

LSPA 413

FALL 2023 | 9:30-10:45 TR | ANSC 33



INSTRUCTOR

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OFFICE HOURS

In Office MW 1:30-3:00;
*Online TR 1:00-2:30. **OR**
by appointment. *Online
hours via [Calendly Link](#)
also include pre- and re-
evaluation for Education
Abroad questions.

COURSE OBJECTIVES

Students will be able to:

1. **Confirm** their semiotic knowledge to resolve higher level issues.
2. **Compare** their encyclopedic, bicultural and thematic knowledge to address more complex translation issues.
3. **Resolve** complex translation issues using advanced techniques and strategies.
4. **Select** advanced resources to help solve register and audience issues in translation.
5. **Justify and apply** their knowledge of the translation process and use their psychosocial abilities to work together in groups on translation assignments.
6. **Combine** their knowledge and skills to produce translations and interpretations at a more advanced level to and from a second language.

TEXTS:

No texts. All materials are in Canvas – It is recommended students download this app: [wordreference.com](#)

Be prepared to dedicate enough time outside of class on each homework to develop your translation/interpretation skills

As a continuation of **LSPA 313** we will do direct (Spanish to English) and indirect (English to Spanish) translations covering a variety of styles and registers.

--For each assignment there will be at least one draft that will be reviewed in class with detailed attention to lexical, grammar and style issues to reach a final product.
--We will focus on interpretation during the last five weeks using recordings that vary in style as we address the issues that each present.



de Alta Especialización Filológica

La traducción en Europa durante la Edad Media: historia y textos

San Millán de la Cogolla. Del 18 al 20 de junio de 2018

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All work, projects and homework must be typed/on computer and double spaced. **No handwritten work is accepted.** Any changes to the assignments will be done at least a week ahead of time.

More Information: No make-ups unless it is a proven, documented emergency.

Writing is a key component of this class and forms a major part of the course through **a group exam, the semester translation project, the portfolio, the interpretation project and homework.** Consistent class attendance is key to success because without it, other elements cannot be completed thoroughly and efficiently.

Key elements:

a. Homework, participation, and class attendance.

This allows:

- sharing of ideas
- facilitating individual and group participation.
- selecting two or three students to help present the homework for each class. The other students need to come prepared and with ideas that contribute to the discussion of the translations we are working on.
- turning in class homework – part of the participation grade.

Escala de notas

- A+ = 100 Excelente;
- A = 93-97;
- A- = 90-92;
- B+ = 87-89;
- B = 83-86 Bueno;
- B- = 80-82;
- C+ = 77-79;
- C = 73-76 2.00 Regular;
- D = 60-72; Aprueba;
- F = 0-59 Reprueba.

COMPONENTES DE LA CLASE

Portfolio 25%

Introduction: This is a group project. The parts are: 1.) a business or medical document from English to Spanish, 2.) a legal document (direct or indirect), 3.) a literary document from Spanish to English, 4.) a transcription from English to Spanish. This will be distributed on *October 5* and it will be turned in on **November 28**.



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El lector ideal es el traductor. Es capaz de desmenuzar un texto, retirarle la piel, cortarlo hasta la médula, seguir cada arteria y cada vena y luego, poner en pie a un nuevo ser viviente.

Alberto Manguel

This course will adhere to the CSU Academic Integrity Policy as found on the Student' Responsibilities page of the **CSU General Catalog** and in the **Student Conduct Code**. (**click either link**)

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center.

Individual translation project 20% - Introduction: This translation is from Spanish to English if the student is a native English speaker and from English to Spanish if the speaker is a native Spanish-speaker – piece will be approved by me first.

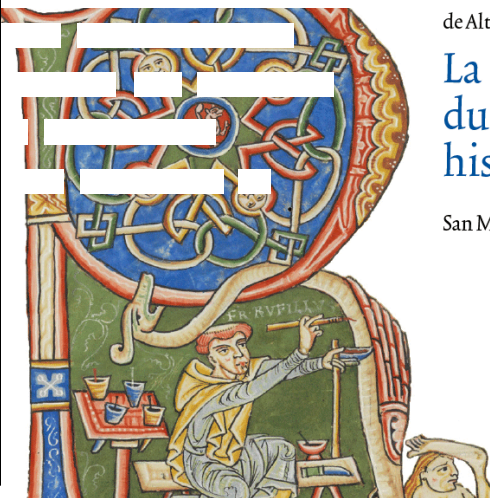
--Suggestions for it – a topic that is in your major or of interest to you (for ex. – natural resources, history, engineering, psychology, etc.) If not, a chapter from a novel, an article, or any other document of interest to you. **There must be no translation of this document available.**

--It will be double spaced and between minimum **1250** words. The title and a summary are due **September 21**. The draft is due **October 26** and the final along with the draft is due **December 7**.



