1. **Title of the module**

ENGL8380 (EN838) – Re-visioning: Twenty-First Century Translation

1. **School or partner institution which will be responsible for management of the module**

School of English

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA Creative Writing

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate their capacity for close reading and critical analysis and applied these skills to their practice;

8.2 Identify, critically evaluate and interrogate particular literary techniques and translation strategies found in modern and contemporary poetry and short prose and translation theories (for example, literal, literary, imitation, paraphrase techniques in translation) and make use of them in their practice;

8.3 Reflect on the wide range of stylistic practices open to the contemporary writer/translator and demonstrate an understanding of how these relate to their own practice;

8.4 Confidently applied advanced translation techniques within their work;

8.5 Understand, through practice, the value of versioning, drafting and editing;

8.6 Plan and undertake a portfolio of translations which demonstrates a developed sense of their relationship between their work and its audience.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate a critical language;

9.2 Apply that language to their own work, through collective- and self-criticism;

9.3 Demonstrate sympathy with traditions other than those in which they themselves are working;

9.4 Demonstrate a substantial capacity for independent imaginative projects and research;

9.5 Gather and evaluate a range of materials from diverse contexts.

1. **A synopsis of the curriculum**

This module helps you to situate and heighten awareness of your own work in relation to your own practice and to practitioners from other languages. You are not expected to know any other language! Instead, you will use cribs, literal translations, commentaries and transliterations, among other tools, to inspire and guide you in creating your own versions, as is common practice amongst translators. Seminars will focus on your work in creating new poems in English, using contemporary or classic poetry in a language of your choice. The work will be contextualised through the study of translation theories and practices.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

ATKINS, TIM. (2016) *Collected Petrarch*. London: Crater Press.

GASS, WILLIAM H. (2015). *Reading Rilke: Reflections on the Problems of Translation*. London: Dalkey Archive Press.

GROSSMAN, EDITH. (2011). *Why Translation Matters*. New Haven, Connecticut: Yale University Press

HARDWICK, LORNA. (2013). *Translating Words, Translating Culture*. London: Bloomsbury

LOWELL, ROBERT (1962). *Imitations*. London: Faber and Faber

WEISSBORT, DANIEL & EYSTEINSSON, ASTRADUR (ed.). (2006). *Translation: Theory and Practice, a Historical Reader*. Oxford: Oxford University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Essay (3,000 words) – 35%
* Portfolio (5-7 Poems/ Short Prose) – 65%
  1. Reassessment methods
* Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Portfolio | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The ‘Re-Visioning’ module is a module, which teaches students about translation practice and theory from languages across the world. It is intrinsically an international module. With regard to the intended learning outcomes, in particular 8.1, 8.2, 8.3, 8.5 and 8.6 the target learning outcomes within this module are applicable worldwide as part of the practice and theory of translation. With regard to subject content, the material within the syllabus has been developed by world-leading writers from the UK and US, for use within an international educational setting for students who will apply theories and contemporary practices of translation in a wide range of international contexts. Students from the UK and other nations are attracted to this module, because of its global outlook, and interface.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |