

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 9/30/08

Department/Division proposing course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number SPA 323

b. Title* Introduction to Spanish Translation

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Intro to Spa Translation

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER – Please explain: Lecture/Discussion/Practice

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3.0

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

Allows students to deepen their understanding of Spanish and English as they consider how best to translate structures, words, text, and discourse styles unique to each respective language while simultaneously acquiring a valuable and highly marketable skill. Translation tasks will be primarily from Spanish to English.

h. Prerequisite(s), if any:

SPA 310 completed (no concurrent enrollment)

i. Will this course also be offered through Distance Learning? YES NO

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus

3. Supplementary teaching component: N/A or Community-Based Experience Service Learning Both

4. To be cross-listed as: _____ / _____
Prefix and Number printed name Cross-listing Department Chair signature

5. Requested effective date (term/year): Fall / 2009

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6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
Each year Spanish students desiring to pursue professional opportunities in translation/interpretation ask about relevant courses. Given the increased professional opportunities for Spanish translators/interpreters and the surge in student interest, the department feels that a new 2-course sequence in translation/interpretation is quite timely.

9. a. By whom will the course be taught? Faculty from Dept. of Hispanic Studies
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
60 (20 per class x 3 sections across 2 semesters)
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
Although the course will be taught in Spanish and will require Spanish proficiency, students from all departments, especially heritage speakers, will be provided an opportunity to consider pursuing professional translation and interpretation. This course, in concert with 423, may lead to future employment in the field or possibly further training.

12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
 - relatively new – now being widely established
 - not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that will require this course:

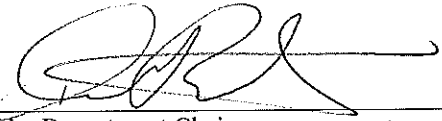
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†In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Alan V. Brown Phone: 257-7093 Email: alan.brown@uky.edu

20. Signatures to report approvals:

12/15/08 ANA RUEDA 
 DATE of Approval by Department Faculty printed name Reported by Department Chair signature

Handwritten notes:
 10/21/08
 11/21/08
 11/21/08

11/21/08 / Murray
 DATE of Approval by College Faculty printed name Reported by College Dean signature

3/3/2009 /
 * DATE of Approval by Undergraduate Council printed name Reported by Undergraduate Council Chair signature

/
 * DATE of Approval by Graduate Council printed name Reported by Graduate Council Chair signature

/
 * DATE of Approval by Health Care Colleges Council (HCCC) printed name Reported by Health Care Colleges Council Chair signature

/
 * DATE of Approval by Senate Council Reported by Office of the Senate Council

/
 * DATE of Approval by University Senate Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: SPA 323

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.
5. A&S Area Coordinator Recommendation:
APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE
6. A&S Education Policy Committee Recommendation:
APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7. _____
A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

**HISPANIC STUDIES / SPA 323
INTRODUCTION TO SPANISH TRANSLATION**

| | | | | | |
|----------------------|--|----------------|--|--------------------|--|
| Instructor: | | | | | |
| Office: | | E-mail: | | Class Time: | |
| Office Hours: | | Ph: | | Room: | |

This syllabus is available on the Hispanic Studies webpage: [http://www.??? \(website under construction\)](http://www.???)

COURSE PREREQUISITE: Completion of SPA 310 (no concurrent enrollment)

COURSE DESCRIPTION AND OBJECTIVES: The goal of SPA 313 is to improve each student's mastery and understanding of the Spanish language through the execution of basic translation tasks. This class has been designed to achieve the following fundamental objectives listed below from the learners' perspective:

Students will . . .

- develop an elementary understanding of essential considerations in translation studies theory and practice through reading and class discussion;
- understand the nature of *communicative* translation and its importance as compared to a direct, word-for-word approach;
- engage in short, targeted translation tasks from English to Spanish and vice-versa;
- confront problematic grammatical, discursive, and pragmatic issues and analyze them in depth as they compare the two languages during translation tasks.

