

Humboldt State University
Department of World Languages and Cultures
Spanish Program

Syllabus Fall Semester 2016

Span 308S, Introduction to Translation and Interpretation

Course Number: 42747

Instructors:	Dr. Rosamel S. Benavides-Garb
Office Location:	Behavioral and Social Sciences Building room 206
Telephone:	(707) 826-3159
Email:	rsb1@humboldt.edu
Office Hours:	T-R 1:30-3:00 p.m. and by appointment
Class Days/Time:	M-W-F 11:00-11:50
Classroom:	Behavioral and Social Sciences Building room 408

I. Course Description:

Catalog Description:

Apply theoretical and practical principles of translation and interpretation of literature, real-world texts, and oral contexts. Analyze social/cultural implications of working in this field. Practical experience through service learning. [Prereg: at least one of the following: native or native Spanish proficiency; 5 semesters of college-level Spanish or equivalent; or IA. Rep. once. DCG-d GE Area C-UD]

Additional Description:

Students will examine and implement the basic methodologies, theories and principles in the field of Spanish translation and interpretation. Materials will include literature, film, formal and informal documents, and interpretation of a variety of meetings and events. Students will analyze the cultural contexts in which the interpretation and translation activities take place. They will work on improving their Spanish linguistic competencies and become familiar with use of interpretation technology and equipment.

This course has a strong service learning component in which students will work with various local organizations and the Hispanic community to meet their translation and interpretation needs. Through these service learning activities, students will have valuable opportunities to apply and reflect on their learning as well as work with the technical and social complexities of providing services to the community.

Course Format:

This course includes lecture, group discussions, full-class discussions, small group projects, student presentations and supervised community service activities.

Course Applications:

This is a DCG course (Diversity and Common Ground, Domestic) and meets general education upper division Area C requirements. It is also a service learning certified course, "S". Also, it serves as an elective course toward the required 120 units for a Bachelor of Arts degree at Humboldt State University. In addition, this course counts as upper division elective units for the Spanish major and

minor. Finally, this course provides valuable professional skills for many other majors and careers. Please consult with your major academic advisor about how this course could apply to your particular major, minor, or certificate.

Prerequisites:

At least one of the following: native or near native Spanish proficiency, 5 semesters of college-level Spanish or equivalent, or instructor approval (IA).

Required and Recommended Materials:

All materials required for the course are provided by the instructor or are easily available online.

Various texts provided by community organizations and school districts: Letters, brochures, forms, and manuals.

Recommended Auxiliary Resources:

Aranda, Lucía V. *Handbook of Spanish-English Translation*. Maryland, USA: University Press of America, 2007.

Child, Jack. *Introduction to Spanish Translation*. Maryland, USA: University Press of America, 1992.

González, Juan. *Harvest of Empire: A History of Latinos en America*. New York: Pinguin, 2011.

Hellebrand, Josef and Lucía T. Varona. *Construyendo Puentes (Building Bridges). Concepts and Models for Service-Learning in Spanish*. Virginia: Stylus, 2005.

Hervey, Sandor, Ian Higgins and Louise M. Haywood. *Thinking Spanish Translation. A Course in Translation Method: Spanish to English*. New York: Routledge, 1995.

The Oxford Spanish Dictionary, Spanish-English. New York: Oxford University Press, 1994.

On Line Resources:

<http://www.spanishdict.com/>

http://education.yahoo.com/reference/dict_en_es/

<http://www.wordreference.com/es/translation.asp?tranword=welcome>

<http://conjugator.reverso.net/conjugation-spanish-verb-rodar.html>

<http://dq.cde.ca.gov/dataquest/> <http://www.linguee.es/espanol-ingles>

II. HSU, Department, and Course Learning Outcomes:

HSU Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to the following HSU Learning Outcomes:

- Competency in a major area of study. (Outcome #3)

Department Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to the following Department Learning Outcomes:

- Cultural and linguistic competency. (Outcome #3)

