GRADUATE COUNCIL

NEW COURSE/PROGRAM PROPOSAL

ORIGINATING UNIT: Master of Liberal Arts Program, AddRan College of Liberal Arts

TYPE OF ACTION:

_____X_____ **New course**

_____ **New program**

_____X_____ **Fully Online Course/Program****

Semester and year course/program will take effect:
Spring 2021

NEW COURSE or PROGRAM TITLE:
Translation in Society

Appropriate computer abbreviation (30 spaces or less):
Translation in Society

New course number:
MALA 61353

Course instructional methodology: WEB

Prerequisites for new course:
None

DESCRIPTION OF NEW COURSE OR PROGRAM (catalog copy):

Students in this course will not only study translation but they will also actually translate. For example, they will learn early on how a recent winner of the most prestigious international prize for the translation of a work of fiction is but a translation novice and not even a speaker of the language she was translating from. Students go on to investigate theories of translation as applied to a wide range of different genres of texts and communication situations; in addition, they review critically the varied and most valued practices of translating. During the course, then, the students will work with one another on individual or group translation projects of their choosing. By the end of the semester, the students will be such experts on translation in society that they themselves will confidently enter their own work in a university-sponsored translation prize contest judged by a world-renowned translator.

Fully Online Courses/Programs**

All online programs, courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

A memo from Ms. Kate Marshall, Director of Distance Learning in the Koehler Center, is included with this Proposal.

SUPPORTING EVIDENCE OR JUSTIFICATION (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography. For a new program attach a statement of the mission and objectives of the new program):

The most recent syllabus is included.

Describe the intended outcomes of the course or program and how they will be assessed.

- The outcomes intended for learners in this particular MLA course are very specific:
    a. To think critically about the theory of translation with other graduate students and the professor:
        i. To research, analyze, and write thoroughly about the ways novices and experts in society think and talk about translation.
        ii. To develop, then, one's own ideas of translation in society and to begin and/or to further one's own practice of producing a translation.
    b. To translate for a chosen purpose as part of human society, submitting one's own translating process and final product to others for evaluation.

- MLA Program Outcome: "*Students will __develop__ and __execute__ their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing.*"

    MALA 61353 carries a Perspectives in Society attribute. This should be reflected in the Class Search anytime this course is taught; thank you.

ADDITIONAL RESOURCES REQUIRED:

Faculty: None

Space: None

Equipment: None

Library: None

Financial Aid: None

Other: None

CHANGE IN TEACHING LOAD:

Does this change affect any other units of the University?   _____ Yes ___X__ No

> **If yes, submit supporting statement signed by chair of affected unit.**

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit: Signature:

Name: Dr. Darren J. N. Middleton

Unit: Master of Liberal Arts

Revised 11/2013

KOEHLER CENTER
For Instruction, Innovation & Engagement

August 14, 2020

To: TCU Graduate Council

SUBJECT: LETTER OF ENDORSEMENT

This is to confirm that the Koehler Center for Instruction, Innovation, and Engagement is working in collaboration with the Master of Liberal Arts Program to advance the following fully online courses as permanent course offerings:

        MALA 61353   Translation in Society
        MALA 61363   Black Skin 2 Silver Screen

We recommend approval of the above courses.

MALA 61353 was taught as MALA 60970: Special Topics in Fall 2018 and Fall 2019, and is on the course schedule for Spring 2021. MALA 61363 was taught as MALA 60970: Special Topics in Summer 2019, and is on the course schedule for Spring 2021.

The Koehler Center collaborated closely with the instructors during the design and development processes for these courses. The instructors also followed the recommended procedures for online instruction and engagement during the live course. As a result, these courses earned high scores on the Online Structure Assessment Tool (OSAT). The OSAT is TCU's diagnostic tool for assessing the extent to which an online course reflects evidence-based practices identified by leading organizations and researchers in the field of online course delivery as well as the guidelines set by our accreditor and state authorization regulations. We thus have no reservations about recommending these courses for addition to the TCU Course Catalog.

Excellence in online instruction is the result of continuous attention to course content, activities, and the course shell within TCU's learning management system. We thus hope that the instructor will review future OSAT results as well as updates to the learning management system with the goal of maintaining the rigor and engagement in the present course. Likewise, we encourage the instructor to seek assistance from the Koehler Center as needed in order to keep the courses compliant with applicable distance learning regulations and accessibility standards.
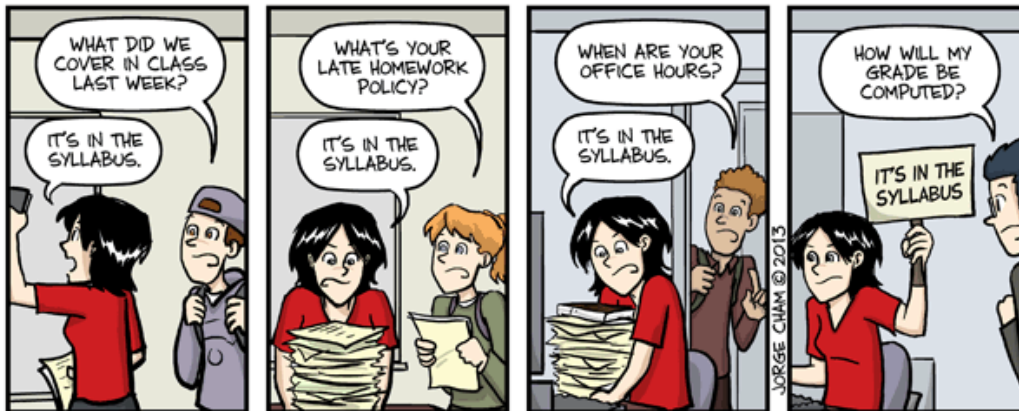
Regards,

