

**POW 4930**  
**Introduction to Portuguese Translation and Interpretation**  
Spring 2016



**Instructor: Andréa C. Ferreira**

Classes held: Monday, Wednesday, and Friday at 3:00 at Ustler Hall

Office: Keene-Flint 11

Office hours: Monday 5:00-6:00, Wednesday 4:00-6:00 and by appointment

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**Course description:**

This course will introduce students to key principles of translation and interpretation, while allowing them to practice the art of translation and learn about the ins and outs of the professional field. Students will be able to improve their Portuguese language skills in all facets through Portuguese-English and English-Portuguese translation. The course is divided into thematic sections – methods and theories, Language for Special Purposes (LSP) for different professional fields [business, law, medicine, tourism, and marketing], interpretation, and entertainment - where students will learn about the themes by reading and practicing. The goal is to offer a very practical use of the Portuguese language, and open the way for students seeking professional opportunities in Brazil and other Portuguese-speaking countries.

Through the use of different materials – touristic pamphlets, newspaper covers, academic journals, legal documents, magazine and television advertisement, music, etc – students will be able to practice translating and interpreting both at home and in class. This will require a time commitment on the students' part. Students will have the experience of translating individually and in groups. By the end of the

semester, students will walk away with a greater grasp on translation as a discipline and translators as professionals, some knowledge of Brazilian culture and social norms, and an improved grasp on the Portuguese language.

### Texts

Ivone C. Benedetti and Adail Sobral (orgs.), *Conversas com tradutores: Balanços e perspectivas da tradução* (São Paulo: Parábola, 2003)

Sérgio Rodrigues, *What língua is esta? Estrangeirismos, neologismos, lulismos e outros modismos* (Rio de Janeiro: Ediouro, 2005) – in *Canvas*

Malcolm Coulthard and Patrica Anne Odber de Baubeta, *Theoretical Issues and Practical Cases in Portuguese-English Translation* (Lewiston: E. Mellen Press, 1996) – in *Canvas*

\* Students are encouraged to have a Portuguese-English dictionary, as well as a Portuguese dictionary (UF libraries hold a number of them).

**Prerequisites:** Students should have a strong command of spoken English **and** an intermediate/strong command of spoken Portuguese, as well as knowledge of English and Portuguese grammar.

**Required materials:** Students will find readings and assignments posted on Canvas (e-learning); please, become familiar with it by visiting: [www.lss.at.ufl.edu](http://www.lss.at.ufl.edu). Students will be working in class and at the Language Lab. Laptops and tablets are optional, but recommended.

### Evaluation:

* Reading assignments	20 %
* Translation assignments	25 %
* Interpretation assignments	10 %
* Final project	25 %
* Exams (2)	10 %
* Participation	10 %

### Grade Scale

The grade scale for classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

\*NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **COURSE REQUIREMENTS**

### **Attendance and participation:**

Attendance to all class meetings is obligatory. Students who miss class will find it impossible to keep up with the notebook or do well on tests. More than 3 absences will result in a lowered final grade; 2 points will be taken off per class missed. Participation is expected of all students in every class period. Since the goal of the class is to practice translating and interpreting as well as learning about the methodology, it is crucial that students participate actively in order to learn during the class period. Also included in the participation percentage is a presentation on one of the translators interviewed in the book *Conversas com tradutores: Balanços e perspectivas da tradução*. Students will choose a chapter and present a brief commentary (2-3 minutes) summarizing the professional's opinion. These short presentations will be held on Fridays, during the first few minutes of class.

### **Homework:**

There is a detailed weekly syllabus below that lists the readings and other homework assignments students are expected to complete. Homework will be checked at the beginning of the class period, unless specified otherwise. Late work will not be accepted.

### **Exams:**

There will be two examinations equally weighted. No make-up exams will be given. These exams will cover the skills practiced in class. Grammar will be graded by usage in communicating ideas. Students should learn the information covered in class on methods, theories, and practice. Defining words in Portuguese is another important skill that will be tested, as well as listening and summarizing.