California Commission on Teacher Credentialing Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to the following Language Other Than English Domain(s) of the Single Subject in Spanish program approved by the California Commission on Teacher Credentialing:

- Construct connected oral discourse that communicates a message effectively, demonstrating a wide range of vocabulary, idiomatic expressions, and linguistics structures. (Domain 7.1.a)
- Compose a well-organized passage in the target language, employing styles and levels of diction appropriate for a given audience, purpose, and occasion and demonstrating command of a wide range of vocabulary, idiomatic expressions, and linguistic structures. (Domain 8.1.a)

General Education Area C Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to General Education Area C:

- Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work or artistic creation
- Respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses
- Explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.

DCG Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to Diversity and Common Ground (Domestic). Upon completion of the course, students will be able to analyze the complexity of diversity through the perspective of Differential Power and Privilege, Identity Politics, and/or Multicultural Studies. This course particularly focuses on the area of Multicultural Studies.

- Analyze the diversity of knowledge, experiences, values, world views, traditions and achievements represented by the cultures of the United States and/or beyond, and evaluate some of the significant ways in which those cultures have interacted with one another
- Explore and evaluate concrete examples of the students' own cultural heritage in relation to others
- Develop the ability to read a culture critically through expressions and representations indigenous and exogenous to that culture

Service Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to Service Learning:

- Develop an understanding of issues facing the local Latino community in relationship to communication and community involvement
- Contribute to the community in activities valuable to both students and community partners
- Through participation in critical reflection activities, understand how heritage affects one's interaction with the community
- Experience reciprocity as an essential dynamic through activities benefitting both students and community partners
- Reinforce and apply the linguistic and cultural concepts covered in class through immersion in the community

III. Coursework, Assignments, Assessments:

Attendance and Participation (30%):

Class attendance, participation, and preparation are essential components of this course. This course requires detailed reading and reflection for class participation. Students are expected to arrive on time and to be prepared to actively participate in all classroom activities. Attendance will be taken for every class session. Habitual lateness is unacceptable. Participation will be based on contributions to class and/or group discussions.

Homework (40%):

Homework focuses on translation and interpretation assignments and preparation and reflection for service learning activities. It is essential that students complete the homework assignments for every class, not only for the grade, but for learning.

Presentations (10%):

In most cases, student presentations are related to interpretation assignments. Students will explore diverse presentation modes dictated by the formal needs of the interpretation context and needs of the community partner. Possibilities include group or individual presentations.

Final Portfolio Project (20%):

Submit Portfolio following official HSU Final Exam Schedule. Submit portfolio to BSS 206. Additional information about the Portfolio will be provided later in the semester.

Extra Credit:

There will be several opportunities for extra credit throughout the semester. These will be announced in class and will always require some kind of reflective written assignment or presentation.

Grading Scale:

Minimum percentage for letter grades is as follows.

<i>A range</i>	<i>B range</i>	<i>C range</i>	<i>D range and below</i>
A+ = not used at HSU	B+ = 87	C+ = 77	D+ = 67
A = 94	B = 84	C = 74	D = 64
A- = 90	B- = 80	C- = 70	F = 63 and below

IV. Additional Course Information:

Spanish Tutors:

Please consult the online schedule for tutors from the Tutorial Service Learning Center and the World Languages and Cultures David Webb Learning Center (BSS 202). Tutoring is mandatory for any student earning a C- or less on any assignment.

Academic Honesty:

Students are responsible for knowing policy regarding academic honesty. For more information, visit: [Academic Honesty Policy](#) or [HSU Catalog](#).

Students with Disabilities:

Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in the Learning Commons of the Lower Library, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. [Student Disability Resource Center](#).

Add/Drop Policy:

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. [Schedule Adjustments \(Adding or Dropping\)](#).

Emergency Evacuation:






















Please review the evacuation plan for the classroom (posted on the orange signs), and review [Campus Emergency Preparedness](#) for information on campus emergency procedures. During an emergency, information can be found regarding campus conditions at: 826-INFO or [Emergency Conditions](#).