This final objective, engagement in contrastive grammatical analysis, will enable students to deepen their understanding of Spanish and English as they consider how best to translate structures, words, text, and discourse styles unique to each respective language while simultaneously acquiring a valuable and highly marketable skill. Therefore, this class aims to help students develop a greater understanding of the Spanish language while providing exposure to fundamental considerations in translation studies as well as adequate practice so students can begin to appreciate the complexity and rigorous nature of professional translation.

REQUIRED COURSE MATERIALS:

- Lunn, P.V. & Lunsford, E.J. (2003). *En otras palabras: Perfeccionamiento del español por medio de la traducción*. Washington, D.C.: Georgetown University Press.
- Butt, J. & Benjamin, C. (2004). *A new reference grammar of modern Spanish*. 4th Ed. New York: McGraw-Hill.

Other Resources:

- An unabridged (ideally) Bilingual Dictionary, Spanish-English/English-Spanish (Collins, Simon & Schuster International, Larousse or Oxford).
- Free on-line dictionaries: www.rae.es; www.wordreference.com; www.spanishdict.com;
- Selected readings to be announced and posted on Blackboard.

COURSE METHOD: Class time will be devoted to a variety of activities in order to achieve the objectives mentioned above. Some days will be devoted to reviewing readings relative to Spanish/English grammar or basic translation practice and theory while others will be used exclusively for reviewing translations in groups, pairs, and as a class. Throughout the course it will be necessary to analyze in greater depth select grammatical principles in Spanish, or English, that could interfere with students' ability to produce an accurate translation, e.g., preterit/imperfect, subjunctive, etc. Students must complete all assigned readings and translations, or other written exercises, before class so that class time can be dedicated to the detailed discussion and review of these readings, translations, and written assignments. It will be crucial that each student own a large bilingual dictionary (ideally an unabridged edition) to facilitate written translations at home and in class. As the course attempts to deepen students' understanding of Spanish grammar while also developing a difficult skill, student progress will be evaluated in several ways. Contextualized grammar quizzes and tests will be given to assess grammatical understanding, including some traditional grammar items as well as short translation tasks, either fill-in-the-

blank or multiple choice. In order to assess students' dexterity in translating texts, students will put together a portfolio of the four translations they have completed throughout the semester including a final project described below that they will complete in groups of three. Classes will be conducted almost entirely in Spanish although given the nature of the subject matter English will also be used in reading, discussing, and translating texts from Spanish into English.

COURSE REQUIREMENTS:

Attendance. Because group/pair work, oral discussions of written work, and instructor/classmate feedback sessions will all take place during class time, attendance is mandatory. It is nearly impossible to perfect one's understanding and use of a foreign language by yourself, much less develop an extremely complex skill such as the ability to translate. Students are permitted **3 absences** for any reason and no documentation is required. Remember that the 3 permitted absences are intended to provide for such eventualities as illness (including trips to the university health clinic), family emergencies, minor car accidents, late nights, etc. and not for long weekends or vacations. Only very extreme circumstances (see University Senate Rules 5.2.4.2) may result in excused absences which must be accompanied by official written documentation. Unexcused absences, i.e. those lacking documentation and not defined by Senate Rule 5.2.4.2, beyond the 3 mentioned above will be penalized by **two percentage points per absence from the final grade**. Any arrivals of 25 minutes late or more will be counted as an absence. Every three tardies and/or early departures will count as one unexcused absence. Also, remember that quizzes can only be made up when students have an excused absence or are able to inform the instructor before their anticipated absence. If you must be absent, it is your responsibility to contact a classmate and find out what was done in the class you missed and what is due in the next class should the professor make changes to the daily schedule.

