

LSPA 313 - Spanish Translation

Walnut 110

MWF 12:00—12:50

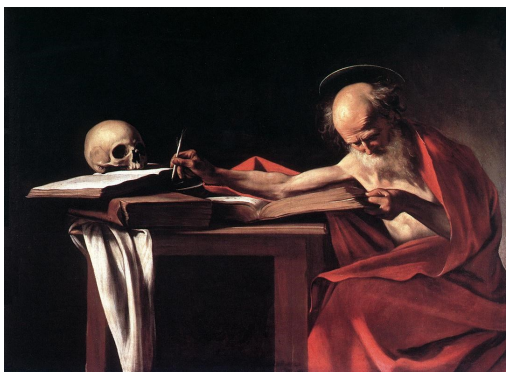
Click [here](#) for link for images used

Fall 2023

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Introduction



WELCOME!!

This is **YOUR** class and I am delighted you have elected to take this class with me. My hope is that you will feel a sense of belonging as you work to facilitate your skills and language knowledge in moving between two languages.

Description: This course offers an introduction to the fields of translation and Interpretation. It is:

- 1.) practical in nature
- 2.) focuses on direct and reverse translation and interpretation

Students are presented basic concepts:

- 1.) translation types, strategies and techniques
- 2.) phases of the translation process

It requires students active participation in individual and collaborative activities.

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. **Solve** translation problems at the basic level through the application of basic strategies and techniques.
4. **Use** basic documentation resources to solve translation problems of the register being used and, who the intended audience is.
5. **Collaborate** to apply their knowledge of the translation process and their psychosocial skills to work on translation tasks.
6. **Combine** all their knowledge and skills to complete written translations and interpretations of a low specialization level from and into their B language.

Be prepared to dedicate significant time outside of the classroom on each assignment if you want to develop these skills.

Texts

Materials are all in Canvas

Recommended Access to Dictionaries in CSU Library OR online. For

Example: Oxford Spanish/English Dictionary

NO pocket dictionaries Also

Diccionario monolingüe

Diccionario de la Lengua Española de la Real Academia o el Diccionario Larousse-Recomendado

Information about the Instructor



Professor: Andrea R. Purdy

Oficina - Clark C109

Student Drop in Office Hours - In Office MW 1:30-3:00; *Online TR 2:00-3:30. **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%

One partial group exam during the semester - **November 6 due date**

Portfolio—30%:

The portfolio is a compilation of the **written** Areas that required revision and vocabulary terms.

- 6 written w/ revision
- 2 oral
- a list of vocabulary terms (15 total) with definitions & examples that are applicable to translation).
- As you revise, please use Office Word or a similar software to create the second version

with a track function to show the changes made (see the template).

Homework—Partial Tasks —10%

Daily partial tasks will be reviewed & turned in as participation grades.

Translation Project - 25%

The student will select what they wish to translate—

- Student selects but I must approve If you wish to build your vocabulary in a specialized field, this would be great!
- There must not be a translated version of this text.

- Format—double-spaced (not hand written), 750 words
- Title of the work & a brief summary is due **October 6**
- A draft (worth 10%) - due **October 27 (turned in with final)**
- For the final version (tracking changes showing a clean version due **November 17**. Also a page where you detail the translation choices made—register, audience, issues encountered and how resolved. Point out areas of grammar that were different.

3-4 minutes in length per person - no subtitles. Transcribe the conversation and then take turns consecutively interpreting what each person says. An example will be provided. Or: 2.) if it is a narration—1 person serves as the interpreter (each has to be 3-4 minutes in length, then switch and second member of the team to interpret for 3-4 minutes and then the 3rd person does the last part for a total of 6-8 minutes or 9-12 minutes (depending on if a group of 2 or 3). Each will also turn in an analytical commentary—maximum one page on challenges encountered while working on the text. Title and a link to the work by **November 13**. Final version is due **December 6** in Canvas.

