

# LSPA 313 - Spanish Translation

Clark C363

TR 12:30—1:45

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

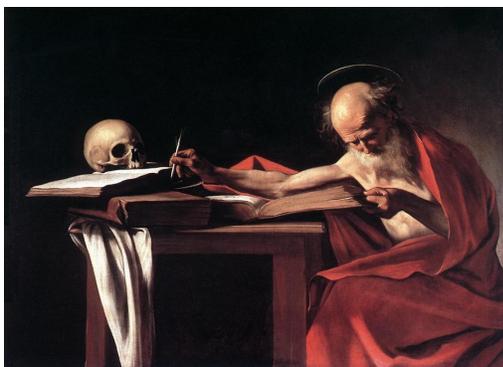
Spring 2022

Clark C 363

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## 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 student's 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.

## 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

Office Hours - In Office MWF 10:00-11:00; \*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](mailto: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 - **April 7**

### Portfolio—30%:

The portfolio is a compilation of all the Tareas—6 written and a list of vocabulary terms (**30 total**) with definitions and examples that are applicable to translation). Students will submit these individual Tareas through Canvas before class on the assigned dates. We will go over them before they are due. As you work through these, please use Office Word or a similar software to create the final version

with a track function to show the changes made (see the template provided by the professor). For audio final tasks, students will include, a reflection of the interpretation process as well as their recording of the Tarea in “Bongo”. Or another approved format in Canvas **Translation Project - 30%**

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),

1200 words in length total. The title of the work and a brief summary of the content is due **March 1**. A draft (worth 10%) will be due **March 24** and to be turned in along with the final version (with tracking changes showing & a clean version due **April 28**

Along with the translation, you will turn in reflection in Spanish of the work done. **Interpretation Project 20%** (in groups of 2 to 3)

The students will select an oral text in Spanish -15 minutes in length that consists of two people speaking. They must first transcribe the

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 6-8 minutes or 9-12 minutes (depending on if a group of 2 or 3). Each student will also turn in an analytical commentary—maximum one page about challenges encountered while working on the text. The groups must turn in the title and a link to the work by **April 12**. The final version is due **May 11** in Canvas.

### 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 -30%;  
Interpretation Project-20%;  
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

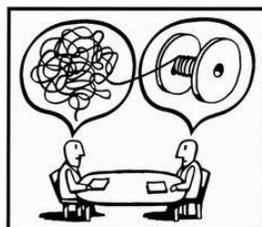
For every hour in class, it is expected that **two** hours of

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.

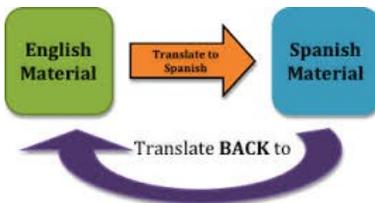
Please don't hesitate to ask questions and seek help if you are unsure about any assignment. Missing class frequently will affect your ability to keep up with the class and understand the material



## Academic Integrity



Proceso de Traducción



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. 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.

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/>

## More Information

### Note:

It is your responsibility to read and familiarize yourself with the syllable 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 verifica-

ble 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

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 del curso

### Week 1

1/18 Tuesday

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

1/20—Thursday

¿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

1/25—Tuesday—Translation as a process and a product

In class: Work on partial tasks for that week

1/27 Thursday—dictionaries, glossaries, thesaurus—Oh My!

Review sources and work on partial tasks

### Week 3

2/01—Tuesday—Unidad 2 Lexis and Compensation

In class: Do partial tasks assigned

**Begin work on Tarea 1**

2/03—Thursday—Lexis and Compensation

In class: Do partial tasks and **Tarea 1**

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

### Week 4

2/08—Tuesday—Purpose and Audience in Translation

**Before class: Submit Tarea final 1 (until 12:00pm through Canvas)**

In class: Bring partial tasks

2/10—Thursday-Lexis and Compensation

In class: Bring materials and **review Tarea 2**

## Week 5

**2/15– Tuesday Unit 4: Translating Figurative Speech—Literal Meaning and Translation Issues**

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

**2/17– Thursday**

**Before class: Submit Tarea 2 (until 12:00pm through Canvas)**

In class: work on Unidad 4 partial tasks

## Week 6

**2/22—Tuesday— Literary Translation and dialect, sociolect and codeswitching**

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

**2/24– Thursday—Literary Translation and dialect, sociolect and codeswitching**

In class: Bring partial tasks and **review Tarea 3**

## Week 7

**3/01—Tuesday—Translation project**

**Before class: Submit Tarea final 3 (until 12:00pm through Canvas)**

**Topic of Translation piece turned in**

**3/03—Thursday—have translation project selected before today**

**Discuss Translation with me via appointments in person or online**

## Week 8

**3/08—Tuesday—Commercial and Financial Translation—Language Variety and social/tonal register**

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

**3/10—Thursday—Commercial and Financial Translation**

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

## SPRING BREAK—March 14-18

## Week 9

**3/22—Tuesday—Unit 7- Legal & Political Translation—Academic Terminology**

**Before class: Submit Tarea 4 (until 12:00pm through Canvas)**

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

**3/24—Thursday**

In class: Go over partial tasks and **Tarea 5**

**Draft of Translation Project Due by midnight via Canvas**



## Week 10

3/29—Tuesday—Unit 8: Medical & Scientific /Technical Translation and Connotative Meaning

