



## ***TRAN 6474S-90: WORKSHOP ON NON-LITERARY TOPICS II (Medical and Technical)***

Semester: Spring 2006  
Meeting times: M, 5-7:30  
Location: COED 402

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Office Hours: MW 2-2:45 and by appointment

**DESCRIPTION.** TRAN 6474S, Workshop on Non-Literary Topics II (Medical and Technical) is a theory-based workshop practicum dealing with the English-Spanish translation of authentic medical, health care, technical, and/or scientific documents.

Our workshop will be devoted to cross-idiomatic translations, analyses, and discussions of the selected textual typologies in both English and Spanish. The first part of the semester will be devoted to providing foundations for the work to be done during the remainder of the course. Throughout the semester we will also read and discuss numerous articles about the theory, practice, and sociology of translation—both as this relates specifically to the medical and technical fields, as well as to broader considerations of theory and practice—and we will devote much of our class time to this shared “thinking about translation,” which will be led by each of you via individual assignments. Our readings in the sociology of medical translation, for example, will provide us with a broad understanding of what the “worlds” of medical translation encompass. **Why** this combination of theory, practice, and sociology? Because “**good translators are always in the process of ‘becoming’ translators—which is to say, learning to translate better, learning more about language and culture and translation**” (Robinson). The translation work will be done in teams or pairs, individually, and occasionally by the whole class, using group discussion and peer editing as collaborative and consultative resources. Self-conscious code switching between English and Spanish is encouraged as an ongoing language-honing activity. The focus is always on **QUALITY**. Our work will emphasize the importance of the discourse-based research that must always be conducted by the specialized translator—you cannot effectively translate what you don’t really understand. As such, it will include the group compilation of translator resources for specialized fields, such as medicine, which can then be shared as we actually work on our translations.

**NOTE.** The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct” section of the *UNC Charlotte Catalog*. Cheating, plagiarism, fabrication and falsification are expressly forbidden, i.e., one may not intentionally or knowingly present the work of another as his or her own, and one may not invent or alter information for use in any academic exercise. If you are using the ideas and words of another person, you **must** cite the source. Be especially careful when using internet sources—I will check these! All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. **This is serious business with very serious consequences!** You may also access the Code online at: <http://www.uncc.edu/policystate/ps-105.html>.

**LEARNING DISABILITIES.** Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #230, for securing appropriate accommodations.

**GUIDELINES.** Come to every class **very well prepared**. Your active, high-quality participation is expected. Should extenuating circumstances require that you miss a class, you are expected to notify me in advance.

### **GRADE DISTRIBUTION.**

- 15% = Class Participation (includes attendance, quantity and quality of discussion and contributions, improvement, attitude)
- 20% = Oral Presentations (summaries, critiques, questions raised—leadership of discussion on assigned readings)
- 20% = Medical discourse **team translation** (8-10 pp.) plus 1-2 page introduction, the purpose of which is to help you map out who you are as a translator and how you proceed when faced with certain translation situations and problems. Along with your translation, you must submit a copy of the source text(s).

- 20% = Medical discourse **individual translation** (5-7 pp.) plus 1-2 page introduction, the purpose of which is to help you to continue to map out who you are as a translator and how you proceed when faced with certain translation situations and problems. Along with your translation, you must submit a copy of the source text(s).
- 25% = **Individual** semester Final Translation Project (7-8 pp.) plus 1-2 page introduction, the purpose of which is to help you to continue to map out who you are as a translator and how you proceed when faced with certain translation situations and problems. Discourse of translated text may be either medical or technical. Along with your translation, you must submit a copy of the source text(s).

**REQUIRED TEXTS.** Readings are indicated in the syllabus proper below, including selected titles from TTS Graduate Reading List (see LCS Web site).

**NOTE ON FINAL TRANSLATION PROJECT.** Your major project for the semester is due on or before May 1. It is to be 8-10 pages in length: a two-page introduction (introduction to project, text analysis, challenges encountered and translation strategies used to resolve them, summary of your own process as a translator) and 7-8 pages of translated text(s), either a single document or a compilation of documents. You should translate into your language of greatest strength, usually your native language (though inverse translation is also a viable possibility). Along with your translation, you must submit a copy of the original text(s) and how much you would “invoice” for this project if it was a paid job. Remember: **RESEARCH and QUALITY!**

#### Week 1

January 9 Overview of the course. Discussion of possibilities for the semester: Do you want to explore one field in depth, such as medical discourse (for which there is a high and growing regional and national demand), or cover both medical and technical equally? What you learn by developing more depth in one area, e.g., translation process and strategies for medical translation, will be transferable to working later in other fields of discourse.

Questions for general discussion: What is translation? What kinds of translation are commissioned? What is a “good” translation? Why are quality standards important? What skills and resources does a translator need in order to produce good translations? Review of ATA Web site and ATA Framework for Standard Error Marking.

For our next meeting on January 23, each of you will visit an area hospital or health care-related site (e.g., a clinic, school health department, the UNC Charlotte College of Health and Human Services) to conduct (and write up) a needs assessment for translation of documents:

- What are the site’s translation and interpretation needs and/or requirements?
- Are there any documents that it needs translated, and that you can bring back to class for us to work on during the semester?
- Are there enough documents from that site for you to use as your final project?

You will also prepare a handout documenting your anticipated resources—the specialized online sites, dictionaries, glossaries, etc.—that you think might serve you (and your classmates) well during the semester.