Interpretation Project 15%

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 –25%;
Interpretation Project-15%;
Exam on Translation -20%;
Portfolio -30%
Homework Partial Tasks
10%

Grading Scale

A+ 97-100
A 93-96

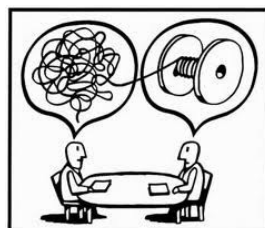
A- 90-92
B+ 87-89
B 83-86
B- 80-82;
C+ 77-79
C 73-76
D 60-72
F 0-59

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.
- **Any** changes made to the course will be done with **one** week of anticipation.

Expectations

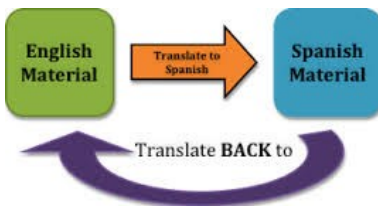
1. Prepare and read assignments before class.
2. Participate in class by attending regularly. Absences will affect your ability to keep up with class and understand the material. Translation/Interpretation requires working with others in pairs or groups every class period.
3. Please don't hesitate to ask questions and seek help if you are unsure about any assignment.



Academic Integrity



Proceso de Traducción



This course will follow the Academic Integrity Policy of the [Colorado State University General Catalog](#) and the [Student Conduct Code](#).

Academic Integrity Resources:

How to avoid plagiarism: <http://writing.colostate.edu/guides/teaching/plagiarism/>

Plagiarism in the translation classroom includes the use of machine translation systems and unauthorized 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.

The **recommended online and printed translation resources** are included at the end of the syllabus. Translation offers students the opportunity to enhance their primary and secondary language skills, but relying on a translator is NOT an indication of language knowledge and actual ability

More Information

Note:

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).

Late work: Assignments will not be accepted after the

due date and no make-ups will be allowed unless the absence is excused. SCM or other CSU Official note required.

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. Come to class prepared

EVERY ACT OF
COMMUNICATION
IS AN ACT OF
TRANSLATION."
GREGORY
RABASSA

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.

Plan General del Curso

Week 1

8/21– 8/25

In class: Introduction to the course—establecer la guía comunitaria

¿Qué es la traducción?

Unit 1: What is translation?

In class: Look at Unidad 1 materials that we will begin next week and a bilingual dictionary (cellphone or laptop also works)

Week 2

8/28—09/01—In class: Work on Unidad 1 partial tasks

Dictionaries, glossaries, thesaurus—Oh My!

Review sources and work on Unidad 1 partial tasks

Week 3

09/04—09/08—Unidad 2 Lexis and Compensation

No hay clase el lunes

In class: Unidad 2 Partial tasks

Begin work on Tarea 1

Lexis and Compensation

In class: Bring Unidad 2 partial tasks and Tarea 1

Set up time to visit with me via Zoom or during student drop in office hours

Week 4

09/11—09/15

Unit 3: Purpose and Audience in Translation

Before class: Submit Tarea final 1

I In class: Bring Unidad 3 partial tasks

Lexis and Compensation

In class: Bring Unidad 3 materials and review Tarea 2

Week 5

09/18– 09/22 Unit 4: Translating Figurative Speech—Literal Meaning and Translation Issues

In class: Bring Unidad 4 partial tasks and **Tarea 2**

Before class: Submit Tarea 2

In class: work on Unidad 4 partial tasks

Week 6

09/25—09/29—Unit 5: Literary Translation and dialect, sociolect and codeswitching

Before class: Submit Tarea final 2

In class: Bring Unidad 5 partial tasks **review Tarea 3**

Literary Translation and dialect, sociolect and codeswitching

In class: Unidad 5 partial tasks and **review Tarea 3**

Week 7

10/02—10/06—Translation project

Before class: Submit Tarea final 3

Topic of Translation piece turned in

Have translation project selected before today

Discuss Translation with me via appointments in person or online

Week 8

10/09—10/13—Unit 6: Commercial and Financial Translation—Language Variety and social/tonal register

