



**SPAN 4740 SPANISH TRANSLATION/INTERPRETING II**  
**Spring 2014**  
**HYBRID MW 10:30-11:20am**  
**EH 106**

**Instructor:** Dr. Isabel Asensio  
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**Office hours:** MW 1-3pm or by appointment  
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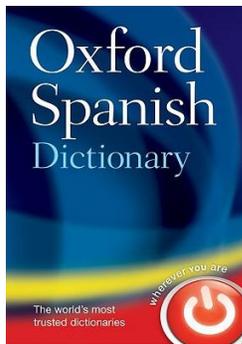
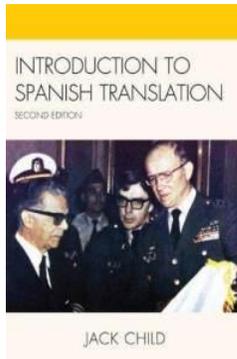
**COURSE DESCRIPTION AND OBJECTIVES**

**Prerequisites:** a strong command of spoken English and Spanish, as well as a solid knowledge of English and Spanish grammar.

This course is focused on the history, theory, and advanced practice of **English to Spanish translation**. The main goal of this course is to improve both students' writing skills and language fluency through the practice of English to Spanish translation. This course is to be **intensely practical**: students will work on a variety of grammar exercises and translation exercises every week (literary texts, letters, legal documents, newspapers, commercial advertisements, and other materials), which will require a time commitment on the students' part. Some translation exercises will be individual; others will be in pairs or groups. By the end of the semester, I expect students to have a better knowledge of the English to Spanish translation process.

**Note:** This is a **CEL course** that means students are required to do a service project in the community. More information is provided below under course requirements. This is also a **hybrid course** that means we will meet two days face to face. The third day will be online. There are a number of assigned online activities that students will have to complete on their own. More information and a calendar of online assignments are provided on Canvas.

## REQUIRED TEXTBOOKS



1. Child, Jack. *Introduction to Spanish Translation*. U. P. of America, 1992.
2. *Speed Up Your Spanish. Strategies to Avoid Common Errors*. Muñoz-Basols, J. et. al. New York: Routledge, 2010.
3. An English-Spanish dictionary. The *Oxford Spanish Dictionary* is highly recommended.
4. Handouts, provided via Canvas and/or e-Reserve.

**Note:** Aside from the dictionary that is highly recommended for this course, you may also find it necessary at times to visit online dictionaries or to visit the reference section of the library, which contains a number of more specialized dictionaries for colloquialisms, idiomatic expressions, commercial language, etc.

## COURSE REQUIREMENTS

### Attendance and participation

Students are expected to actively read the material specified on the syllabus, to do the assignments in advance, and to be prepared for class discussions and other translation activities. This component of the course is important not only because it is worth a considerable percentage towards the final grade, but also because exams will be based on all the material covered during class. Given this, regular attendance is **obligatory**. Excessive absence, more than six unexcused absences, will result in a failure of the course. It is also essential to be on time; three tardiness (10 minutes) will result in one unexcused absence. Always let me know **in advance** if you need to miss a class due to a reasonable reason (honeymoons, family vacations/reunions, outdoors sports...are NOT reasonable reasons).

### Homework

Below, a detailed weekly syllabus lists the assignments students are to complete from *Speed Up Your Spanish* and other translation exercises. This calendar is also posted on Canvas because homework is to be submitted online (via Canvas). When a file upload is required, please use a standard type of file such as Microsoft Office (Word). Late assignments, and therefore late submissions, will NOT be accepted or graded. Exceptions to this policy must be arranged beforehand.

### Weekly quizzes

Quizzes will be given to encourage regular attendance and participation. There will be 7 quizzes. These quizzes will be short and will be based on the contents of the textbook (*Introduction to Spanish Translation*) and/or on the grammar and vocabulary exercises of *Speed Up Your Spanish*. NO make-up quizzes will be given.