**Before class: Submit Tarea final 5 (until 12:00pm through Canvas)**

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

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

3/31—Thursday

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

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

## Week 11

4/05—Tuesday—Medical & Scientific /Technical Translation and Connotative Meaning

In class: Bring partial tasks and review for Exam

**Before class: Submit Tarea final 6 (until 12:00pm through Canvas)**

4/07—Thursday

**Translation Exam 1—partial in class and partial online**

## Week 12

4/12 Tuesday- 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 partial tasks—**introduce Tarea 7**

4/14 Thursday

In class: Bring partial tasks- **review Tarea 7**

## Week 13

4/19 Tuesday— Unit 10: What is interpreting? - Liaison interpreting: Medical Office

In class: Bring partial tasks

**Before class: Submit Tarea final 7 (until 12:00pm through Canvas)**

4/21 Thursday

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

## Week 14

4/26 Tuesday- Unit 11: Interpretation techniques

In class: Bring 11 partial tasks and **review Tarea 8**

**Turn in Interpretation project and who you will be working with**

4/28 Thursday

In class: Bring partial tasks

**Before class: Submit Tarea final 8 (until 12:00pm through Canvas)**

## Week 15

5/03 Tuesday—You translate!

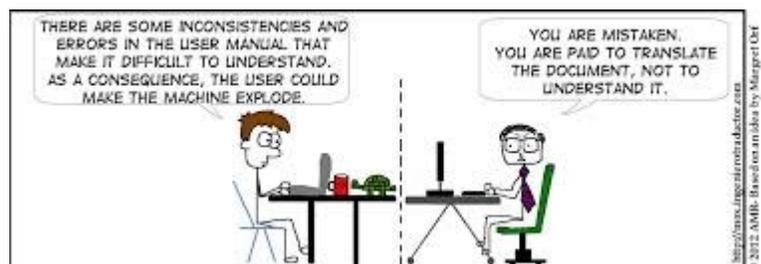
In class: Interpretation/Translation practice

5/05 Thursday

**Today! Submit Portfolio (until 11:59pm through Canvas)**

**Today! Turn in Final Translation Project Via Canvas (until 11:59pm through Canvas)**

**Interpretation Project Due Wednesday May 11 (until 11:59pm through Canvas)**



## **Important information for students:**

Masks are required inside university buildings. You must also meet university vaccine or exemption requirements.

All students are expected and required to report to the COVID Reporter (<https://covid.colostate.edu/reporter/>) when:

You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild

You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy

You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under “I believe I have been in close contact with someone who has COVID-19.” This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.

As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University’s COVID resources and information, including FAQs about the spring semester, please visit the CSU COVID-19 site <https://covid.colostate.edu/>.



### **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
- Ser atent@

## Documentation resources

### Online

#### *Bilingual dictionary*

Collins	<a href="https://www.collinsdictionary.com/dictionary/spanish-english/">https://www.collinsdictionary.com/dictionary/spanish-english/</a>
Oxford	<a href="https://www.lexico.com/es">https://www.lexico.com/es</a>
Cambridge	<a href="https://dictionary.cambridge.org/dictionary/english-spanish/">https://dictionary.cambridge.org/dictionary/english-spanish/</a>

#### *Monolingual dictionary*

##### *Spanish*

Diccionario de la lengua española	<a href="http://www.rae.es/">http://www.rae.es/</a>
Diccionario del español de México	<a href="http://dem.colmex.mx/">http://dem.colmex.mx/</a>
Diccionario de americanismos	<a href="http://lema.rae.es/damer/">http://lema.rae.es/damer/</a>
Oxford	<a href="https://www.lexico.com/es">https://www.lexico.com/es</a>

##### *English*

Collins	<a href="https://www.collinsdictionary.com/dictionary/english">https://www.collinsdictionary.com/dictionary/english</a>
Oxford	<a href="https://www.lexico.com/en">https://www.lexico.com/en</a>
Cambridge	<a href="https://dictionary.cambridge.org/dictionary/english/">https://dictionary.cambridge.org/dictionary/english/</a>
Merriam-Webster	<a href="http://www.merriam-webster.com/">http://www.merriam-webster.com/</a>
Macmillan	<a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a>

#### *Specialized dictionary*

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

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

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

Modelos de conjugación verbal	<a href="http://www.rae.es/diccionario-panhispanico-de-dudas/apendices/modelos-de-conjugacion-verbal/">http://www.rae.es/diccionario-panhispanico-de-dudas/apendices/modelos-de-conjugacion-verbal/</a>
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## Thesaurus