Kate Marshall

Kate Marshall
Director, Distance Learning
Koehler Center for Instruction, Innovation, and Engagement

Syllabus: Translation in Society
MALA 61353

IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

Students in each course will be given a syllabus very early in the term, preferably on the first meeting of a course.
-- Dr. Teresa Dahlberg, TCU Provost & Vice Chancellor for Academic Affairs

Death to the Syllabus!
-- Dr. Mano Singham, professor

So what does the English word *syllabus* mean anyway? What is its plural form in English? Is any of this useful for this course? (Does it help you to know that some people think that the English word *syllabus* is from an ancient Greek word σύλλαβος? Others think it's a fake old Greek word. If you use modern Greek, then of course you instead call it πρόγραμμα σπουδών or διδακτέα ή εξεταστέα ύλη.)

Should you be given a syllabus now? Should it be put to death? Could you learn without it?

This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.

Instructor Name: Dr. Kurk Gayle

Instructor Profile: Your instructor has lived, studied, researched, taught, and translated in various places on our planet. He received his PhD from TCU; for the dissertation he began the first ever feminist rhetorical translating of the Greek books on *Rhetoric* by Aristotle. A linguist, Gayle is internationally published on government language planning. At TCU, he directs programs for individuals learning and improving English as an additional language. For the MLA at TCU, he has taught courses online that students have called very enlightening and engaging.

Semester/Year: Fall 2019

Class location: [TCU Online](#) -

Class Meeting time(s): Weekly, [asynchronous learning](#)

Virtual Office: by email appointment, in the Virtual Classroom found in the course under People dropdown menu.

Office Hours: by email appointment, 8am – 5pm M – F, [Rickel Bldg suite 244](#) ([Intensive English Program at TCU](#); [visitor parking](#) instructions; [student parking](#))

Telephones: 817-257-6565 (office)   817-944-0124 (cell)

Email: [k.gayle@tcu.edu](#)

Response time: within 2 hours between 8am – 5pm M – F, otherwise within 6 hours. Feel free to text, but be sure to indicate who you are when you first send a text.

Perferred method of contact: email

Final Exam Date & Other Important Dates

- *No Final Exam.* Your graduate class has no final exam.

- *other important dates.*

  Monday the 2nd of September is Labor Day, and no classes. The amount of class discussion will be cut in half for that week (and the discussion leader will confer with the instructor on how to procede).

  Sunday the 20th of October (before midnight) the Mid-Term Project Proposal is due.

  Monday and Tuesday, the 14th and 15th of October are Fall Break, and no classes. **Monday and Tuesday, the 11th and 12th of November** are respectively the last day to drop for this session and the last day to select P/NC for this session.

  Wednesday the 27st of November begins the Thanksgiving holiday break; the only class "workshop" days for translating that week will be Monday and Tuesday.

  Sunday the 1st of December your translation needs to be submitted online to the Willis Barnstone Translation Prize contest. Submit to your instructor evidence of the online submission. Preferably do all that before Thanksgiving holiday!

  Monday the 2nd of December will resume our last week of online discussions. **Monday the 9th of December** will be the beginning of our own prize contest.

Course Description

"Translation in Society." Students in this course will not only study translation but they will also actually translate. For example, they will learn early on how the recent winner of the most prestigious international prize for translation of a work of fiction is but a translation novice and not even a speaker of the language she was translating from. The course has them go on to investigate theories of translation as applied to a wide range of different genres of texts and communication situations; in addition, it has them review critically the varied and most valued practices of translating. During the course, then, the students will work with one another on individual or group translation projects of their choosing. By the end of the semester, the students will be such experts on translation in society that they themselves will confidently enter their own work in a university-sponsored translation prize contest judged by world renowned translator, Willis Barnstone.
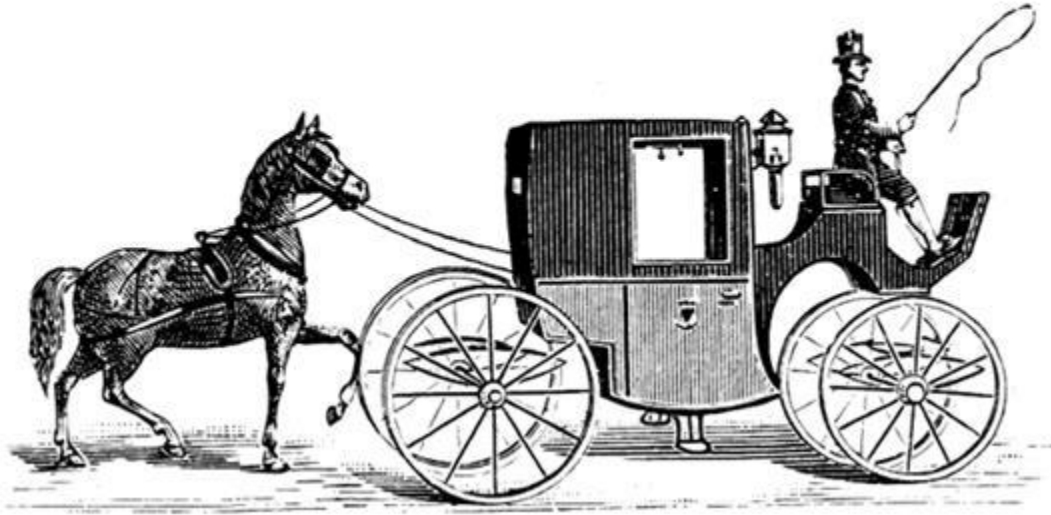