In class: Bring Unidad 6 partial tasks and **review Tarea 4**

Commercial and Financial Translation

In class: Unidad 6 Partial tasks and **Tarea 4**

Week 9

10/16—10/20—Unit 7- Legal & Political Translation—Academic Terminology

Before class: Submit Tarea 4

In class: Bring Unidad 7 partial tasks and **Tarea 5**

In class: Go over Unidad 7 Partial tasks and **Tarea 5**

Draft of Translation Project Due my midnight via Canvas



Week 10

10/23—10/25—Unit 8: Medical & Scientific /Technical Translation and Connotative Meaning

Before class: Submit Tarea final 5

In class: Bring Unidad 8 partial tasks and **introduce Tarea 6**

Must come see me this week to go over Drafts of Translation

In class: Unidad 8 Partial tasks and **review Tarea 6**

Must come see me this week to go over Drafts of Translation

Week 11

10/30—11/03—Medical & Scientific /Technical Translation and Connotative Meaning

In class: Bring Unidad 8 partial tasks and review for Exam

Before class: Submit Tarea final 6

Translation Exam 1—partial in class and partial online

Week 12

11/06—11/10- Unit 9: What is interpretation? - Liaison interpreting: Interview at the film festival

Before class: Read Baigorri Jalón, Jesús. "The History of the Interpreting Profession". *The Routledge Handbook of Interpreting Studies*, edited by Holly Mikkelsen and Renée Jourdenais, Routledge, 2015, pp. 11–27.

In class: Bring Unidad 9 partial tasks

Week 13

11/13—11/17 - Unit 10: What is interpreting? - Liaison interpreting: Medical Office

In class: Bring Unidad 10 partial tasks and **introduce Tarea 7**

In class: Unidad 10 partial tasks and **review Tarea 7**

Thanksgiving Week Break—11/20—11/24

Week 14

11/27—12/01- Unit 11: Interpretation techniques

Before class: Submit Tarea final 7

In class: Bring Unidad 11 partial tasks and **introduce Tarea 8**

Turn in Interpretation project and who you will be working with

In class: Unidad 10 partial tasks and **review Tarea 8**

Week 15

12/04—12/08—You translate!

Before class: Submit Tarea final 8

In class: Interpretation/Translation practice

Today! Submit Portfolio

Today! Turn in Final Translation Project Via Canvas

Interpretation Project Due

QR Codes and Links for Students

[Student Case Management](#)



[Women and Gender Advocacy Center](#)



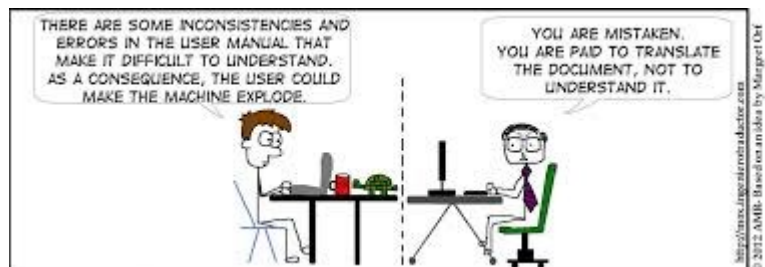
[Student Disability Center](#)



[Tell Someone – Support & Safety](#)



[Mental Health/Well Being Resources](#)





inclusión
educativa

Guía comunitaria:

- Estar presente, ser abiert@, honest@ y auténtic@
- Hablar de experiencia personal: usar frases de “yo” para compartir pensamientos y sentimientos
- Escuchar activamente y con respeto
- Compartir el tiempo: animar a que otros participen
- Mostrar una actitud y deseo de aprender de sí mism@ y de otr@s
- Ser abiert@ a perspectivas nuevas y diferentes
- Respetar y mantener la confidencialidad—lo que se compartimos aquí, se queda aquí, lo que aprendemos aquí se lleva de aquí
- Ser consciente del impacto de la identidad en nuestras discusiones—se permite un ‘re-hacer’ (do-over)
- Confiar que el diálogo nos va a llevar a una comprensión más profunda