## **PROJECTS:**

### **Reading assignments (4):**

For each article and book chapter, the following written (typed) work is expected during the first four weeks of class after drop/add:

- A brief abstract of the content and
- One talking point or question. This type of preparation is designed to feed constructive, interactive discussions in class. For some specific reading assignments uploaded to Canvas, a 1-page response paper stating the student's reaction will be required. There will be no make-up assignments.

### **Translation assignments (4):**

There will be a number of translation assignments covering a variety of texts. The instructor will bring each week's text at the beginning of the class period (Wednesday). A first draft of each assignment will be done in class followed by an in-class workout; students will work in pairs to revise their versions. The final version should be turned in the following class period (Friday). There will be no make-up assignments

### Interpretation assignments (2):

There will be days assigned for students to interact and interpret Brazilian guest speakers. Afterward, students will write a short summary of his/her experience - obstacles and methods - that will then be presented in class.

### Final project:

- A translation of a professional-technical text; students will choose a short text from an area that interests them. 10%
- A structured, critical commentary (2-3 pages + references) on theoretical problems encountered in the translation. 10%
- Students are also expected to make a short oral presentation (5-7 minutes) highlighting major problems encountered, strategies used to solve them, and references to theories covered in the readings. 5%

**Restrictions on the use of Google Translate:** Students are not allowed to use Google Translate other than to look up words as a dictionary. There have been instances where students have used this tool to write entire paragraphs and essays – this is considered academic dishonesty.

Students will be penalized if I find this to be the case (0 on the assignment).

Semana 1		Leitura	Temas e Compromissos
janeiro / quarta	6	Introdução - tema de tradução/interpretação & programa de curso	
sexta	8	“Eight Unusual Tips for Newcomers” <a href="http://atasavvynewcomer.org/2014/07/29/eight-unusual-tips-for-newcomers/">http://atasavvynewcomer.org/2014/07/29/eight-unusual-tips-for-newcomers/</a> “Dez dicas para o tradutor autônomo” <a href="http://pontedeletras.com/2014/11/10/dez-dicas-para-o-tradutor-autonomo/">http://pontedeletras.com/2014/11/10/dez-dicas-para-o-tradutor-autonomo/</a> Diferença entre "tradução" e "interpretação"; carreiras profissionais	
Semana 2			teorias e métodos
segunda	11	Virgilio Pereira de Almeida, “As dificuldades do mal e do bom tradutor” em <i>Humanitates</i> , vol. I, n. 1 (07/2004) <a href="http://www.humanitates.ucb.br/1/traducao.htm">http://www.humanitates.ucb.br/1/traducao.htm</a>	
quarta	13	Malcolm Coulthard, "Translation: Theory and Practice" em <i>Theoretical Issues and Practical Cases in Portuguese-English Translation</i> (pp. 1-16)	Leitura e ensaio de 1 página para sexta
sexta	15	Comentários ( <i>Conversas com tradutores</i> ) por _____	Ensaio