Within the online offerings of the MLA program this course is one of the "'Perspectives on Society' courses: Students will develop and execute their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing."

Learning Outcomes

> *Begin with the End in Mind.*
> - Stephen R. Covey, habit #2 of his *Seven Habits of Highly Effective People*.

This isn't working at all... I should warn others not to put their cart before the horse.

- The outcomes intended for learners in this particular MLA course are very specific:

    a. To think critically about the theory of translation with other graduate students and the professor:
        i. To research, analyze, and write thoroughly about the ways novices and experts in society think and talk about translation.
        ii. To develop, then, one's own ideas of translation in society and to begin and/or to further one's own practice of producing a translation.
    b. To translate for a chosen purpose as part of human society, submitting one's own translating process and final product to others for evaluation.

- MLA Program Outcome: "*Students will develop and execute their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing.*"

Prerequisites

The course is for students admitted to the Master of Liberal Arts Program. An adequate score on the Pre-Assessment Survey is desired. No prior knowledge of translation in society is required for the course. No prior knowledge of a language other than English is required nor is there a need for the students in the course to have any familiarity with translation theory or to have had some experience in translating.

*Required Texts / Materials

The two required books are sold in the TCU Store, and many are available in libraries and online too if you click the links below. There's also a requirement that you pay the entry fee to a translation prize contest.

Claire Armistead, "Lost in (mis)translation? English take on Korean novel has critics up in arms"

Aliki Barnstone, Willis Barnstone, *Book of Women Poets from Antiquity to Now*

*Willis Barnstone Translation Prize Entry **(and** *$10 entry fee)**

Willis Barnstone, *Cafe de l'Aube a Paris, Dawn Café in Paris: Poems*

*David Bellos, *Is that A Fish In Your Ear?*

*Anne Carson, *Nay Rather*

J. K. Gayle, *A Feminist Rhetorical Translating of* The Rhetoric *of Aristotle*

Thomas Hoeksema, "The Making of a Translator: An Interview with Willis Barnstone"

Deborah Smith, "What We Talk About When We Talk About Translation"

Additional Resources

You will find additional resources in the course under Getting Started, Additional Resources module. Please review these resources.

Teaching Philosophy

The instructor has a favorite quotation about his teaching philosophy that follows here. Hopefully it moves the students in this course to action!

This quotation is from C. S. Lewis. He writes:

> It often happens that two schoolboys can solve difficulties in their work for one another better than the master can. When you took the problem to a master, as we all remember, he was very likely to explain what you understood already, to add a great deal of information which you didn't want, and say nothing at all about the thing that was puzzling you. I have watched this from both sides of the net; for when, as a teacher myself, I have tried to answer questions brought me by pupils, I have sometimes, after a minute, seen that expression settle down on their faces which assured me that they were suffering exactly the same frustration which I had suffered from my own teachers. The fellow-pupil can help more than the master because he knows less. The difficulty we want him to explain is one he has recently met. The expert met it so long ago that he has forgotten. He sees the whole subject, by now, in such a different light that he cannot conceive what is really troubling the pupil; he sees a dozen other difficulties which ought to be troubling him but aren't.

"What's really troubling the pupil" is really important. To "solve difficulties... better" is the best challenge, for learners and for instructors. The best teachers pay attention to that and encourage the learner herself or himself to learn, often with other pupils, and not always with the teacher, or by the teacher, or for the teacher.

Instructional Methods

Your instructor mainly wants to create the conditions in which you will learn and will learn better. The students should not let anyone dismiss what's troubling her or him. Each one must take advantage of the other classmates, the instructor, the readings, the technologies, one's own strengths and weaknesses, one's own perfections and perhaps many many mistakes.

The instructor will lend expertise as needed. And we will be learning from one another and together.

Course Policies and Requirements

Policy Policy

Our policy on policies for this course is that policies are made for people and not people for policies. If we don't like these, then let's talk. We do not want a policy to get in the way of your learning! Maybe we can change the policy. And maybe we can change ourselves. We do want policies that help you learn better and help you learn more!! Good policies are there for a reason, usually; and usually reasonable people have made them.

Grading

Final Grade Elements:

Coursework	% of Total Grade	# of Items Due per Student	# of Points Possible	MLA Program Outcome Met
I. Participation (12 of 16 wks)	**60%**			*Students will **develop** their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing*
I.A. Discussion Engagement	30%	24 Threaded Discussions (2 per wk)	144 (or 12 pts per week x 12 wks)	
I.B. Discussion Leadership	30%	1	50	
I. Product (12 of 16 wks)	**40%**			*Students will **execute** their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing*
I.A. Mid-Term Proposal	10%	1 Proposal	100	
I.B. Final Project	30%	1 Project	100	
TOTAL	**100%**	27	394	

The "Rounding-Up" Policy for the Final Letter Grade Calculation:

Only the course grade will be rounded up.

