TRSP/SPAN 3342
Advanced Spanish-to-English Translation

INSTRUCTOR INFORMATION

Instructor: Gabriel González Núñez
Office: BMAIN 1.520
Office Hours: Wed. 9:00 am - 1:00 pm, or by appointment
Office Telephone: 956-882-7658
E-mail: Gabriel.GonzalezNunez@UTRGV.edu

Preferred contact method: The best way to reach the professor is by visiting during his office hours or by e-mailing him.

Response Time: Please allow 24 hours for e-mail response during the week and 48 hours during weekends. If the instructor plans to be away from their computer for more than a couple of days, he will let you know in advance.

COURSE DESCRIPTION

Day: Wednesdays
Time: 4:40 pm-7:10 pm
Room: BMAIN 1.524

No food or drink allowed in this room!

This course is designed to provide basic instruction and supervised practice in translation from Spanish into English. During the course, students will be working with texts of basic to moderate difficulty. Several text types will be handled.

The course is designed to provide students with basic orientation in the theory and practice of translating a text from Spanish into English.

Prerequisites: In order to take this course, students must have completed SPAN 2389.

TEXTBOOK & COURSE MATERIALS

Required Textbooks and Dictionaries

Recommended Dictionaries


Any good “college level” English dictionary. *Merriam-Webster’s Collegiate Dictionary* is highly recommended. (2010 edition available online at [http://www.merriam-webster.com/](http://www.merriam-webster.com/).) **Please note:** You will need more than a mere “pocket” dictionary. A good dictionary is a life-time professional tool for a translator. Please, make sure you acquire “professional” size dictionaries. (Low-priced, second-hand, good-quality dictionaries are available at sites like Half.com and Amazon.com.)

COURSE OBJECTIVES

The course, as described above, is aligned with the following Student Learning Outcomes in the BA Major and Minor program in Spanish Translation and Interpreting:

- Students will develop critical reading skills in both English and Spanish by learning to differentiate stylistic, formal, denotative, and connotative aspects within a text.

- Students will develop superior writing skills in both English and Spanish by producing stylistically and grammatically cogent textual materials in both languages without strong reciprocal interference.

- Students will translate general texts from English into Spanish and vice versa at a professional level by considering cultural, morpho-syntactical and formal differences between both languages, and by successfully dealing with major syntactical and lexical problems while accurately conveying meaning both at a denotative and at a connotative level.

- Students will meet the technological demands of the professional translation and interpreting market, by acquiring terminological research techniques, advanced word-processing capabilities, advanced use of Internet resources, and basic management of translation memories and terminological databases.

COURSE ORGANIZATION & ONLINE TOOLS

1. Readings

In this course you will be reading from Washbourne’s *Manual of Spanish-English Translation*. The readings must be done before coming to class, according to the class schedule (see below). Failure to do the readings will affect your ability to learn and to do well in this class. It will also affect your performance.

In addition to the above textbook, you will have to read Tobar’s *Translation Nation*, a book about “American identity in the Spanish-speaking United States.” **Please note:** Most materials used in conjunction with the course are subject to copyright protection.
2. Quizzes

You will have reading assignments nearly every week, and your reading comprehension will be checked through the use of graded quizzes. Thus, nearly every class period will begin with a quiz of said reading assignments. (See schedule below.) This will be the very first thing we will do, so do not be late!

No make-ups will be granted on quizzes! If you miss one, you’ve missed it.

3. Assignments

Individual Translations

This semester, you will be required to carry out five translations. All translations are take-home assignments and must be completed outside the classroom. The translations are to be done individually (i.e., no group work) and not by a machine (e.g., no Google Translate—on this point, see below).

Even though no translations will be done in class, individual translations will be reviewed and discussed thoroughly during class. Please come to class ready to discuss the translations and the matters at hand. The use of cell phones or other portable media, including recording devices, is prohibited!

Failing to bring complete assignments for the specific review sessions will result in a serious diminishment of the class’ performance and in a diminishment of your own grade. So always bring your texts fully translated to class! Do not be late.

In order to promote discussion it is essential that you come with full translations of the passages assigned. Please produce these full translations as if you would be handing them to a paying client: do not leave blanks or unfinished sentences. And remember: participation is the only possible way to learn!

Every assignment needs to be turned in three times during the semester, as follows:

1) As a first draft:
   - for class discussions: bring a printout for taking notes in class. (Double spacing is highly recommended.)
   - for instructor’s review: send the same Word file via Blackboard (“Translations” tab) by 4:00 pm on the due date. The electronic submission must include a glossary of the terms you researched for your draft translation.

2) As a polished version:
   - send a Word file via Blackboard (“Translations” tab) by 4:00 pm on the due date.
   - accompanied by a 200-word reflexive commentary specific to each polished version. The questions to guide each commentary will be posted on Blackboard.

3) As part of the final portfolio:
   - The requirements for the final portfolio are explained below, but as regards the translation assignments, each translation should be turned in as a very highly polished version which incorporates the feedback from the two previous submissions.
There will be no make-ups for assignments. If you fail to turn one in, you’ve failed to turn it in.

**Group translation**

Each student will participate in one long-term, group translation project. The instructor will create and announce the groups during the fourth week of class.