		Sérgio Rodrigues, "Introdução" em <i>What língua is está?</i> (pp. 11-15)	
Semana 3			teorias e métodos
segunda	18	<b>feriado</b> - dia de Martin Luther King Jr.	
quarta	20	John Milton, "A Translation Model from Latin America – The Translation Theory and Practice of Augusto and Haroldo de Campos" em <i>Theoretical Issues and Practical Cases in Portuguese-English Translation</i> (pp. 35-44)	<i>Leitura e ensaio de 1 página para sexta</i>
sexta	22	Comentários ( <i>Conversas com tradutores</i> ) por _____ Sérgio Rodrigues, "Estrangeirismo é legal, realizou?" em <i>What língua is está?</i> (pp. 33-36)	<i>Ensaio</i>
Semana 4			teorias e métodos
segunda	25	"ABC de como se tornar tradutor" <a href="http://www.tradutorprofissional.com/faq/abc-de-como-se-tornar-tradutor/">http://www.tradutorprofissional.com/faq/abc-de-como-se-tornar-tradutor/</a>	
quarta	27	Carolina Alfaro e Maria Carmelita P. Dias, "Sistema de tradução por máquina: ferramentas de auxílio à tradução" <a href="http://webserver2.tecgraf.puc-rio.br/~carolina/ferramentas.html">http://webserver2.tecgraf.puc-rio.br/~carolina/ferramentas.html</a>	<i>Leitura e ensaio de 1 página para sexta</i>
sexta	29	Comentários ( <i>Conversas com tradutores</i> ) por _____ Sérgio Rodrigues, "O tradutor preguiçoso" em <i>What língua is está?</i> (pp. 37-38)	<i>Ensaio</i>
Semana 5			teorias e métodos
<b>fevereiro</b> / segunda	1	Sergio Rodrigues, "Sai paraolímpico, entra paralímpico" <i>VEJA</i> (08/14/2012) <a href="http://veja.abril.com.br/blog/sobre-palavras/curiosidades-etimologicas/sai-paraolimpico-entra-paralimpico/">http://veja.abril.com.br/blog/sobre-palavras/curiosidades-etimologicas/sai-paraolimpico-entra-paralimpico/</a>	
quarta	3	Entrevista com o tradutor e professor Paulo Henriques Britto <a href="https://www.youtube.com/watch?v=dgiYFI7ehXk">https://www.youtube.com/watch?v=dgiYFI7ehXk</a> "A arte de traduzir", <i>Revista CULT</i> <a href="http://revistacult.uol.com.br/home/2013/07/a-arte-de-traduzir/">http://revistacult.uol.com.br/home/2013/07/a-arte-de-traduzir/</a>	<i>Leitura e ensaio de 1 página</i>
sexta	5	Comentários ( <i>Conversas com tradutores</i> ) por _____ Sérgio Rodrigues, "Raquetadas" em <i>What língua is está?</i> (pp. 41-44)	<i>Ensaio</i>
Semana 6			LSP
segunda	8	Orlando Vian Jr. "Inglês Instrumental, Inglês para Negócios e Inglês Instrumental para Negócios," <i>DELTA</i> vol.15 special (São Paulo, 1999) <a href="http://www.scielo.br/scielo.php?pid=S0102-44501999000300017&amp;script=sci_arttext">http://www.scielo.br/scielo.php?pid=S0102-44501999000300017&amp;script=sci_arttext</a>	
quarta	10	Maria José Bocorny Finatto, "O que trai o tradutor?" <i>BOLETIM DA ALAB</i> , Santa Maria RS- UFSM, v. 4, n. julho 2000, p. 76-83, 2000. <a href="http://www.ufrgs.br/textecc/textquim/arquivos/O_que_trai_o_traduto">http://www.ufrgs.br/textecc/textquim/arquivos/O_que_trai_o_traduto</a>	<i>Primeira versão da tradução – em sala</i>