#### Week 2

16 University closed in honor of Martin Luther King Day

#### Week 3

23 Class canceled: Instructor out of state at a funeral. Continue gathering information for first assignment.

#### Week 4

30 Presentation of your site visits—needs assessments and documents identified. Reports on site visits and resources for doing medical and health care translations, such as the Medicina section of the ATA SPD: seven (7) good resources identified and commented on per student. Assignment of team translation projects. Handout of “Interpreters and Translators” (OOQ Summer 2002); brief discussion. Handouts of readings for the semester. Begin working on team translations.

Week 5

February 6 Medical discourse. Discussion of reading handouts distributed last week:

- “Form and Meaning” (Larson).
- “Kinds of Translations” (Larson).
- “Implicit Meaning” (Larson).
- “Steps in a Translation Project” (Larson).

Continue working on team translations.

Week 6

13 Medical discourse. Discussion of reading handouts:

- “Looking Beyond Bilingualism” (Trabing).
- “Why Bilingual Is Not Bicultural” (Landers).
- “Medicine, Spanish-Style” (Knowles).
- “Some Thoughts on the Spanish Language in Medicine” (Segura).
- “Spanish Medical Translators Don’t Get Headaches” (Sáenz Albin).

Continue working on team translations.

Week 7

20 Medical discourse. Discussion of reading handouts:

- “What Should I Do If My Patient Does Not Speak English?” (Breen).
- “Legal Issues in the Translation of Healthcare Documents” (Cornelio).
- “Right in the Middle of It All: The U.S. National Institutes of Health Translation Unit—An Interview with Unit Head, Ted Crump” (Robertson).
- “Translation Procedures” (Larson).
- “Checking Translation for Meaning” (Deibler, Jr.).

Continue working on team translations.

Week 8

\*27 Medical discourse. **Hand in team translations.** Discussion of reading handouts:

- “Who Makes a Better Medical Translator: The Medically Knowledgeable Linguist or the Linguistically Knowledgeable Medical Professional? A Physician’s Perspective” (O’Neill).
- “As Tough As It Gets – But How Tough?” (McMorrow).
- “The Translator’s Dilemma: Communicating Medical Terminology” (Clark).
- “Multilingual Medicine: Translation at Mayo Clinic” (Engler).
- “Ideas generales sobre la traducción” (García Yebra).

Week 9

March 6 Spring Recess – No class. Begin working on individual translations.

Week 10

13 Medical discourse. Discussion of reading handouts:

- “Breaking the Greco-Roman Mold in Medical Writing: The Many Languages of 20<sup>th</sup> Century Medicine” (McMorrow).
- “Translating and Formatting Medical Texts for Patients with Low Literacy Skills” (Albin).

Continue working on individual translations.

Week 11

- March 20 Medical discourse. Distribute ATA information re. rates for translation E↔S. Discussion of reading handouts:
- “Training in Medical Translation with Emphasis on German” (Lee-Jahnke).
  - “Student Assessment by Medical Specialists: An Experiment in Relating the Undergraduate to the Professional World in the Teaching of Medical Translation in Spain” (Davies).
  - “El papel del traductor” (López Guix and Minett Wilkinson).
- Continue working on individual translations.

Week 12

- 27 Medical discourse. Discussion of reading handouts:
- “Laboratory Exams from Mexico: The Complete Blood Count” (Blumenthal).
  - “Oncology: A Medical Translator’s Perspective” (Sáenz Albin).
  - “On Translation” (Dryden).
  - “Using Resources for Medical Translations: A Physician’s View” (French).
- Continue working on individual translations.

Week 13

- \*April 3 Medical discourse. Discussion of reading handouts:
- “On-line Medical Terminology” (Lynch).
  - “Seeking Synapses: Translators Describe Translating” (Gaddis Rose).
  - “Quality—An Ethical Duty” (Tubb).
  - “The Proof is in the Reading” (Weltz).

Hand in individual translations.

Week 14

- 10 Technical discourse. Discussion of reading handouts:
- “Knowledge, Purpose, and Intuition: Three Dimensions in the Evaluation of Translation” (Straight).
  - “Testing the Translation” (Larson).
  - “Translation Types and Conventions” (Gaddis Rose).
- Continue working on individual final project.

Week 15

- 17 Technical discourse. Discussion of reading handouts:
- “Varias clases de traducción” (García Yebra).
  - “Technical Translation” (Newmark).
  - “Seamless Translation<sup>TM</sup>—Delivering for the User” (WorldLingo White Paper).
- Continue working on individual final project.

Week 16

- April 24 Technical discourse. Discussion of reading handouts:
- “On Linguistic Aspects of Translation” (Jakobson).
  - “The Death of the Amateur Translator’s Skills in the Modern World” (Frye et.al.).
- Continue working on individual final project.

Week 17

\*May 1

Technical discourse. Discussion of reading handouts:

- “Translation and the Space Between: Operative Parameters of an Enterprise” (Doyle).
- “On the Different Methods of Translating” (Schleiermacher).

Hand in individual final translation project.

**NOTE: THE FINAL EXAM IS SCHEDULED FOR MONDAY, MAY 8, 7-10 P.M. WE WILL USE THIS TIME TO MEET IN COED 402 AND EACH OF YOU WILL MAKE A 20-MINUTE PRESENTATION ON YOUR FINAL TRANSLATION PROJECT.**