Introduction

Objectives:
Upon successful completion of this course, students will be able to:
1. Apply their semiotic knowledge and skills to solve translation problems at the basic level.
2. Apply their encyclopedic, bicultural and thematic knowledge to solve translation problems at the basic level.
3. Apply basic strategies and techniques to solve translation problems at the basic level.
4. Use basic documentation resources to solve translation problems at the basic level. of the register being used and, who the intended audience is. One must be prepared to dedicate significant time outside of the classroom on each assignment if one wants to develop these skills.
5. Apply their knowledge of the translation process and their psychosocial skills to work collaboratively in translation tasks.
6. Strategically combine all their knowledge and skills to complete written translations and interpretations of a low specialization level from and into their B language.

Description:
This course is an introduction to the field of translation. It is practical in nature and focuses on direct and reverse English-Spanish translation and interpretation. Students are presented with basic concepts related to translation such as translation types, strategies and techniques, and the phases of the translation process. These concepts are discussed and applied to a variety of translation/interpreting situations. This course is designed to facilitate learning through the students’ active participation in individual and collaborative activities.

The first half focuses on translation of a variety of materials. In the second half of the semester, we will focus on interpretation using a variety of recorded documents. For both phases we will examine of the challenges that can arise when doing this work. At the end of the course, each student will complete a translation piece as well as an interpretation piece, approved by the instructor showcasing each students skills.

Information about the Instructor

Professor: Andrea R. Purdy

Officina - Clark C109
Office Hours - In Office MW 1:30-2:30; F 10:30-11:30
Online TR 9:00-10:30 and W—2:30—3:30. OR by appointment. Online hours via Calendly Link also include pre — and re-evaluation for Education Abroad questions.

Email - Andrea.Purdy@Colostate.Edu
Email is the easiest way to get a hold of me and you can also write via Canvas email.

Teléfono
(970) 491-2888
Explanation of Assignments

Translation Exam 20%
There will be one partial written exam during the semester - October 15
Portfolio—30%:
The portfolio is a compilation of all the final tasks (13).
Expectations
Students will submit TWO versions of each final task.
The first version will be the task submitted through Canvas before class. After discussing the task, students will use the discussion and other relevant resources to create a second version of the task (final). For written tasks, students will submit ONE electronic text document and use the Track Changes function in MS Office Word or a similar software to create the second version (see the template provided by the professor). For audio final tasks, students will include, in the same text document, TWO video files 1st Attempt and Final Attempt all in “Bongo”.
Translation Project - 20%
The student will select what they wish to translate—a chapter from a novel/short story, an article or any other documents that is of interest to the student. There must not be a translated version of this text. Format—double-spaced (not hand written), three pages long. The title of the work and a brief summary of the content is due September 24. A draft will be due October 22 and to be turned in along with the final version (with tracking changes showing & a clean version due December 3.
Interpretation Project 30%
(in groups of three)
The students will select an oral text in Spanish -15 minutes in length hat consists of two people speaking. One person will serve as the interpreter (each has to be 3-4 minutes in length, then switch and another member of the team interprets for 3-4 minutes and then the final person does the last part for a total of 15 minutes. Each student will also turn in an analytical commentary—one page about challenges encountered while working on the text. The groups must turn in the title and a link to the work by October 29. The final version is due December 10 in Bongo

Thoughts on translation

“Language too is an instrument, and each language has its own logic. I believe that the process of rendering from language to language is better conceived as a “transposition” that as a “translation,” for “translation” implies a series of word-for-word equivalents that do not exist across language boundaries any more than piano sounds exist in the violin. ” - John Cicardi

Grade Distribution & Grading Scale

Evaluation
Translation Project -20%;
Interpretation Project-30%;
Exam on Translation -20%;
Portfolio -30%
Grading Scale
A+ 97-100
A 93-96
A- 90-92
B+ 87-89
B 83-86
B- 80-82;
C+ 77-79
C 73-76
D 60-72
F 0-59

Notice
For every hour in class, it is expected that two hours of preparation will be done outside of class.
All work must be turned in via computer, double-spaced, (no hand written texts will be accepted). Any changes made to the course will be done with one week of anticipation.

Expectations

Prior preparation of readings and homework along with active participation in class along with regular attendance are key to succeeding in class. This will help when it comes to discussing translation and interpreting issues encountered and any other questions that may arise.
Please don't hesitate to ask questions and seek help if you are unsure about any assignment. Missing class frequently will affect your ability to keep up with the class and understand the material.
Academic Integrity

This course will follow the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code.

Plagiarism in the translation classroom includes the use of machine translation systems and help from peers, native speakers, and professors. You may not submit work from a prior class (self-plagiarism). Wikipedia and similar web resources, i.e. resources where the author is unknown or is not an expert in the topic, will not be considered as highly reliable resources. This type of resource can be used at the beginning of the translation process, but later more reliable resources must be consulted. The recommended online and printed translation resources are included at the end of the syllabus.

You will be given the opportunity to use the following HONOR PLEDGE on selected assignments in the class:

"I give my word of honor that I have neither given nor received any unauthorized assistance on this assignment." Signed__________________________ (This pledge should be written at the bottom of all assignments, quizzes, exercises, essays and/or exams for the class.)