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Interpretation Project (15%) You will select an oral text from Spanish to English or vice versa without subtitles. You may select something from youtube.com, TedTalks, interviews or something similar. Before beginning, please turn in a theme/title with a link by **November 9** for me to approve. You will do a transcription of the original along with the interpretation. The length must be 4-6 minutes. The final version will be turned in on **December 5**.



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Notice: For **each hour** in class, it is expected that you will spend a minimum of **two (2) hours** outside of class in preparation.

Exam (15%) There will be a partial group exam on **October 26 with exam turned in November 7**.

Homework (15%) To be turned in for a grade that will be graded and returned **5 assignments**.

Participation (10%) These partial assignments will be turned in for each class. Bring in a hard copy to review for class. To receive a 100 on this, all homework must be turned in fully completed as this will facilitate a thorough discussion of these topics. If you only turn in 90% of the work, you will receive that grade and so on. If the work turned in is incomplete showing a lack of preparation you will receive a 70%. Absences if not accompanied by official documentation will equal a zero grade for participation for that class.

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**.*

Semana 1

- 22 de agosto
 - Introducción a la clase
 - Unidades de análisis
- 24 de agosto
 - Cómo agua para chocolate
 - Texto

Semana 2

- 29 de agosto
 - Transferencia y verificación
 - Cómo agua para chocolate
- 31 de agosto
 - Segmentación
 - The Devil in Texas - Los primeros dos párrafos

Semana 3

- 5 de septiembre
 - The Devil in Texas - Los siguientes dos párrafos
- 7 de septiembre
 - La condición hispana
 - Texto

Semana 4

- 12 de septiembre
 - La condición hispana
 - Texto
- 14 de septiembre
 - Introducir el documento del Dr. Fernandez
 - Texto

Semana 5

- 19 de septiembre
 - Intro Dr. Fernandez
 - Tarea - Párrafos 3 y 4
- 21 de septiembre
 - Harry Potter
 - *Entregar el título del Proyecto - Y un resumen de 50 palabras de su proyecto. Vean el plan del curso para más información.*

Semana 6

- 26 de septiembre
 - Acta de Nacimiento 1
 - Texto
- 28 de septiembre
 - Carta del Departamento de Justicia Primera página Texto
 - Tarea –

Semana 7

- 3 de octubre
 - Adjunto a la carta del Departamento de Justicia Adjunto a la segunda página
 - Texto
- 5 de octubre
 - *Empezar a trabajar el portafolio en grupo*

Semana 8

- 10 de octubre
- **Leprosy Study in Dominican Republic**
 - 12 de octubre
 - "Leprosy - continued

Semana 9

- 17 de octubre
 - Presentación sobre la Carrera de traductor/intérprete
 - Posible presentación sobre la carrera de intérprete/traductor
 - Texto
- 19 de octubre
 - Ejercicios en clase

Semana 10

- 24 de octubre
- *Entregar el borrador de traducción*
- 26 de octubre
 - Empezar el examen parcial en grupo
 - Traducir un documento médico sobre el embarazo

Semana 11

- 31 de octubre
 - Traducir el humor y la propaganda comercial
 - Texto
- 2 de noviembre
 - Presentación de una intérprete para la corte del 8º Distrito de Colorado

Semana 12

- 7 de noviembre
 - Práctica con la interpretación
 - *Entregar el Examen en grupo*
- 9 de noviembre
 - Práctica con la interpretación
 - *Tema para el Proyecto de interpretación*

Semana 13

- 14 de noviembre
 - Interpretación/Transcripción
- 16 de noviembre
 - Interpretación

Semana 14

- 28 de noviembre

- Interpretación
- *Entregar el Portafolio*
- **30 de noviembre**
 - Interpretación

Semana 15

- **5 de diciembre**
 - *Entregar el proyecto de Interpretación*
- **7 de diciembre**
 - *Entregar El Proyecto de Traducción*



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@