

## 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 423

b. Title\* Advanced Spanish Translation

\*If title is longer than 24 characters, offer a sensible title of 24 characters or less: \_\_\_\_\_

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:

As a follow-up to SPA 323, students will perform translations from English to Spanish and will also engage in interpretation. Students will deepen their understanding of basic translation theory and will receive orientation as to professional certifications and employment opportunities

h. Prerequisite(s), if any:

SPA 323 Introduction to Spanish Translation completed (new course proposal), 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



APPLICATION FOR NEW COURSE

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

17. [X] 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. If the 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
DATE of Approval by Department Faculty

ANA RUEDA
Reported by Department Chair
signature

11/21/08
DATE of Approval by College Faculty

L. Baehas
Reported by College Dean
signature

4/30/09
\* DATE of Approval by Undergraduate Council

SHARON GILL
Reported by Undergraduate Council Chair
signature

\* DATE of Approval by Graduate Council

/
Reported by Graduate Council Chair
signature

\* DATE of Approval by Health Care Colleges Council (HCCC)

/
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 423

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 Educational 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](mailto:biglieri@email.uky.edu) 257-4640

Date: 3/31/09

**HISPANIC STUDIES / SPA 423  
ADVANCED SPANISH TRANSLATION**

<b>Instructor:</b>	<b>Dr. Alan V. Brown</b>			
<b>Office:</b>	POT 1127	<b>E-mail:</b> alan.brown@uky.edu	<b>Class Time:</b>	
<b>Office Hours:</b>		<b>Ph:</b> 257-7093	<b>Room:</b>	

This syllabus is available on the Hispanic Studies webpage under Undergraduate Studies and Syllabi/Homework: [http://www.as.uky.edu/academics/departments\\_programs/HispanicStudies/HispanicStudies/Undergraduate/Pages/SyllabiAssignments.aspx](http://www.as.uky.edu/academics/departments_programs/HispanicStudies/HispanicStudies/Undergraduate/Pages/SyllabiAssignments.aspx)

**COURSE PREREQUISITE:** Completion of SPA 323 (no concurrent enrollment)

**COURSE DESCRIPTION AND OBJECTIVES:** In contrast to the introductory translation class (SPA 323), this class will present a more substantial challenge to students' knowledge of Spanish vocabulary and grammar for several reasons: 1) more emphasis will be placed on translating source texts from English to Spanish, 2) students will also be asked to select a "specialty" genre or text type from which they will produce several translations, and 3) students will engage in interpretation tasks of all types, consecutive, simultaneous, text/sight interpretations. While students will continue perfecting their mastery and understanding of the Spanish language as they did in the introductory course, the tasks they will undertake in this course require a greater degree of Spanish proficiency than is needed in SPA 323. Likewise, this course will introduce students to the profession formally by addressing many issues not touched on in the introductory course, for example, benefits and limitations of machine translation, various professional certifications, state and federal regulations for translators/interpreters, professional ethics within the field (particularly translator and interpreter assessment practices), and, finally, exposure with active professionals and companies who employ professional translators. Therefore, the following learner outcomes have been identified for this course:

Students will . . .

- produce predominantly English-Spanish translations whereby they will translate from English to Spanish;
- engage native, i.e., Spanish-dominant, speakers in the review of their target texts' to ensure accuracy and appropriateness;
- familiarize themselves thoroughly with the technical vocabulary and usage patterns of a specific genre, text type or content domain of their choice;
- understand and experience the rigors of short, targeted interpretation tasks, consecutive and simultaneous, from Spanish to English;
- discuss and appreciate the many issues students must consider as a future professional in the field such as required certifications, professional ethics, useful resources, etc.
- review and deepen their understanding of essential theoretical considerations in translation studies theory and practice through readings and class discussions, some of which will result from translation work;

**REQUIRED COURSE MATERIALS:**

- Primary Textbook:  
Albir, A.H. (1999). *Enseñar a traducir: Metodología en la formación de traductores e intérpretes*. Madrid: Edelsa Grupo Didascalía.
- Hervy, S., Higgins, I., & Haywood, L.M. (1995). *Thinking Spanish Translation*. New York: Routledge.
- Selected Readings to be distributed from the following sources:  
Colina, S. (2003). *Translation teaching: From research to the classroom*. Boston: McGraw-Hill. **Readings #2, 3**  
Labrum, M. (1991). What everyone should know about translation. *ATA Chronicle*, 20, 7, 1, 21-22. **Reading #1**  
Lacorte, M. (Ed.). (2007). *Linguística aplicada del español*. Madrid: Arco/Libros. **Reading #4**  
Nicholson, N.L.S. (2002). Interpretation. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (443-456). Oxford: Oxford University Press. **Reading #6**  
Roberts, R. P. (2002). Translation. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (429-442). Oxford: Oxford University Press. **Reading #5**

- An unabridged (ideally) Bilingual Dictionary, Spanish-English/English-Spanish (Collins, Simon & Schuster International, Larousse or Oxford).