### Exams

There will be three exams, including a final exam, equally weighted. The use of a dictionary will be permitted for some sections of the exam. NO make-up exams will be given.

### Translation project

Each student will work on a translation project throughout the semester. This will be a community-service project. There are many community partners that are in constant need of translators. The student will be responsible of looking for a community partner, and for texts that need to be translated. In addition, **the student is required to register his/her project and service hours with the Center for Community Engaged Learning** (more details to come). Ideally, students will have set a community partner or partners (the agency cannot be related to your job or family business) and a project by the end of the first month into the semester at the latest, so that you may consult with me about your translations during the rest of the semester. The minimum number of hours to spend on these translations and project is **20 hours**, spread out throughout the semester. A copy of

all your translations as well as the original texts must always be provided to the instructor. There are several important forms that students will have to fill out and sign as part of this community-service translation project. **Students are also required to submit a proposal for a poster presentation during the CCEL annual Service Symposium.** More details to be provided in the “Translation Project Guidelines” handout.

**Note:** Keep all your translations and original texts, forms, and other documents in a translation project portfolio, which will be turned in at the end of the semester. Late projects will be docked down one full letter grade for each calendar day late.

### Field trip

Towards the end of the semester (date TBA) there may be a field trip to the Translation Division offices at the LDS Convention Center. This field trip is obligatory and you must be prepared for it, which includes having a number of questions to ask during the visit. Please, plan ahead. If you need an excuse note from me, I will be happy to provide it for you; just let me know ahead of time.

## FINAL GRADE BREAKDOWN

Attendance and participation-----10%  
 Homework-----10%  
 Weekly quizzes-----15%  
 Exams (10% each x 3)-----30%  
 Field trip-----5%  
 Translation project-----30%

A 94-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	
	B 84-86.9	C 74-76.9	D 64-66.9	E 59.9-0
A- 90-93.9	B- 80-83.9	C- 70-73.9	D- 60-63.9	

## CLASS POLICIES

### Academic dishonesty

You are expected to adhere strictly to the WSU Student Code. Academic dishonesty includes, but it is not limited to, cheating and plagiarism. It will not be tolerated in this class. If you have any questions regarding this, you may visit the link: <http://documents.weber.edu/ppm/6-22.htm>. **The penalty for academic dishonesty in this course is failure on the assignment or the course, depending on its severity.**

### Mobile phones

Please, set your phone to vibration mode. If you have to answer a phone call, do it outside the classroom. Text messaging is absolutely prohibited in this course.

## OTHER IMPORTANT INFORMATION

### **Disability accommodation**

PPM 3-34 notes: “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation.” The contact number for Services for Students with Disabilities is 626-6413.

### **Emergency closure**

If for any reason the university is forced to close for an extended period of time, I will conduct our class via Canvas. I will expect you to look for announcements on a daily basis to keep up with coursework. Assignments will be posted with clear instructions and due dates. Discussions will be made via Canvas to allow you to interact with other students and me about course material. It is imperative that I am able to contact you and that I have accurate contact info on you. You are responsible for checking your Weber e-mail or for having Weber messages forwarded to accounts you do check daily.

### **Department assessment policy**

The Department of Foreign Languages requires a final portfolio from all graduating majors during the last semester of their senior year. If you are a major or a minor, or are even considering becoming a foreign language major, please save (on a computer disk, if possible) at least one example of your best work from this class and all other language classes you take towards fulfillment of your major.

### **Core Beliefs**

Students are to determine, before the last day to drop courses without penalty, if any course requirements conflict with their core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student’s request must articulate the burden the requirement would place on the student’s beliefs.

### **Important Dates**

Wait listing will be turned off Thursday January 9, 2014.

Last Day to Cancel Courses: January 27, 2014 (Full Semester classes).

Graduation Deadline: February 14, 2014.

Last Day to declare CR/NC or Audit or Withdraw: March 25, 2014 (Full Semester classes).

Graduation/Commencement: April 25, 2014.