I round up grades at X.5 or above (e.g., 72.5 = 73 or 86.7 = 87).

Anything below a X.5 will not be rounded up (e.g., 72.4 = 72 or 86.4 = 86).

Final Letter Grade Calculation:

Grade	Score
A	90-100
B	80-89
C	70-79
D	(note: no D grades are allowed in MLA graduate courses at TCU)
F	0-69

How to Earn Your Points for the A Grade:

The "Final Grade Elements" table above is helpful. Let's look at it again, and then we can break it down in prose:

Coursework	% of Total Grade	# of Items Due per Student	# of Points Possible	MLA Program Outcome Met
I. Participation (12 of 16 wks)	**60%**			*Students will __develop__ their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing*
I.A. Discussion Engagement	30%	24 Threaded Discussions (2 per wk)	288 (or 12 pts per thread x 12 wks)	
I.B. Discussion Leadership	30%	1	50	
I. Product (12 of 16 wks)	**40%**			*Students will __execute__ their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing*
I.A. Mid-Term Proposal	10%	1 Proposal	100	
I.B. Final Project	30%	1 Project	100	
TOTAL	**100%**	27	394	

Given how the general aims of the course are 1. to "mull over," to think critically about, and to gain a new appreciation for translation in society, and 2 to create a translation, we will have weekly online discussions and workshops.

Course **participation** will be through online discussions of readings. As noted, this requirement comprises **60% of the course grade**, or **30% for Threaded Discussions** each week (each student and the instructor together with the readings) and **30% for rotating Leadership** of the Threaded Discussions (each student taking assigned turns at synthesizing the direction of the threaded discussions each week).

The required product of the course will be a translation of a poem into English. This production counts for the remaining 40% of the course grade, **10% for a mid-term project proposal (2 pages double-spaced MLA format)** and **30% the final product (the length and format determined by the student's choice)**.

The required **product** of the course, your translation, is something you will create, will revise with the input from your instructor and classmates, and will submit to the Willis Barnstone Translation Prize contest. This production counts for the remaining 40% of the course grade, **10% for a mid-term project proposal (2 pages double-spaced MLA format)** and **30% the final projuct (the length and format determined by the student's choice).**

You must pay a $10 entry fee. You may submit online or by mail. Follow the directions to a tee. Send to the instructor copies of everything you submit for the Prize, with the except of the Entry Fee of course.

Full information about the Willis Barnstone Translation Prize is here on this web page:

Willis Barnstone Translation Prize

Here is a screen shot of that page for your convenience:

Willis Barnstone Translation Prize

$1,000* for a translated poem
Final judge: Willis Barnstone

This award is named in honor of the distinguished American poet and translator Willis Barnstone, and we are delighted that he has agreed to serve as the final judge for our competition.

Guidelines for Submissions

The competition welcomes submissions of unpublished poetry translations from any language and time period (ancient to contemporary). The length limit for each translation is 200 lines. For each entry, please attach as a **single file** the translation and **a copy of the original which clearly identifies the original poet and original language**. Please put the name(s), address, email address, and phone number of the translator(s) in the cover letter box of the submission page.

Please note: Translations of poems for which the translator has not secured the rights-to-publish are eligible for the contest, but only translations of poems in the public domain or with the rights secured can be considered for publication in *The Evansville Review*.

Limit ten submissions per translator. The Barnstone Prize is now only accepting online submissions.

Entry Fee

The first poem is $10; each subsequent poem is $5 each.

Postmark Deadline: December 1

[Click here to **Submit**]
Powered by Submittable

*In the event that the judge selects multiple winners, the prize money will be divided equally among the winners.

If you have any questions, please contact Tiffany Griffith at **tg35@evansville.edu.**

Now, lets's go into the grading with more detail, much of it redundant and repeated for clarity. And let's get into the rubrics.

Grade Rubrics:

At any point in the course, you may view your grade as it has been calculated to that point by visiting the course Gradebook (linked within the course once you login).

Students have access to their grades, posted each week. These will be posted on TCU Online.

Below is a detailed overview of how you will earn your grade for the course. This overview includes how the grade relates to the general aim and the specific outcomes of the course. Here you will find the various components of the grade, the weight given to each, and particular rubrics used to calculate each graded component. At the very end, there are helpful charts that show the particulars succinctly.

Given how the general aims of the course are 1. to "mull over," to think critically about, and to gain a new appreciation for translation in society, and 2 to create a translation, we will have weekly online discussions and workshops.

1. **participation**, for 60% of your course grade, and
2. **production**, for the additional 40% of your course grade.

I. PARTICIPATION (60% OF GRADE)

Course **participation** will be through online discussions of readings. As noted, this requirement comprises **60% of the course grade**, or **30% for Threaded Discussions** each week (each student and the instructor together with the readings) and **30% for rotating Leadership** of the Threaded Discussions (each student taking assigned turns at synthesizing the direction of the threaded discussions each week).