		<a href="#">r.pdf</a>	
sexta	12	Comentários ( <i>Conversas com tradutores</i> ) por _____ Sérgio Rodrigues, "Spam, python" em <i>What língua is está?</i> (pp. 49-53)	<i>Tradução final da leitura - debate</i>
Semana 7			LSP
segunda	15	Cybele M. Oliveira Alle e Maria José Bocorny Finatto, "Dificuldades na tradução de pediatria – artigos de revistas especializadas" <a href="http://www.ufrgs.br/textecc/textquim/arquivos/dificuldadesArtMed.pdf">http://www.ufrgs.br/textecc/textquim/arquivos/dificuldadesArtMed.pdf</a>	
quarta	17	Revisão	
sexta	19	<b>Exame 1</b>	
Semana 8			LSP
segunda	22	Márcio Vasconcelos, "Epônimos e Pseudo-Êponimos" <a href="http://www.soperj.org.br/novo/secao_detalhes.asp?s=59&amp;id=95">http://www.soperj.org.br/novo/secao_detalhes.asp?s=59&amp;id=95</a>  Hannelore, Lee-Jahnke, "Is teaching medical translation an easy job?" <i>Panacea</i> vol. VI, n. 20 (06/2005) <a href="http://www.tremedica.org/panacea/IndiceGeneral/n20_editorial.pdf">http://www.tremedica.org/panacea/IndiceGeneral/n20_editorial.pdf</a>	
quarta	24	Patricia Anne Odber de Baubeta, "On Translating Advertisements" em <i>Theoretical Issues and Practical Cases in Portuguese-English Translation</i> (pp. 157-180)	<i>Primeira versão da tradução – em sala</i>
sexta	26	Comentários ( <i>Conversas com tradutores</i> ) por _____ Sérgio Rodrigues, "Profissão: inventar palavras" em <i>What língua is está?</i> (pp. 75-79) <i>*tradução final da leitura - debate</i>	<i>Tradução final da leitura - debate</i>
Semana 9			
segunda	29	<b>feriado</b> - Spring Break	
<b>março</b> / quarta	2	<b>feriado</b> - Spring Break	
sexta	4	<b>feriado</b> - Spring Break	
Semana 10			LSP
segunda	7	Francis Henrik Aubert, "Translation Typology: The Case of the 'Sworn Translations'" em <i>Theoretical Issues and Practical Cases in Portuguese-English Translation</i> (pp. 129-144)	
quarta	9	Marcio Maturana, "Termos rebuscados atrapalham a compreensão de sentenças judiciais e textos do Direito" <i>Jornal do Senado</i> (06/26/2012) <a href="http://www12.senado.gov.br/jornal/edicoes/2012/06/26/termos-rebuscados-atrapalham-a-compreensao-de-sentencas-judiciais-e-textos-do-direito">http://www12.senado.gov.br/jornal/edicoes/2012/06/26/termos-rebuscados-atrapalham-a-compreensao-de-sentencas-judiciais-e-textos-do-direito</a>	<i>Primeira versão da tradução – em sala</i>
sexta	11	Comentários ( <i>Conversas com tradutores</i> ) por _____ Sérgio Rodrigues, "Bling-bling, cof-cof, burp" em <i>What língua is está?</i> (pp. 27-28)	<i>Tradução final da leitura - debate</i>

