Find a translation challenge for next session. Translate Beloved (in. plaquette).

Session 24: Beloved: How to translate the unmaking of self?

**In class work:**

- Translation challenge: discussion.
- Group work: Students share their translation of Beloved and try to come up with the best possible under the supervision of the professor.
- Discussion about the official French Translation and the notion of untranslatable.

**Homework:** Find a translation challenge for next session.

**Week 14**

Session 25: Beloved continued

**In class work:**

- Translation challenge: discussion.
- Group work: Discussion on the official translation of Beloved continued.

Homework: Find a translation challenge for next session.

Session 26: **Preparation to the final exam**

**Week 15**

**Final Exam**

**Important dates:**

**Spring Break: from October 26 and november 3.**

**Final Exam: waiting for the administration's schedule. (Between December 9 and december 12)**