I.A. PARTICIPATION BY THREADED DISCUSSIONS (30% OF GRADE)
In the Threaded Discussions, do remind yourself of our outcomes of this course as you give answers to my questions and respond to one another.

Here is how you will earn **points for your Threaded Discussions**:

(Please post on Monday which translation, which poem from our large anthology, you appreciate for any reason, and do give that reason or reasons. This is actually the work for the project, not necessarily for participation, but since Monday is also when the work for discussion begins each week, this posting is noted now. Starting Week 7 of the semester, this posting – known in the course shell online as the Self Assessment – is the prerequisite to your earning grade points for your Threaded Discussions; although this posting is not graded, your posting of the Self Assessment is henceforth required for you to earn the graded points in the discussions.)

Then please post by Tuesday your responses to *the **two** threaded discussions chosen by the **Discussion Leader**. (The remaining threaded discussion topics are optional for discussion and are not graded, but they will enhance your learning since they engage with the required readings. In short weeks -- for example in Week 3, short due to Labor Day holiday -- there is only one threaded discussion.) Your two weekly threaded-discussion posts must be 300-400 words in length. You also must include references to the assigned readings to support your answers.

Then, please respond to at least **one of your classmates' postings** by Wednesday **and** to **another post** of at least one more classmate by at least Thursday of each week. Your two responses are expected to be at least 200 words in length and are expected to include references to readings to support your points. Likewise, there is the expectation that you will first respond to the postings of classmates who have not yet had a response; in other words, look for

a posting to respond to that no one else in the class has yet responded to, and do look last for a post to respond to that others already have given their Peer Responses to.

Also, please address any questions posed to you by your course mates, by **5pm Friday** of each week.

Th.D. Stages / Possible Pts Per Stage	3	2	1	0
Topic Response	Responding to the Discussion Leader's 2 chosen Threads by Tuesday.	Responding to the Discussion Leader's 2 chosen Threads after Tuesday and no later than Thursday	Responding to the Discussion Leader's 2 chosen Threads by Friday.	Did not respond to the Discussion Leader's 2 chosen Threads within expected time frame.
Peer Response	Responding to 1 peer posting by Wednesday and 1 other by Thursday.	Responding to a total of 2 peer postings by Friday.	Responding to 1 only peer posting.	Responding to NO peer postings.
Final Response	Responding to all peers who have posted a response to you.	Responding to 3/4 of the peers who have posted a response to you.	Responding to 1/2 of the peers who have posted a response to you.	Responding to NONE of the peers who have posted a response to you.
Quality Threads	Student comments that add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or even source citation. A quality posting is about 300 to 400 words.	Student comments that add moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or even source citation or posting is about 200 to 300 words.	Student comments that do not add to the discussion. Student does not substantiate any comments made with reasoning or even source citation. Posting is simple: "I agree" or "Yes" or "No" or posting is less than 200.	Student does not participate at all in the threaded discussion.

I.B. PARTICIPATION BY LEADING THREADED DISCUSSIONS (30% OF GRADE)

1. **Read through all Topics for Threaded Discussion for the week you will be Leader, and choose the two that the class will discuss; announce these before 8am Monday.**

2. **Turn in your written summary of the two Threaded Discussions to the instructor after all students have had the opportunity to give their respective Final Responses by Friday, 5pm. The expected due day for the summary is Saturday, but if more time is**

needed then get permission for that from your course instructor. (**N.B.: If you are leading Threaded Discussions over** *just* _one_ **Topic – either because yours is one of the short weeks or because another classmate is leading Threaded Discussions over the other Topic in a regular week – then your two-page written summary is to reflect the Threaded Discussions over** *just that* _one_ **Topic.)**

The summary is to be no more and no less than two double spaced pages on an MS Word document, or the equivalent (double-spaced MLA format). Please write a title for your summary. A full **30% of your course grade is for your written summary (and for your responses to others' summaries as noted in the paragraph below).**

3. The Discussion Leadership Summary rubric is below:

Summary Components / Possible Pts Per Component	10	8	6	0
Major Discussion Topics	Summarized the major topics of the Threaded Discussion.	Summarized some of the major topics of the Threaded Discussion.	Included too many points or not the major ones in the Threaded Discussions.	Failed to summarize the major topics of the Threaded Discussion OR did not pay attention to the word count requirement.
Reading Sources	Noted where Reading Sources contributed to the Threaded Discussions and where more support from the Readings was needed.	Noted where Reading Sources contributed to the Threaded Discussions, but failed to note where more support from the Readings was needed.	Mentioned only some of the ways Reading Sources supported the Threaded Discussions.	Failed to note how the Threaded Discussion used or neglected to use Readings OR did not pay attention to the word count requirement.
Input from Coursemates	Mentioned the contributions of coursemates to the Threaded Discussions, and suggested which made particularly valuable points.	Mentioned the contributions of coursemates to the Threaded Discussions	Neglected the contributions of some coursemates.	Failed to recognize the contributions of coursemates OR did not pay attention to the word count requirement.
How the ideas of translation in society were developed.	Explained the mapping AND the critique of translation in society in the Threaded Discussions, noting any points where the Discussions were inadequate.	Showed how the Threaded Discussions met this learning outcome, without evaluation of how the discussion might have met the objective better.	Explained the mapping OR the critique of translation in society in the Threaded Discussions.	Failed to summarize the Threaded Discussion in terms of this learning outcome OR did not pay attention to the word count requirement.
Reflection on the concept of translation in society.	Explained the reflection on translation in society where the Discussions were inadequate.	Showed how the Threaded Discussions met this learning outcome, without evaluation of how the discussion might have met the objective better.	Explained the reflection on translation in society	Failed to summarize the Threaded Discussion in terms of this learning outcome OR did not pay attention to the word count requirement.