*NOTE: A student’s decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student’s grade.

Academic Integrity Resources:
- How to avoid plagiarism: http://writing.colostate.edu/guides/teaching/plagiarism/
- How to cite your work: http://writing.colostate.edu/guides/

More Information

Note: It is your responsibility to read and familiarize yourself with the syllabus and the layout of the course. Ask questions right away. Don’t wait until the last minute or the end of the semester.

Make-up Policy:
Absences will be excused only in the case of verifiable illness or other legitimate emergency (with supporting documentation from Student Case Management). Assignments will not be accepted after the due date and no make-ups will be allowed unless the absence is excused.

NOTE: By staying in the class you indicate you have read the syllabus and agree to fulfill the assignments that are indicated. To earn an A in this course (93 or more), all required and recommended work must be completed in an exceptional manner with minimal errors, use of Spanish in all communications, come to class prepared.

Statement of Support for Survivors of Interpersonal Violence

I am aware that many of my students have been or will be impacted by interpersonal violence at some point in their lifetime. This form of violence and a victim-blaming culture can impact academic performance. It is important that survivors find my class affirming, supportive and trauma-informed. If you are a survivor of sexual harassment, sexual assault, dating violence, domestic violence, stalking and/or childhood sexual abuse, know that you are not alone.

If at any point your academic performance in my class is impacted by past or recent trauma, please keep me informed on how I can best support you. If you prefer, the confidential victim advocates with the Victim Assistance Team can assist you with this communication by requesting accommodations and/or providing me with feedback on how to support you. Confidential Victim Advocates through the Victim Assistance Team in the Women and Gender Advocacy Center are available 24 hours a day, 365 days a year to provide support at 970-492-4242.
Week 1

8/23 Monday
In class: Introduction to the course—establecer la guía comunitaria

8/25—Wednesday
¿Qué es la traducción?

8/27 Friday
Unit 1: What is translation?
In class: Bring Unidad 1 materials and a bilingual dictionary (cellphone or laptop also works)

In class: Partial tasks and Tarea 1

Week 2

8/30—Monday—Translation as a process and a product
In class: Bring Unidad 2 materials

Before class: Submit Tarea final 1 (until 9 am through Canvas)

9/01 Wednesday—dictionaries, glossaries, thesaurus—Oh My!
In class: Partial tasks

9/03—Friday
In class: Partial tasks & work on Tarea 2 Portfolio

Week 3

9/06—Monday: University Holiday
Submit Tarea final 2 (until 9 am through Canvas)

9/08—Wednesday—Lexis and Compensation
In class: Bring Unidad 3 materials

9/10—Friday—In class: Partial Tasks
In class: Partial tasks and Tarea 3

Week 4

9/13—Monday
Unit 4: Purpose and Audience in Translation
9/15—Wednesday
   In class: Partial tasks

9/17—Friday
   In class: Partial tasks

**Week 5**

9/20—Monday
   **Unit 5: Translating Figurative Speech—Literal Meaning and Translation Issues**
   Before class: Submit Tarea final 4 (until 9 am through Canvas)
   In class: Bring Unidad 5 materials

9/22—Wednesday
   In class: Partial tasks

9/24—Friday
   In class: Partial tasks

**Week 6**

9/27—Monday
   **Unit 6: Literary Translation and dialect, sociolect and codeswitching**
   Before class: Submit Tarea final 5 (until 9 am through Canvas)
   In class: Bring Unidad 6 materials

9/29—Wednesday
   In class: Partial tasks

10/01—Friday
   In class: Partial tasks

**Week 7**

10/04—Monday
   In class: Work on Translation project

10/06—Wednesday
   In class: Discuss Translation drafts with classmates

10/08—Friday—In Class: Partial Tasks
Week 8

Unit 7: Commercial and Financial Translation—Language Variety and social/tonal register

10/11—Monday

- Before class: Submit Tarea final 6 (until 9 am through Canvas)
- In class: Bring Unidad 7 materials

10/13—Wednesday

- Before class: Read Gile
- In class: Partial tasks

10/15—Friday

- In class: Partial tasks

Week 9

Unit 8: Legal & Political Translation—Academic Terminology

10/18—Monday

- Before class: Submit Tarea final 7 (until 9 am through Canvas)
- In class: Bring Unidad 8 materials

10/20—Wednesday

- In class: Partial tasks

10/22—Friday

- In class: Partial tasks—Draft of Translation Project Due

Week 10

Unit 9: Medical & Scientific /Technical Translation and Connotative Meaning

10/25—Monday

- Before class: Submit Tarea final 8 (until 9 am through Canvas)
- In class: Bring Unidad 9 materials

10/27—Wednesday

- In class: Partial tasks

10/29—Friday

- In class: Partial tasks

Week 11

Unit 10: What is interpretation? - Liaison interpreting: Interview at the film festival

11/1—Monday

- Before class: Submit Tarea final 9 (until 10 am through Canvas)

In class: Bring Unidad 10 materials

11/02—Wednesday

In class: Partial tasks

11/05—Friday

Translation Exam 1

Week 12

11/08—Monday

Unit 11: What is interpreting? - Liaison interpreting: Medical Office

Before class: Submit Tarea final 10 (until 9 am through Canvas)

In class: Bring Unidad 11 materials

11/10—Wednesday

In class: Partial tasks

11/12—Friday

In class: Partial tasks

Week 13

Unit 12: Interpretation techniques

11/15—Monday

Before class: Submit Tarea final 11 (until 10 am through Canvas)

In class: Bring Unidad 12 materials

11/17—Wednesday

In class: Partial tasks

11/19—Friday

In class: Partial tasks

Fall Recess November 22-26

Week 14

11/29—Monday

Unit 13: You translate!