1. Homework/Written Work (15%). Homework assignments are to be ready **BEFORE** class and **NO** late homework will be accepted unless the homework was missed for an excused and documented reason as explained above. You need to have all assigned homework or any other written work ready to be turned in at the beginning of the class period for which it is due. **DO NOT** work on or finish homework during class. The syllabus outlines much of the homework to be completed but at times other written work will be assigned in class by the instructor. Should a student be absent s/he must contact a classmate to get the assignment since the student will be held responsible for all assignments whether s/he was present when they were assigned or not. Whenever you have an exercise due from *En otras palabras* you must correct your work using the grading key on Blackboard by clearly marking errors with a different color than the one in which you completed the exercise, i.e., using blue to correct black is not *different* enough. **This is a crucial step you must take to get full credit for homework exercises from *En otras palabras*.** All homework is graded for completion on a 3-point scale: 0 = not turned in, 1 = not 100% completed and/or not 100% corrected with different color pen or completed with unintelligible, illogical, or unduly abbreviated responses, 2 = 100% completed with some/no correction or 100% completed with responses reflective of minimal effort, 3 = 100% completed and corrected or 100% completed with full, appropriate responses reflective of necessary effort.

2. Class Participation (5%). Students will be expected to participate actively in all class activities whether they are class discussions, pair work, or translation feedback sessions. At least twice throughout the semester the instructor will give everyone a participation grade based on the level of participation shown during class. A rubric can be found in the on-line syllabus.

3. Mid-term Exam (15%). The mid-term exam will cover concepts from the readings on basic theory and practice in translation studies as well as grammar points from the textbooks and other readings. Short translation tasks will also be included in the form of fill-in-the-blank and multiple choice items. This test will be comprised of some or all of the following question types: multiple-choice, short answer, fill-in-the-blank, and short essay.

4. Translation Portfolio (45%). The portfolio will include all stages of the translation process and revisions of 3 (15% each) Spanish-English translations completed over the course of the semester as well as the journal entries that accompany each version of all 3 translations. On the day indicated in the course schedule, students will need to bring 4 examples of each text type (2 from each language) to begin work on that specific translation. Students will choose one of the Spanish texts to translate to English for their portfolio. The due dates noted on the daily schedule indicate when the professor will check students' progress on that particular translation. The final grade for each translation, including a grade for on-time submission of each individual translation, will be given when the entire portfolio is turned in toward the end of the

semester. This portfolio will reflect your individual progress as a translator while uncovering the process you adopted in producing the final product. Each translation should include the following:

- 1- the final “clean” version with no corrections **AND** a signature of a monolingual English speaker who has read the final version for awkward, non-English structures or word choice.
- 2- a copy of the original source text;
- 3- a translation brief following the format explained in class;
- 4- any parallel texts that you found and analyzed that helped you with issues of discourse-specific usage;
- 5- each version of your translation—including all feedback and comments from classmates/professor, even those handwritten on drafts;
- 6- a journal entry where you “think aloud” regarding your production of each version of the translation, including your thoughts on specific grammatical, discursive, lexical, or rhetorical problems you encountered; insights gleaned from addressing those problems, and any other impressions or thoughts that come to mind;

5. Final Translation Project (20%). This project will require students, in groups of three, to search out 7 published translations either in electronic or print media that have been produced and published in print or electronically for public use by a recognized business, organization, and/or agency. Within the U.S. context, most of the translations will have English as the source text and Spanish as the target text. However, students are to seek out at least 2 translations that have Spanish as the source text and English as the target text. The length of these 7 texts must fall within the following parameters for each group:

- Group A = 3 texts of 200-500 words,
- Group B = 2 texts of 50-200 words,
- Group C = 2 texts of 5-50 words.