The Summary Response rubric is the guide for earning the maximum number of points. N.B.: You earn credit for your 50 possible course points for your Summary the week you serve as Leader of the Threaded Discussions, only if you actually lead in the discussions by being proactive with your Topic Response postings, by taking initiative to give thoughtful Peer Response postings, and by making your Final Response postings – all the while encouraging each of your classmates to engage over the assigned readings and Topics with one another. (You will choose the week you will lead the discussion and write the Summary for as we begin the course.)

II. COURSE PRODUCT (40% OF GRADE)

The required product of the course will be a translation of a poem into English. This production counts for the remaining 40% of the course grade, **10% for a mid-term project proposal (2 pages double-spaced MLA format)** and **30% the final product (the length and format determined by the student's choice)**.

II.A. MID-TERM PROPOSAL (10% OF GRADE)
In two and only two pages (double-spaced MLA format) write your proposal for your course-final project. This proposal should answer the four questions below (roughly a quarter page per answer) in detail enough to show that you have mulled this over deeply.

To be eligible to submit your two-page proposal to your instructor, do two things. First communicate with the rest the class your quick answers to these four questions:

1) Now, which poem or poems are you interested in translating into English (author, language, timeframe, and is it in the public domain)? Give the entire original (up to the 200 line limit of the Barnstone contest) as part of your answer.

2) Why does this poem or do these poems appeal to you in the original language or languages?

3) What translation, which poem rendered into English, has inspired you most? That is, which of at least eight poems, translated into English by Barnstone or judged by Barnstone a winner of the Barnstone Translation Prize, do you particularly like and why? **You need to have indicated at least one per week (on seven Mondays and on Tuesday of Labor Day week) for the first eight weeks of class before Fall Break.**

4) What makes you think your translation will make it worthy of entry to the Willis Barnstone Translation Prize contest?

Second, respond to the quick answers of each of your classmates for each of the four questions. Since the answers are subjective, your response to the answer should be affirming in as much specific detail as possible. For example, if you have familiarity with the original source language of the poem to be translated into English, then comment on features of that language, whether they matter or not for the English rendering. Or if you have never seen the language before, then comment on what your classmate describes as appealing about it. For your feedback on the answer to question 3, be sure to read and to show that you have read the poem your classmate has noted in her or his answer. And for the answers to the fourth question, always point out to the classmate something that may have been missed in the Barnstone evaluation criteria – and add something to, don't just mimick what your other

classmates have noted in feedback. (I, the instructor, may give some feedback here in addition to the feedback you are giving. But I will only grade mid-term project proposals for the students who have commented intelligently, richly, and helpfully on everybody else's answers to the questions in this threaded discussion.)

Your 10% grade on your two-page proposal for your final product will be earned with 25 points possible awarded for each of your answers to the four questions above.

II.B. FINAL PROJECT (30% OF GRADE)

The required **product** of the course will be a translation you create, revise with the input from your instructor and classmates, and submit to the Willis Barnstone Translation Prize contest. This production counts for the remaining 40% of the course grade, **10% for a mid-term project proposal (2 pages double-spaced MLA format)** and **30% the final projuct (the length and format determined by the student's choice).**

Late Work

Rich participation in the discussions on the readings and a fully developed project through the giving and receiving of collaborative feedback all depends on adhering to the posted deadlines. Therefore, late work is not accepted in this graduate course. There are two exceptions. The first is the case of an Official University Absence. The second is the case of an unforeseen extenuating life circumstance about which the student regularly, clearly, and contentiously communicates with the instructor. (The TCU Student Handbook specifies this second exception to allowed late work noted here as "a serious illness, catastrophic accident, or family emergency.") Within reasonable new deadlines set by the instructor in consultation with the student, the student will be permitted to make up work missed in each of these two cases.

Grading Concerns

Students have access to their grades, posted each week. These will be posted on the TCU Online website:

Please note the University's policy for grade appeals on the following webpage: Grade Appeal

---

TCU Email

Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Attendance

The University attendance policy is stated the following way:

> [R]egular and punctual class attendance is essential and that no assigned work is excused because of absence, no matter what the cause. Records of class attendance are kept by faculty. When an accumulation of absences reaches the point of endangering a student's academic status, the faculty member should report this situation to the Campus Life Office. An instructor should not assume that continued absence from class indicates an official withdrawal until notified by the Registrar (TCU Faculty Handbook).

In this online environment, you "attend" by logging in and participating with your coursemates and instructor both regularly and punctually. My record of your attendance will be replies to and giving you grades on your Threaded Discussions, Summaries and Summary Responses, Mid-Term Proposal, and Final Project.

Participation

In this online environment, you "attend" by logging in and participating with your coursemates and instructor both regularly and punctually. My record of your attendance will be replies to and giving you grades on your Threaded Discussions, Summaries and Summary Responses, Mid-Term Proposal, and Final Project.