		<i>*tradução final da leitura - debate</i>	
Semana 11			Interpretação
segunda	14	<p>"The Interpreter's Voice(s)"  <a href="http://atasavvynewcomer.org/2015/05/19/interpreters-voices-1/">http://atasavvynewcomer.org/2015/05/19/interpreters-voices-1/</a>          Maria Eugenia Farré, "Etiqueta na cabine" APIC (08/07/2014)  <a href="http://www.apic.org.br/etiqueta-na-cabine/">http://www.apic.org.br/etiqueta-na-cabine/</a></p>	
quarta	16	*Carmen Rosa Caldas-Coulthard, "A tradução e os problemas da representação da fala" em <i>Theoretical Issues and Practical Cases in Portuguese-English Translation</i> (pp. 145-156)	
sexta	18	<b>Laboratório de Línguas - interpretação</b>	
Semana 12			Interpretação
segunda	21	<p>"Especialistas descobrem se apps de tradução podem reduzir interesse em aprender idiomas" <i>O Globo</i> (08/23/2015)  <a href="http://www.meusconteudos.com.br/codigo/2015_08_23/35/especialistas-discutem-se-apps-de-traducao-podem-reduzir-interesse-em-aprender-idiomias">http://www.meusconteudos.com.br/codigo/2015_08_23/35/especialistas-discutem-se-apps-de-traducao-podem-reduzir-interesse-em-aprender-idiomias</a></p>	
quarta	23	<p>Leo Milani, "Reflexão e discussão sobre as duas modalidades de interpretação: simultânea e consecutiva" (06/11/2010)  <a href="http://milanitraducao.com/2010/06/11/reflexao-e-discussao-sobre-as-duas-modalidades-de-interpretacao/">http://milanitraducao.com/2010/06/11/reflexao-e-discussao-sobre-as-duas-modalidades-de-interpretacao/</a></p>	
sexta	25	<b>Laboratório de Línguas - interpretação</b>	
Semana 13			Filmes e música
segunda	28	<p>"The joy and agony of translating song lyrics"  <a href="http://blog.ted.com/the-joy-and-agony-of-translating-song-lyrics/">http://blog.ted.com/the-joy-and-agony-of-translating-song-lyrics/</a></p>	
quarta	30	<p>"30 péssimas traduções de títulos de filmes no Brasil"  <a href="http://www.adorocinema.com/noticias/filmes/noticia-107562/?page=2">http://www.adorocinema.com/noticias/filmes/noticia-107562/?page=2</a>          "Tradução para dublagem" por Paulo Noriega  <a href="https://www.multitude.trd.br/2015/08/08/traducao-para-dublagem/">https://www.multitude.trd.br/2015/08/08/traducao-para-dublagem/</a></p>	<i>Primeira versão da tradução - em sala</i>
<b>abril</b> / sexta	1	<p>Comentários (<i>Conversas com tradutores</i>) por _____          Sérgio Rodrigues, "Cordialmente" em <i>What língua is está?</i> (pp. 149-150)  <i>*tradução final da leitura - debate</i></p>	<i>Tradução final da leitura - debate</i>
Semana 14			Filmes e música
segunda	4	<p>Elizabeth Antunes, "Conheça como é feito o processo de legendagem de um filme ou de uma série" <i>O Globo</i> (01/09/2012)  <a href="http://oglobo.globo.com/cultura/conheca-como-feito-processo-de-legendagem-de-um-filme-ou-de-uma-serie-3607752">http://oglobo.globo.com/cultura/conheca-como-feito-processo-de-legendagem-de-um-filme-ou-de-uma-serie-3607752</a></p>	
quarta	6	<p>Leonardo Teixeira, "Tradução para legendagem: Considerações" (03/09/2010)  <a href="http://tradutorlegendagem.blogspot.com.br/2010/03/legendagem-traducao-para-legendagem.html">http://tradutorlegendagem.blogspot.com.br/2010/03/legendagem-traducao-para-legendagem.html</a></p>	
sexta	8	<p>Comentários (<i>Conversas com tradutores</i>) por _____          Sérgio Rodrigues, "O bigode de Gwyneth" em <i>What língua is está?</i></p>	

		(pp.159-162)	
Semana 15			Projetos Finais
segunda	11	<b>Projeto Final (entrega); Apresentações</b>	
quarta	13	<b>Apresentações</b>	
sexta	15	<b>Apresentações</b>	
Semana 16			
segunda	18	Alunos irão escolher um capítulo de <i>What língua is está?</i> e vamos fazer um debate em sala de aula sobre a evolução da língua e adaptação dos tradutores	
quarta	20	Último dia de aula - <b> festa de despedida</b>	
sexta	22	Período de leitura (reading days)	
Semana 17			
segunda	25	<b>Exame 2 - (12:30 – 2:30, na sala de aula)</b>	

## OTHER PERTINENT INFORMATION

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Academic Integrity

All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” For more information please refer to <http://www.dso.ufl.edu/studentguide>.

### Class Demeanor and Warnings

Students are expected to behave in a respectful and responsible manner at all times. Cell phones should be silenced and off of desks. **Academic dishonesty and plagiarism will not be tolerated.** A clear description of plagiarism and ways to avoid it can be found at <http://guides.uflib.ufl.edu/content.php?pid=32772&sid=1805502>.



**Accommodations**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

**Counseling and Wellness**

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.