

EXTENDED DIRECTIONS FOR YOUR ARTICLE PRESENTATIONS:

The goals of this assignment are to (a) demonstrate your ability to process new pieces of translation theory; (b) relate that theory to other theories discussed in class; (c) teach others about the theory; (d) relate the theory to your own work in a concrete and visible way; (e) work in tandem with another student.

You will need to:

(a) Co-author and co-present a ppt presentation that should:

- clearly identify the article, who wrote it (including relevant info about the author) and when;
- summarize the main points and key concepts of the argument:
 - ❖ clearly define any new terms
 - ❖ give a key quote or two
 - ❖ give a concrete example from the article, if possible/relevant
 - ❖ although the WAY the argument is made is sometimes important, we're limited by time. You want a summary of the ARGUMENT rather than of everything the author says.
- When coming up with your summary and understanding the article in question, it may be good to consider the general questions we've been addressing throughout the term:
 - ❖ How does the author assess the possibility of translation?
 - ❖ What is the translator's role vis-à-vis the original?
 - ❖ What is the translator's role vis-à-vis the target culture?
 - ❖ Is it better to make a translation fit the target culture, or to preserve a sense of foreignness?
 - ❖ What kind of power does the translator have? In what ways is the translator made powerless?
- Relate the article to other articles we've read or discussed and to other issues in the field of translation. Relating this to the meta-map (the Venn diagram of Translation and related fields) can be particularly helpful.
- For each presenter, give a concrete example from the longer translation project that you are working on that illustrates how the theory can be applied to the practice of translation. It can be a word, a sentence, a paragraph, a translation issue; making this concrete may be harder with some articles than with others.
- Come up with 3 discussion questions for the whole class to discuss.

The resultant presentation should take about 10 minutes; followed by about 10 minutes discussion.

(b) Produce a handout (1p) that goes along with your presentation that is meant to be a memory aid and useful summary of the presentation to your classmates.

(c) Fill out a short self-and-peer evaluation form about how well you and your partner worked together on the project.