NO text should exceed 500 words. Students are encouraged to search out a variety of text types in print or electronic media including advertisements, signs in stores and bathrooms, travel brochures, business letters, newspaper articles, etc. Students may also use portions of larger translations as long as the segment chosen for analysis is a coherent whole and is not fragmented. Each text must clearly be a translation from either English or Spanish and not simply an example of “poor” English or Spanish produced by a limited proficient speaker. All texts **MUST** have a source text for comparison. Only 2 of the 7 texts may come from the same source, e.g., website, newspaper, business. In all cases students must produce a copy of the source text **AND** the target text (translation), which in some cases may be a print-out of a digital picture taken of a sign, for example.

For each text, the pair of students will:

- 1) provide an extended translation brief describing the details of the geographical (Where was it found?), social (Who is the intended audience?), and discourse (What is its purpose?) context in which the translation appeared;
- 2) clearly identify/highlight on both texts those passages representing particularly problematic and/or impressively accurate translations at the word, phrase, sentence, or discourse level;
- 3) offer an analysis and explanation as to why those passages identified in number 2 are problematic or exceptionally accurate given the topic and context;
- 4) make recommendations to improve the translation if needed.
- 5) Prepare a 20 minute presentation in Spanish of your most interesting findings and analyses from a sampling of your texts.

This project will be turned in the day of the oral presentation and each group will receive one grade for the translation project while separate grades will be given for each individual’s performance during the presentation.

The following grading criteria will be used to determine your final grade for this course:

- A 90-100 B 80-89 C 70-79 D 60-69 E 59 and below

GRADE BREAKDOWN: The course grade will be determined as follows:

| | |
|-------------------------------|-----|
| Homework/Written Work | 15% |
| Class Participation | 5% |
| Mid-term Exam (1) | 15% |
| Translation Portfolio (4x10%) | 45% |

| | |
|----------------------------------|------------|
| <u>Final Translation Project</u> | <u>20%</u> |
| Total | 100% |

ACADEMIC INTEGRITY: All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website:
<http://www.uky.edu/USC/New/SenateRulesMain.htm>

TECHNOLOGY USE: Please be sure to power **OFF** all cell phones, pagers, ipods, and other electronic devices before entering class. If you choose to use a laptop during class to aid you in learning course material and achieving course objectives, please ensure that it does not interfere with your ability to focus on and participate in classroom activities such as teacher-led discussions or small group work.

Department of Hispanic Studies

SPA 323/Semester 20??

TENTATIVE SCHEDULE OF ASSIGNMENTS

** The instructor has the right to make any necessary changes to adapt the schedule to fit the progress of the class.

| DATE | IN CLASS | TO READ AND PREPARE BEFORE CLASS | TO TURN IN BY CLASS TIME |
|--------|---|---|--|
| Week 1 | Presentación del instructor; Actividad para romper el hielo; Introducción al curso; Actividad preliminar de traducción | ----- | ----- |
| Week 2 | Terminar Actividad preliminar de traducción; El uso del diccionario | <i>En otras palabras</i> , pp. 3-12 | Ejercicio 2, 4 (pp. 10-12) |
| | Introducción a la traducción: conceptos básicos | Lectura 1 de Blackboard: pp. 9-16 | Respuestas escritas a las preguntas en Blackboard |
| Week 3 | Introducción a la traducción: conceptos básicos; Recursos para los traductores | Lectura 2 de Blackboard: pp. 16-24, 96-97, 105 | Respuestas escritas a las preguntas en Blackboard |
| | Variación dialectal, registro; Presentación de Traducción 1: Propaganda | <i>En otras palabras</i> , pp.69-77 | Ejercicio 2, 3, 5 (pp. 76-77); Llevar ejemplos de textos en español (2) e inglés (2) de 250 a 500 palabras |
| Week 4 | El lenguaje de la publicidad; ADJETIVOS; Trabajar en Traducción 1: Propaganda | <i>En otras palabras</i> , pp. 79-86; <i>En otras palabras</i> , pp. 29-37 | Ejercicio 1, 3, 4 (pp. 84-85); Ejercicio 1, 5, 6 (pp. 35, 37) |
| | <i>What everyone should know about translation</i> ; ADJETIVOS; Trabajar en Traducción 1: Propaganda | Lectura 3 de Blackboard; <i>A new reference</i> , pp. 47-68 | Respuestas escritas a las preguntas en Blackboard |
| Week 5 | SER/ESTAR; Trabajar en Traducción 1 | <i>En otras palabras</i> , pp.39-47; <i>A new reference</i> , pp. 419-427 | Ejercicio 1, 5 (pp. 45-47) |
| | El lenguaje de los negocios; Presentación de documentos comerciales | <i>En otras palabras</i> , pp.87-97 | Ejercicio 1, 3 (pp. 93-94, 95-96); Llevar ejemplos de textos en español (2) e inglés (2) de 250 a 500 palabras Entregar Traducción 1: Propaganda |
| Week 6 | SUBJUNTIVO | <i>En otras palabras</i> , pp.57-65; <i>A new reference</i> , pp. 245-261 | Ejercicio 1, 2, 3 (pp. 63-64) |