The general Grading section and the specific section on Late Work of this syllabus bears is repeated here in full for clarity:

> Rich participation in the discussions on the readings and a fully developed project through the giving and receiving of collaborative feedback all depends on adhering to the posted deadlines. Therefore, late work is not accepted in this graduate course. There are two exceptions. The first is the case of an Official University Absence. The second is the case of an unforeseen extenuating life circumstance about which the student regularly, clearly, and contentiously communicates with the instructor. (The TCU Student Handbook defines this second exception to late work allowed rather sharply, as "a serious illness, catastrophic accident, or family emergency.") Within reasonable new deadlines set by the instructor in consultation with the student, the student will be permitted to make up work missed in each of these two cases.

Technology Policy

First, you will want to make sure that you have a tolerance for, a comfort zone in, or better an enjoyment of learning in a class that's online. Since you're reading this long syllabus, you've already read the 1-page Syllabus Lite for this course in which you were advised to take the following self assessment: Pre-Assessment Questionnaire. So, if you're up to it, come on into this online course.

And do make sure you have met also these TCU Online minimum requirements.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Graduate Catalog. Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

WHAT IS PLAGIARISM?

Deliberate Plagiarism

- Rewriting from books or articles

- copying & pasting from web pages and online sources to create a patchwork writing

- buying, downloading, or borrowing a paper

Accidental Plagiarism

- not knowing when & how to cite

- not knowing how to paraphrase or summarize

- not knowing what "common knowledge" is

- recycling an old paper

- Collusion: The unauthorized collaboration with another in preparing work offered for credit.
- Abuse of Resource Materials: Mutilating, destroying, concealing, or stealing such material.
- Computer misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- Multiple submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- Complicity in academic misconduct: Helping another to commit an act of academic misconduct.
- Bearing False Witness: Knowingly and falsely accusing another student of academic misconduct.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the basic information about netiquette).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides guidance on personal media accounts and sites.

CAPS LOCK
Not necessary all the time
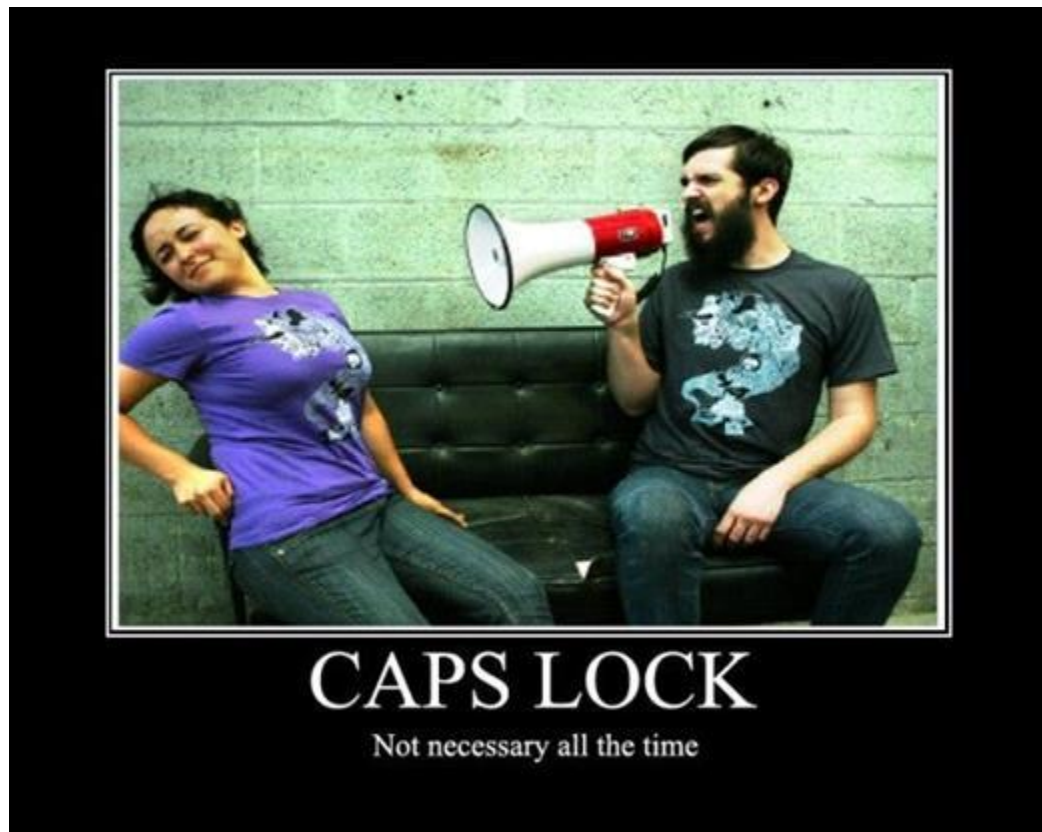
Getting Started with TCU Online (Brightspace by D2L) TCU's Learning Management System (LMS)

- Access via my.tcu.edu > Student Quick Links > TCU Online
  OR
  Login at the following website: TCU Online. Enter your TCU network credentials (the same you use for MyTCU).

  For information about logging into TCU Online, view these instructions: How to login

- If you have not yet taken the TCU Online Student Orientation Tutorial, please do so immediately. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions. Good luck!