**TENTATIVE WEEKLY SYLLABUS**  
(Subject to the changes that the instructor may consider appropriate)

	<b>Dates</b>	<b>Topic</b>	<b>Assignment due</b>
1	Jan. 6	Introducción al curso Child, Capítulo 1	
	Jan. 8	Child, Capítulo 2	Child: leer el capítulo 2
	Jan. 10 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicios 1 y 2, págs. 9 y 10
2	Jan. 13	Child, Capítulos 3 y 4	Child: leer capítulos 3 y 4
	Jan. 15	Práctica de traducción Quiz 1	
	Jan. 17 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicios 5.1 y 6, págs. 24 y 26
3	Jan. 20	<b>MLK Day—HOLIDAY</b>	
	Jan. 22	Child, Capítulos 5 y 6	Child: leer capítulos 5 y 6
	Jan. 24 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicios 7 y 8, págs. 31-32
4	Jan. 27	Child, Capítulos 7 y 8	Child: leer capítulos 7 y 8
	Jan. 29	Práctica de traducción Quiz 2	<b>Fecha límite para concretar el proyecto de traducción</b>
	Jan. 31 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicios 2 y 4, págs. 50 y 52
5	Feb. 3	Child, Capítulos 9 y 10	Child: leer capítulos 9 y 10
	Feb. 5	<b>EXAMEN 1</b>	<b>Prepárate para el examen</b>
	Feb. 7 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicios 1 y 3, págs. 67-69
6	Feb. 10	Child, Capítulos 11 y 12	Child: leer capítulos 11 y 12
	Feb. 12	Práctica de traducción Quiz 3	
	Feb. 14 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicios 4 y 7, págs. 83 y 86
7	Feb. 17	<b>President's Day—HOLIDAY</b>	
	Feb. 19	Child, Capítulos 13 y 14	Child: leer capítulos 13 y 14
	Feb. 21 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicios 3 y 4, págs. 104-105
8	Feb. 24	Child, Capítulos 15 y 16	Child: leer capítulos 15 y 16
	Feb. 26	Práctica de traducción	

		Quiz 4	
	Feb. 28 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicio 1, pág. 118
9	Mar. 3	Child, Capítulos 17 y 18	Child: leer capítulos 17 y 18
	Mar. 5	Práctica de traducción Quiz 5	
	Mar. 7 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicio 5, págs 123 y 124; ejercicio 6, págs. 132 y 133
10	Mar. 10	<b>SPRING BREAK</b>	
	Mar. 12	<b>SPRING BREAK</b>	
	Mar. 14	<b>SPRING BREAK</b>	
11	Mar. 17	Child, Capítulos 19 y 20	Child: leer capítulos 19 y 20 <b>Abstract Submission Form for CCEL Symposium due</b>
	Mar. 19	<b>EXAMEN 2</b>	<b>Prepárate para el examen.</b>
	Mar. 21 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicio 7, págs. 137-139 <b>Notification of the acceptance/rejection of your project for CCEL Symposium</b>
12	Mar. 24	Child, Capítulos 21 y 22	Child: leer capítulos 21 y 22
	Mar. 26	Práctica de traducción Quiz 6	
	Mar. 28 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicio 1, págs. 156-157
13	Mar. 31	Child, Capítulos 23 y 24	Child: leer capítulos 23 y 24
	Apr. 2	Práctica de traducción Quiz 7	
	Apr. 4 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicio 4, pág. 170
14	Apr. 7	Práctica de traducción	
	Apr. 9	Práctica de traducción	
	Apr. 11 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicio 6, págs. 175-177
15	Apr. 14	Práctica de traducción	
	Apr. 16	<b>CCEL Symposium—No class</b>	
	Apr. 18 <b>ONLINE</b>		<i>Speed Up</i> : hacer ejercicio 2, pág. 193
16	Apr. 21	<b>EXAMEN 3</b>	<b>Prepárate para el examen</b> <b>Entrega del portfolio del proyecto de traducción</b>