Macmillan	<a href="https://www.macmillandictionary.com/about_thesaurus.html">https://www.macmillandictionary.com/about_thesaurus.html</a>
Collins	<a href="http://www.collinsdictionary.com/english-thesaurus">http://www.collinsdictionary.com/english-thesaurus</a>

## Style guide

### Spanish

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

### English

The Economist	<a href="http://www.economist.com/styleguide/introduction">http://www.economist.com/styleguide/introduction</a>
The Chicago Manual of Style	<a href="http://www.chicagomanualofstyle.org/home.html">http://www.chicagomanualofstyle.org/home.html</a>
The Guardian	<a href="http://www.theguardian.com/guardian-observer-style-guide-e">http://www.theguardian.com/guardian-observer-style-guide-e</a>
United Nations Editorial Manual	<a href="http://dd.dgacm.org/editorialmanual/ed-guidelines/style/spelling.htm">http://dd.dgacm.org/editorialmanual/ed-guidelines/style/spelling.htm</a>
Handbook of Journalism (Reuters)	<a href="http://handbook.reuters.com/index.php/Main_Page">http://handbook.reuters.com/index.php/Main_Page</a>

## Encyclopedia

Britannica	<a href="http://www.britannica.com/">http://www.britannica.com/</a>
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## Printed (available in Morgan Library)

### Monolingual dictionary

*The concise American heritage Spanish dictionary*. Houghton Mifflin, 2001.

Rubio Cordovés, Mercedes, and Alberto Martín Baró. *Diccionario de sinónimos y antónimos*. Santillana, 2000.

Moliner, María. *Diccionario de uso del español*. Gredos, 2013.

Seco, Manuel, Andrés, Olimpia, and Gabino Ramos. *Clave: diccionario del español actual*. Aguilar, 1999.

Seco, Manuel, and Salvador Fernández Ramírez. *Diccionario de dudas y dificultades de la lengua española*. Espasa Calpe, 2000.

### Thesaurus

Manser, Martin H. *The Chambers thesaurus*. Chambers, 2009.

Waite, Maurice. *Oxford thesaurus of English*. Oxford University Press, 2009.

### **Spanish grammar**

Real Academia Española. *Nueva gramática de la lengua española*. Espasa Libro, 2009.

*Gramática de la lengua española*. Larousse, 2000.

Iguina, Zulma, and Eleanor Dozier. *Manual de gramática: grammar reference for students of Spanish*. Thomson/Heinle Pub., 2008.

Whitley, Melvin Stanley, and Luis González. *Gramática para la composición*. Georgetown University Press, 2007.

### **English grammar**

Lobeck, Anne C., and Kristin Denham. *Navigating English grammar: a guide to analyzing real language*. Wiley-Blackwell, John Wiley & Sons, 2014.

Lester, Mark, and Larry Beason. *The McGraw-Hill handbook of English grammar and usage*. McGraw-Hill, 2013.

Aarts, Bas. *Oxford modern English grammar*. Oxford University Press, 2011.

Downing, Angela, and Philip Locke. *English grammar: a university course*. Routledge, 2006.

### **Style guide**

Lipson, Charles. *Cite right: a quick guide to citation styles-MLA, APA, Chicago, the sciences, professions, and more*. University of Chicago Press, 2006.

Turabian, Kate L. et al. *A manual for writers of research papers, theses, and dissertations: Chicago Style for students and researchers*. University of Chicago Press, 2013.

### **Basic reading materials**

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.

Gile, Daniel. *Basic concepts and models for interpreter and translator training*. John Benjamins, 2009.

Haywood, Louise, Thompson, Michael, and Sandor Hervey. *Thinking Spanish Translation: A Course in Translation Method: Spanish to English*. Routledge, 2009.

## Complementary reading materials (available through Canvas)

Baker, Mona. *In other words: a coursebook on translation*. Routledge, 2011.

Collados Aís, Ángela et al. "Concepto, técnicas y modalidades de interpretación". *Manual de interpretación bilateral*, edited by Ángela Collados Aís and M. Manuela Fernández Sánchez. Comares, 2001, pp. 39-60.

Collados Aís, Ángela et al. "La interpretación bilateral. Características, situaciones comunicativas y modalidades." *Manual de interpretación bilateral*, edited by Ángela Collados Aís and M. Manuela Fernández Sánchez, Comares, 2001, pp. 61–77.

Hurtado Albir, Amparo. "Competence". *Handbook of Translation Studies*, Vol. 1., edited by Yves Gambier and Luc van Doorslaer, John Benjamins, 2010, pp. 55-59.

Hurtado Albir, Amparo. *Traducción y traductología: introducción a la traductología*. Cátedra, 2011.

Mossop, Brian. *Revising and editing for translators*. St. Jerome, 2001.

Robinson, Douglas. *Becoming a translator: an introduction to the theory and practice of translation*. Routledge, 2012.

Windle, Kevin, and Anthony Pym. "European Thinking on Secular Translation". *Oxford Handbook of Translation Studies*, edited by Kirsten Malmkjær and Kevin Windle, Oxford University Press, 2012.