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|---------|---|--|---|
| | SUBJUNTIVO | <i>A new reference</i> , pp. 261 (16.7)-276 | Ejercicio 6 (p. 65) |
| Week 7 | SUBJUNTIVO | <i>A new reference</i> , pp. 276 (16.13)-285 | |
| | ARTICULOS | <i>A new reference</i> , pp. 27-46 (3.2) | |
| Week 8 | Presentación de Traducción 2: Entrevista | | Llevar ejemplos de textos en español (2) e inglés (2) de 250 a 500 palabras |
| | Trabajar en Traducción 2: Entrevista; Explicación del proyecto final y la presentación—Colaboración en grupos | | |
| Week 9 | Examen Parcial | Estudiar para el examen | |
| | La narración I; Trabajar en Traducción 2: Entrevista | <i>En otras palabras</i> , pp.13-20 | Ejercicio 1-4 (pp. 17-19) |
| Week 10 | La narración II; EL PRESENTE | <i>En otras palabras</i> , pp. 21-28; <i>A new reference</i> , pp. 205-209 | Ejercicio 1-4 (pp. 27-28) |
| | Presentación de Traducción 3: Artículo periodístico; EL PASADO | <i>A new reference</i> , pp. 209-218 | Llevar ejemplos de textos en español (2) e inglés (2) de 250 a 500 palabras; Entregar Traducción 2: Entrevista |
| Week 11 | VOZ PASIVA Y EL PRONOMBRE <i>SE</i> | <i>En otras palabras</i> , pp.49-56 | Ejercicio 1-3, 5 (pp. 54-56) |
| | VOZ PASIVA Y EL PRONOMBRE <i>SE</i> ; Trabajar en Traducción 3: Artículo periodístico | <i>A new reference</i> , pp. 401-409 | |
| Week 12 | VOZ PASIVA Y EL PRONOMBRE <i>SE</i> ; Trabajar en Traducción 3: Artículo periodístico | <i>A new reference</i> , pp. 409 (28.3)-418 | |
| | FUTURO/CONDICIONAL | <i>A new reference</i> , 218-224 | |
| Week 13 | TIEMPOS COMPUESTOS; Trabajar en Traducciones 1-3 | <i>A new reference</i> , 224 (14.8)-235 | Entregar Traducción 3: Artículo |

| | | | |
|---------|--|--|--------------------------------|
| | | | periodístico |
| | Trabajar en proyecto final/Carpeta de traducciones: asesoramiento del profesor | | |
| Week 14 | Trabajar en proyecto final/Carpeta de traducciones: asesoramiento del profesor | | |
| | Presentaciones orales del proyecto final | | Entregar Proyecto final |
| Week 15 | Presentaciones orales del proyecto final | | Entregar Proyecto final |
| | Presentaciones orales del proyecto final | | Entregar Proyecto final |
| | **Entregar Carpeta de traducciones 1 a 3 con todos los materiales en el orden requerido** | | |