Attendance and Disruptive Behavior:

Students are responsible for knowing policy regarding attendance and disruptive behavior: [Class Attendance and Disruptive Behavior](#).

V. Course Calendar:

This course is organized around a flexible calendar which takes into consideration the ongoing incorporation of authentic materials as they become available. In addition, the course will integrate special and ongoing translations and interpretation requests from the community as needed. Also, it will include current local, regional, national, and international news and situations related to translation and interpretation and service learning activities as part of the student learning experience.

Week	Topics/Assignments
1	<ul style="list-style-type: none">  Intro to class. General field overview Translation  versus interpretation  Role of translation and interpretation in social context
2	<ul style="list-style-type: none">  Intro to translation (T1-T2)  Translating Spanish to English  Pre-translation methodology
3	<ul style="list-style-type: none">  Surface meaning vs. deep meaning  Lexicon and pre-translations approach  Translation spectrum: Literal to Free
4	<ul style="list-style-type: none">  Beautiful / Faithful Matrix  Translation registers: Tone and style (formal and informal)
5	<ul style="list-style-type: none">  Intro to Interpretation: :”The Ballad of Gregorio Cortez” Miscommunication in a multilingual society Translating  ambiguity and irony  Translating English to Spanish
6	<ul style="list-style-type: none">  Understanding linguistic devices  Commercial announcements  Problem solving and translation  Expressions and idioms
7	<ul style="list-style-type: none">  Translating months, days, time  titles, positions, nationalities, ethnicity Systematic  vs. organic translation

	<ul style="list-style-type: none"> 🎬 Resolving linguistic challenges 🎬 Insuring quality: outside reader
Week	Topics/Assignments
8	<ul style="list-style-type: none"> 🎬 Translating public announcements 🎬 Large or small: same approach 🎬 Movie: “Harvest of Empire” Latino immigration to the USA 🎬 Considering bilingual audience 🎬 No equivalence found: problem solving techniques
9	<ul style="list-style-type: none"> 🎬 Editing and revising translations 🎬 Intralanguage and interlanguage Editing and revising ethic 🎬 Understanding regional expressions and cultural context.
10	<ul style="list-style-type: none"> 🎬 Loss and gain in translation 🎬 Translating expressions: Deep meaning 🎬 Lexicon issues
11	<ul style="list-style-type: none"> 🎬 Consecutive interpretation: understanding time issues. 🎬 Interpretation preparation techniques 🎬 YouTube consecutive interpretation 🎬 Interpretation direction and context: one way, two ways, multi direction. 🎬 Student presentation: YouTube consecutive exercise: Spanish to English 🎬 Voice volume and speed 🎬 Revising beautiful / faithful matrix 🎬 Interpreter’s physical location 🎬 Meta interpretation: gestures and cultural meaning
12	<ul style="list-style-type: none"> 🎬 Hybrid interpretation: Discourses, subtitles, prerecorded news, others 🎬 Consecutive interpretation: English to Spanish in-class demonstration
13	<ul style="list-style-type: none"> 🎬 Interpretation field experience 🎬 Consecutive interpretation additional Techniques: Dates, numbers, anachronism Live in-class consecutive interpretation
14	<ul style="list-style-type: none"> 🎬 Thanksgiving Break
15	<ul style="list-style-type: none"> 🎬 Simultaneous interpretation 🎬 Understanding technology and equipment Live in-class simultaneous interpretation 🎬 Simultaneous interpretation techniques 🎬 Speed considerations 🎬 Short cuts and issues of exhaustion 🎬 Live simultaneous interpretation: Campus tour

16	<ul style="list-style-type: none">■ Understanding context in simultaneous Interpretation: tours, conferences, live News, school parents-teacher meetings■ Translation and interpretation as a Profession: accreditation■ Translation vs. Interpretation■ Review ATA■ Closing reflections
17	■ Finals Week. Follow HSU Finals Exam Schedule calendar. Turn in complete portfolio

Any changes to this schedule will be discussed in class with appropriate notice.