#### Other Resources and Reference Material:

- Free on-line dictionaries: [www.rae.es](http://www.rae.es); [www.wordreference.com](http://www.wordreference.com); [www.spanishdict.com](http://www.spanishdict.com);
- Butt, J. & Benjamin, C. (2004). *A new reference grammar of modern Spanish*. 4<sup>th</sup> Ed. New York: McGraw-Hill.

**COURSE METHOD:** While some of class time will be dedicated to small group and whole class discussion of assigned readings and difficult grammar principles, a significant portion of time will be devoted to hands-on practice with the translation of written and oral texts. Some of these texts will be brought in by the professor while others will be those selected by students which meet the criteria outlined by the professor. Given the fact that the ability to translate accurately and efficiently is a skill acquired only after abundant practice, repetition, and feedback, students will be given class time to work on translations to complete projects and homework with guidance from peers and their instructor. Hence, students are encouraged to take full advantage of all opportunities to work on translations in class when time is allotted and their participation grade will reflect these efforts. As difficult grammatical structures arise while working on translations, the professor will assign readings from the reference book and will use class time to discuss them. It is **CRUCIAL** that each student own a large and extensive bilingual dictionary (ideally an unabridged edition) to facilitate work at home and in class. For this reason, students **must have their dictionary in class every day**. The presence of students' dictionaries in class will weigh heavily in determining their participation grade. Since translation skills at all levels are not developed nor executed without additional materials or aids, students' learning and skill development will not be assessed through sit-down, timed tests rather through portfolios and projects that reveal the process students followed to arrive at their final product. Classes will be conducted almost entirely in Spanish although given the nature of the subject matter English will also be used when necessary in reading, discussing, and translating texts.

#### 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 (10%).** Homework assignments are to be ready **BEFORE** class and **NO** late homework will be accepted. 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. Given the nature of translation and interpretation tasks where multiple renderings of a text may be necessary and multiple translations may be valid, homework is graded for completion rather than strictly for accuracy on a 3-point scale: 0 = not turned in when requested regardless of reason, 1 = not 100% completed or 100% completed with unintelligible, illogical, or unduly abbreviated responses/translations, 2 = 100% completed with responses/translations reflective of minimal effort, 3 = 100% completed with full, appropriate responses/translations reflective of necessary effort and thought.

**2. Class Participation (10%).** 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, focusing especially on whether students have their dictionaries on hand and whether students actively work on translations when time is given to do so. A rubric can be found below and in the on-line syllabus.

**3. Interpretation Project (25%).** This project has 2 parts that students need to complete: 1) Each student will be expected to spend a total of 5 hours volunteering as an interpreter under the guidance/direction of a professional interpreter/mentor, at a local school, business, library, governmental agency, horse farm, etc.\* Students must inform the instructor of where they plan on fulfilling these hours and must receive authorization from the instructor before they begin their volunteer work. As part of this portion of the assignment you must keep a journal logging in the day and times you volunteered, the nature of the activities you engaged in, your reactions/reflections on what you did as well as a detailed description of difficult structures or unknown words you overheard or encountered while interpreting yourself; 2) Students will need to interview, by telephone or in person, a professional interpreter or translator regarding their occupation. Interview questions should focus on the specific linguistic and cultural difficulties that sometimes arise while working as a paid translator/interpreter. Potential questions for the interview will be covered in class and students must turn in a detailed summary of the interview following guidelines provided by the instructor.

\*The instructor will provide a “safe” list of appropriate resources and people to contact to complete this assignment, but those who are aware of other opportunities may use them with prior approval from the instructor.

**4. Translation Portfolio (30%).** The portfolio will include all stages of the translation process and revisions of 3 (10% each) translations specific to a particular discipline or domain (e.g., advertisements, instruction manuals, newspapers, magazines, textbooks, literature, etc.) completed over the course of the semester as well as all journal entries for each translation. On the days indicated in the course schedule, students will need to bring three potential source texts, one of which they will work on translating that same day after receiving authorization from the instructor. The first translation will be from Spanish to English while the second and third will be from English to Spanish and all three must be from the specific domain chosen by the student. Each source text must be between 400 and 500 words. Students’ translations will receive three grades broken down as follows: 1) the first version as produced by the student without feedback (35%), 2) the final version as it appears in the portfolio after receiving instructor feedback (50%), 3) the inclusion of all materials in the portfolio related to the translation as listed below (15%). This portfolio will reflect your individual progress as a translator while uncovering the process you adopted in generating the final product. The portfolio will be divided up by translation and must include the following for each translation:

1- the final “clean” version with no corrections **AND** a signature of a native Spanish speaker, ideally monolingual, who is familiar with your chosen domain/text type and who has read the final version for awkward, non-native Spanish structures or word choice.

2- a clean 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. Group Project (25%).** This project will require students, in pairs, to search out 5 published translations of 400-500 words either in electronic or print media that have been produced and published for public use by a recognized business, organization, and/or agency. Among the 5 translations students must include only one translation that has Spanish as the source text and English as the target text, at least two that fall within the students’ chosen specialty domain as identified for the translation portfolio, and only one audiovisual translation in the form of subtitles, dubbing, or a voice-over dubbing (e.g., American movies dubbed over in Spanish or vice-versa).