- Technical requirements for using the system: Technical Requirements

- Type how this course will use TCU Online
  Your instructor will post grades and assignments there. Students be required to submit items or engage in discussions online.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the HELP DESK (at D2L). They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.
phone: **1-877-325-7778**
chat: **Chat** is available within **TCU Online**. Look for the Chat widget on My Home.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.

Personal Settings & Notifications for TCU Online:

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select the "My Settings" widget in the right column of the home page. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

Recommended apps for use with TCU Online: Pulse

Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload. Students can download Pulse from the Google Play or Apple Store. Students can learn more and download Pulse here: The Pulse Tool.

Recommended apps for use with TCU Online: Binder

Binder is an app used to select, save, and read course content outside of TCU Online (aka offline). For example, if you are traveling for a school activity—such as a sporting event or competition—you would use the Binder App to select course content you want to read while on the bus and without Wi-Fi access. Binder is available in a web version and iPad/Android app version. Select this link to learn more about Binder: The Binder Tool. Content such as video and audio files and links are not compatible with Binder.

TCU Resources for Students

Library Guide for MLA Students

One of our friends in the TCU Library, Ms. Robyn Reid, has created an instructive "library research guide" for all MLA students. See: https://libguides.tcu.edu/mla

Campus Offices

Many resources exist on the TCU campus that may be helpful to students:

- ❖ Brown-Lupton Health Center (817-257-7863)
- ❖ Campus Life (817-257-7926, Sadler Hall 2006)
- ❖ Center for Academic Services (817-257-7486, Sadler Hall 1022)
- ❖ Mary Couts Burnett Library (817-257-7117)
- ❖ Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- ❖ Student Development Services (817-257-7855, BLUU 2003)
- ❖ TCU Center for Writing (817-257-7221, Reed Hall 419)
- ❖ Transfer Student Center (817-257-7855, BLUU 2003)
- ❖ Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint:

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling & Mental Health Center or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU

ACCESSIBILITY

Faculty Syllabus Statement (Updated Summer 2020)

Student Access and Accommodation: Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with Student Access and Accommodation and have requested accommodations for this specific course. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at https://www.tcu.edu/access-accommodation/ or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at TCU Disability Documentation.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

		Week	**Course Schedule**	
		Week	**Weekly Schedule of Threaded Discussions**	**Weekly Schedule of your Translation Project**
			Discussions / Readings on Translation in Society	**Prep for mid-term Project Proposal**
SHORT WEEK - 1 topic	26-Aug	1	**Bellos, Prologue to ch 3**	**"Self Assessment" post on which Barnstone (winner) poem inspires you, and why!**
	3-Sep	2	**Bellos, chs 4-7**	**"Self Assessment" post on which Barnstone (winner) poem inspires you, and why!**
	9-Sep	3	**Bellos, chs 8 - 11**	**"Self Assessment" post on which Barnstone (winner) poem inspires you, and why!**
	16-Sep	4	**Bellos, chs 12 - 15**	**"Self Assessment" post on which Barnstone (winner) poem inspires you, and why!**
	23-Sep	5	**Bellos, chs 16 - 19**	**"Self Assessment" post on which Barnstone (winner) poem inspires you, and why!**
	30-Sep	6	**Bellos, chs 20 - 23**	**"Self Assessment" post on which Barnstone (winner) poem inspires you, and why!**
	7-Oct	7	**Bellos, chs 24 - 27**	**"Self Assessment" post on which Barnstone (winner) poem inspires you, and why!**
SHORT WEEK - 1 topic	14-Oct	8	**No discussions**	**Mid-term Project Proposal Due Friday before midnight**
	21-Oct	9	**Bellos, chs 28 - 29; Carson**	**Your affirming somebody else's proposal**
	28 - Oct	10	**Bellos, chs 30-Epilogue; Carson**	**Your affirming somebody else's proposal**
	4-Nov	11		**Translation Workshop**
	11 - Nov	12		**Translation Workshop**
	18 - Nov	13		**Translation Workshop**
THANKS-GIVING	25 - Nov	14		**Translation Workshop // Submit Poem before the holiday!**
	2 - Dec	15	**Reading Poems by Translators in Course**	
	9 - Dec	16	**SPOT/ MLA outcomes / our own Prize**	

TCU Mission Statement

TCU educates individuals to think and act as ethical leaders and responsible citizens in the global community.

AddRan College of Liberal Arts at TCU has as its mission to advance lifelong learning and discovery in the humanities and social sciences and to develop critical thinking, analytical and communication skills that prepare students for successful careers in our global society.

The Master of Liberal Arts program at TCU provides a broad-based liberal arts experience which enriches the student´s understanding of the physical and social world and which enables the student to examine major national and global issues, especially as these issues relate to cultures and their diversity.

Within the online offerings of the MLA program this course is one of the "'Perspectives on Society' courses: Students will develop and execute their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing."

MALA 60970 Special Problems 483: Translation in Society engages us in readings, discussions, and writing to aid us in deeply understanding and in critically thinking about translation as we, graduate students and instructor respectively, also create our own graduate school worthy translation, an informed and creative contribution to society.

The course is classified within the Program as follows:

MLAP01

"Perspectives on Society" courses: Students will develop and execute their ideas of the intellectual connections of major and global issues by relating these issues to one another on a comparative cultural basis using research, analysis, and writing.