

Assessment Format: Essay

Main competences assessed

Theoretical 3,4

Interpersonal 2

Type

Formative (Assessment during the course, stages I and II)

Summative (Assessment at the end of the course, stage III) X

Student working format

Individual X

Pairs

Groups

Other (describe)

Task description

Academic essay in two adaptations for the teacher to choose from: the first (A) contains one topic (for two short essays) for the entire group; the second (B) shortlists a few suggested topics that students can choose from. Option A allows for a more uniform assessment (as everyone completes the same task) whereas Option B offers more variability to support different learners and more varied discussion points if the teacher opts for adding oral and dialogic elements to the task (see adaptations of the task).

Time

Enough preparation time needs to be given by, e.g. giving the assignment at the beginning of the course but having a due date only at the end of the term.

Length (break down by task)

a total of 2000 –3000 words

Other constraints

Access to relevant databases and reference material (see additional comments).

Additional comments

This assessment material is closely linked to the session plan [hyperlink here?] on Schleiermacher. If it is assigned to a class with no previous exposure to Schleiermacher's text, it may be advisable to give a short introduction or to give the students a short list of recommended reading (e.g. the references listed in the session plan).

The students can also be directed to start by searching a Translation Studies database such as TSA online (<https://www.stjerome.co.uk/tsa/>) or Benjamins Translation Studies Bibliography (<http://benjamins.com/online/tsb/>), or a more general online search site.

Adaptations of the task

Instead of essays, students can be asked to prepare oral presentations for B. To avoid repetition in presentations, one can either add new topics or group the students in pairs or bigger groups depending on the size of the class (with relevant repercussions for assessment). To foster active dialogue among participants, these can also take the form of work-in-progress presentations prior to essay submission, or short results presentations once individual essays have been submitted.

HANDOUT

A

Write two short essays on the following topics:

1. Explain Schleiermacher's views on translation in relation to his historical and ideological environment.
2. Describe and analyse how Schleiermacher's ideas resonate in your translator training. For example, you can discuss the political or ideological basis of translating, the merits of particular translation strategies, or the role and status of different genres.

You can decide on the respective length of these two essays, but the overall length of your entire assignment needs to fall between 2000 and 3000 words.

B

Select one of the topics below and write an essay:

1. Schleiermacher's heritage in contemporary translation studies. Identify and discuss a number of contributions to modern (1980s onwards) to translation studies that are linked to German Romanticism (e.g. L. Venuti, A. Pym, A. Berman and/or others building on these).
2. The many faces of foreignisation. Identify 2-4 different approaches to foreignisation (within or outside translation studies) and analyse their differences and similarities.
3. Rereading Schleiermacher through the lens of intercultural communication. Use concepts developed within intercultural communication (e.g. social positioning; high/low context) to explain Schleiermacher's views on translation.
4. Schleiermacher meets contemporary translator training. Describe and analyse how Schleiermacher's ideas resonate in your translator training. For example, you can discuss the political or ideological basis of translating, the merits of particular translation strategies, or the role and status of different genres.