Students may use portions of larger translations as long as the segment chosen for analysis is a coherent whole and is not fragmented. The direction of translation must be clearly discernible and students must include both texts in their final project, the source text and the target text. All 5 texts must come from different sources.

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) if needed, make recommendations to improve the translation.

Each pair of students will receive one grade for the translation project.

**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	10%
Class Participation	10%
Interpretation Project (1)	25%
Translation Portfolio (3x10%)	30%
Group Project	25%
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/rules\\_regulations/index.htm](http://www.uky.edu/USC/New/rules_regulations/index.htm). The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.

**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.

**DISABILITY ACCOMODATIONS:** If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)).



## PARTICIPATION GUIDELINES

Participation # \_\_\_\_\_

Date \_\_\_\_\_

Name: \_\_\_\_\_

GRADE: \_\_\_\_\_ / 50

1. Arrived for class on time **with dictionary** in hand and **with homework** already completed and ready to discuss with classmates.

10 Always      9 Almost Always      8 Most Times      7-6 Sometimes      5-0 Rarely/Never

2. Demonstrated **appropriate use of Spanish and English** during class ensuring to follow the instructor's lead as far as language choice.

10 Always      9 Almost Always      8 Most Times      7-6 Sometimes      5-0 Rarely/Never

3. **Initiated** oral interaction by responding to classmate's comments in addition to responding to instructor's questions **without being called on**.

10 Always      9 Almost Always      8 Most Times      7-6 Sometimes      5-0 Rarely/Never

4. **Participated actively, meaningfully, and as frequently** as possible in small group and class activities/discussions by presenting his/her thoughts and ideas.

10 Always      9 Almost Always      8 Most Times      7-6 Sometimes      5-0 Rarely/Never

5. Demonstrated an attentive, alert, and engaged attitude during class by taking full advantage of class time as demonstrated by **consistent on-task behavior**.

10 Always      9 Almost Always      8 Most Times      7-6 Sometimes      5-0 Rarely/Never

\*\* If students are dissatisfied with their participation grade, they should contact their instructor immediately and resolve the discrepancies with him/her. Participation is 10% of your total grade.

**Department of Hispanic Studies**  
**Advanced Translation**  
**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.

<b>DATE</b>	<b>IN CLASS</b>	<b>TO READ/PREPARE, OR TURN IN, BY CLASS</b>
Week 1	Introduction to the course and its various components; Translation Worksheet; Use of the dictionary	-----
Week 2	Introduction to Basic Concepts in Translation: Readings #1, 2; Class Translation #1: Spanish to English	Readings #1, 2 with questions completed
Week 3	Class Translation #1; Introduction to Basic Concepts in Translation: Reading #3; Introduction to Translation #1: Spanish to English	Assigned Segments of Class Translation #1; Reading # 3 with questions completed; Bring 3 Spanish source texts of your particular domain for Translation #1
Week 4	On-line resources for translators and pros/cons of machine translation; Class Translation #1; <i>Enseñar a traducir</i> , 4.1-4.3.4 (pp. 22-27); Reading #4; Work on Translation #1	Assigned Segments of Class Translation #1; Reading # 4 with questions answered
Week 5	Class Translation #1; <i>Enseñar a traducir</i> , 5.1-5.1.3.3 (pp. 29-37); Work on Translation #1	Assigned Segments of Class Translation #1; <b>Translation #1 Due</b>
Week 6	<i>Enseñar a traducir</i> , 5.1.4-5.3.5 (pp. 37-44); Introduction to Translation #2: English to Spanish; Class Translation #2	Bring 3 Spanish source texts of your particular domain for Translation #2
Week 7	<i>Enseñar a traducir</i> , 1.1.1-1.3 (pp. 59-65); Class Translation #2; Work on Translation #2; Work on Group Projects	Assigned Segments of Class Translation #2
Week 8	<i>Enseñar a traducir</i> , 3.1-3.3 (pp. 87-90); Class Translation #2; Work on Translation #2; Work on Group Projects	Assigned Segments of Class Translation #2 <b>Translation #2 Due</b>
Week 9	Work on Group Projects Introduction to Translation #3: English to Spanish; Class Translation #3	Bring 3 Spanish source texts of your particular domain for Translation #3
Week 10	Class Translation #3; Work on Translation #3; Reading #4 Interpretation: <i>Enseñar a traducir</i> , 1.1.1-1.1.1.4 (pp. 196-199)	Assigned Segments of Class Translation #3 <b>Group Projects Due</b>

Week 11	Class Translation #3; Interpretation; Reading #6	Assigned Segments of Class Translation #3; Reading #6 with questions answered <b>Translation #3 Due</b>
Week 12	Interpretation: <i>Enseñar a traducir</i> , 1.2-1.3 (pp. 200-206)	Interpretation Assignment
Week 13	Professor Consultations for Translation Portfolio or Interpretation Project	<b>Translation Portfolio Due</b>
Week 14	The Profession: Certifications, Employment Opportunities, and Remuneration	
Week 15	The Profession: Ethics, Specialization, and Guest Speaker	<b>Interpretation Project Due</b>