LSPA 313 - Spanish Translation

WALNUT 110
MWF 12:00—12:50
Click here for link for images used

Lessons

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.

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 or el Diccionario Larousse-Recomendado

Information about the Instructor

Professor: Andrea R. Purdy

Officina - 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 Tareas 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

**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.

**Interpretation Project 15%**

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. On: 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.

**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
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.

**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 pino sounds exist in the violin. “ - John Cicardi

**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

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.

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**

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**


- **In class:** Bring Unidad 9 partial tasks

**Week 13**


- **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**

[QR Code]

**Student Disability Center**

[QR Code]

**Mental Health/Well Being Resources**

[QR Code]
Guía comunitaria:

- Estar presente, ser abierto, honesto y auténtico
- 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 mismo y de otros
- Ser abierto 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