Before class: Submit Tarea final 12

In class: Translation practice
12/01—Wednesday
In class: Translation practice

12/03—Friday
In class: Partial tasks
In class: Translation practice

**Turn in Final Translation Project Via Canvas (until 9 am through Canvas)**

**Week 15**

12/06—Monday
In class: Interpretation/Translation practice

12/08—Wednesday
In class: Interpretation/Translation practice

12/10—Friday

**Interpretation Project Due in Bongo (until 9 am through Canvas)**

**Week 16 (Final exams week)**

Wednesday

**Submit Portfolio (until 9 am through Canvas)**
### Documentation resources

#### Online

**Bilingual dictionary**

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>URL</th>
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<tbody>
<tr>
<td>Oxford</td>
<td><a href="https://www.lexico.com/es">https://www.lexico.com/es</a></td>
</tr>
<tr>
<td>Cambridge</td>
<td><a href="https://dictionary.cambridge.org/dictionary/english-spanish/">https://dictionary.cambridge.org/dictionary/english-spanish/</a></td>
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**Monolingual dictionary**

**Spanish**

<table>
<thead>
<tr>
<th>Dictionary</th>
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<tbody>
<tr>
<td>Diccionario de la lengua espán-</td>
<td><a href="http://www.rae.es/">http://www.rae.es/</a></td>
</tr>
<tr>
<td>Diccionario del español de Méxi-</td>
<td><a href="http://dem.colmex.mx/">http://dem.colmex.mx/</a></td>
</tr>
<tr>
<td>Diccionario de americanismos</td>
<td><a href="http://lema.rae.es/damer/">http://lema.rae.es/damer/</a></td>
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<tr>
<td>Oxford</td>
<td><a href="https://www.lexico.com/es">https://www.lexico.com/es</a></td>
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**English**

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<tbody>
<tr>
<td>Collins</td>
<td><a href="https://www.collinsdictionary.com/dictionary/english">https://www.collinsdictionary.com/dictionary/english</a></td>
</tr>
<tr>
<td>Cambridge</td>
<td><a href="https://dictionary.cambridge.org/dictionary/english/">https://dictionary.cambridge.org/dictionary/english/</a></td>
</tr>
<tr>
<td>Merriam-Webster</td>
<td><a href="http://www.merriam-webster.com/">http://www.merriam-webster.com/</a></td>
</tr>
<tr>
<td>Macmillan</td>
<td><a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a></td>
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**Specialized dictionary**

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<tr>
<td>Diccionario del español jurídico</td>
<td><a href="https://dej.rae.es/">https://dej.rae.es/</a></td>
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**Linguistic doubts dictionary**

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<tr>
<td>Diccionario panhispánico de dudas</td>
<td><a href="http://www.rae.es/recursos/diccionarios/dpd">http://www.rae.es/recursos/diccionarios/dpd</a></td>
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**Collocations dictionary**

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<tr>
<td>Oxford</td>
<td><a href="https://www.oxfordlearnersdictionaries.com/definition/collocations/">https://www.oxfordlearnersdictionaries.com/definition/collocations/</a></td>
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**Spanish conjugation**

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<tr>
<td>Modelos de conjugación verbal</td>
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### Thesaurus

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### Style guide

#### Spanish

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<td>Fundación del español urgente</td>
<td><a href="http://www.fundeu.es/">http://www.fundeu.es/</a></td>
</tr>
<tr>
<td>Manual de estilo de <em>El País</em></td>
<td><a href="http://blogs.elpais.com/files/manual-de-estilo-de-el-pa%C3%ADs.pdf">http://blogs.elpais.com/files/manual-de-estilo-de-el-pa%C3%ADs.pdf</a></td>
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#### English

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<tr>
<td>The Economist</td>
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</tr>
<tr>
<td>The Chicago Manual of Style</td>
<td><a href="http://www.chicagomanualofstyle.org/home.html">http://www.chicagomanualofstyle.org/home.html</a></td>
</tr>
<tr>
<td>Handbook of Journalism (Reuters)</td>
<td><a href="http://handbook.reuters.com/index.php/Main_Page">http://handbook.reuters.com/index.php/Main_Page</a></td>
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### Encyclopedia

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### Printed (available in Morgan Library)

#### Monolingual dictionary


#### Thesaurus


Spanish grammar


English grammar


Style guide


Basic reading materials


Complementary reading materials (available through Canvas)


Community Guidelines:

- Created First Week of Class