Each group will search for and agree on an untranslated Spanish original of about 1000-1500 words (4-6 pages) on a general topic. Suggested original sources are general news magazines like Time, The Economist, The New Yorker, etc. Online materials are also permitted, as long as the source is similar to time.com and so forth. The source document needs to be approved by the instructor no later than the sixth week of class.

As part of the course portfolio (see below), every student will physically turn in a copy of his or her group translation (along with the source text and drafts). Additionally, each member of the group will write a one-page essay in Spanish about the group project. The essay will describe the translation process and personally evaluate (1) his/her contribution to the project, and (2) everybody else’s individual contributions.

**Course Portfolio**

Each student will be required to turn in a “course portfolio” at the end of the semester. It consists of a thin folder or similar filing device (i.e., no bulky ring binders) in which all your course materials are to be presented in an orderly manner.

Course portfolios need to include four sections:

1) **All five individual translation assignments** in chronological sequence. For each assignment, follow this order:
   a. the original text
   b. the first draft reviewed by the instructor
   c. your hand notes on your draft during class discussion
   d. the final version graded by the instructor, and
   e. a highly polished version in which you will have implemented all corrections by the instructor.

2) **The group translation assignment**. Make sure to include:
   a. the original text
   b. any and all drafts you individually worked on
   c. the final translation
   d. the one-page essay described above

3) **A two-page reflexive essay**: A document explaining what you have learned collectively from the translation exercises, both in drafting them and revising them.

4) **Notes on class lectures**: These notes should total at least 13 pages. Hand-taken notes (original or copies) are welcome in the portfolio.
Revisions

Feedback on the translations will come from three main sources: 1) from other students, during review sessions in class; 2) from the professor, during review sessions in class; 3) from the professor, on the submitted drafts and polished versions.

Feedback on submitted translations will take the form of a note on the word or phrase that needs further work. The note will use the following codes to explain what type of an error is being indicated, as follows:

- **O – Orthography:** This is in essence a spelling mistake. For example: asess (should be: assess)
- **P – Punctuation:** This is a punctuation mistake. For example: placing the period outside the quotation marks, when using American English.
- **G – Grammar:** This is a grammatical mistake, which may include mistakes in tense, number, gender, etc. For example: writing “the people is” instead of “the people are.”
- **S – Style:** This is used to signal that the sentence somehow sounds awkward, even if there is no specific error in orthography, punctuation, grammar, or meaning. For example: writing “I bought me something to eat” instead of “I bought something for me to eat.”
- **M – Meaning:** This is the most serious type of mistake, since it means that something was either lost or added in the translation; in other words, the source text and the target text do not mean the same thing. For example: the source text reads “Lo internaron porque estaba intoxicado” and the target text reads “He was hospitalized because he was intoxicated” instead of “He was hospitalized due to food poisoning.”

Policy on late submission

Assignments and discussions must be submitted by the given deadline. (If you foresee a difficulty, special permission must be requested from the instructor before the due date. Extensions will not be liberally granted.) Remember, you are training to be a translator, and translators cannot afford not to meet deadlines. **So meet your deadlines!**

Policy on non-use of machine translation

One of the purposes of this course is to help each student develop his or her own translation skills. This means that the translations of necessity must be to be carried out by each student individually. Consequently, students are strictly prohibited from running their source texts through machine translation engines such as Google Translate, Bing Translator, DeepL, and others. Students who turn in a translation that has been partially or fully translated by a machine are in fact plagiarizing, cheating, and turning in someone or something else’s work (see section on scholastic integrity below). If the professor believes that machine translation was employed in the process of translating a text, the student will automatically receive a zero for that assignment. Disciplinary measures may be initiated in the case of repeated violations. **Exceptions to this rule prohibiting the use of machine translation will be clearly signaled by the professor, should there be any.**
5. Final Exam

The final exam in this class will be a translation exercise that you will carry out individually in the classroom during the time allotted by the university for our final exam.

6. Extra Credit

There is no right to extra credit in this course. If you do the regular work, you will not need “extra” work. However, if the professor deems that there is a project that is worthwhile for the students outside of the normal coursework, he may assign participation in it as extra credit.

7. Blackboard and online communications

Most assignments, exercises, readings, and class materials will be posted on Blackboard, as needed. Please make sure you are able to access the platform. Do not use Blackboard for communicating with the instructor; please use this e-mail address: Gabriel.GonzalezNunez@utrgv.edu.

COURSE SCHEDULE AND DUE DATES

The following is the class schedule, including due dates. Please note it may be adjusted as the semester moves forward. If you have any questions, please contact your instructor.

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class work</th>
<th>Readings due</th>
<th>Translations due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>COURSE INTRODUCTION</td>
<td></td>
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<td></td>
<td>Translation Assessment</td>
<td></td>
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<tr>
<td>Jan 23</td>
<td>GENERAL TRANSLATION CONCEPTS</td>
<td>Washbourne, Ch. 1</td>
<td></td>
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<td></td>
<td>Quiz</td>
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<tr>
<td>Feb 6</td>
<td>GENERAL TRANSLATION CONCEPTS</td>
<td>Washbourne, Ch. 2</td>
<td>Workshop Text #1 (Draft + glossary) – Found on Wahsbourne</td>
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<tr>
<td></td>
<td>Translation review (Draft Text #1)</td>
<td>Tobar, Ch. 1</td>
<td></td>
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<tr>
<td></td>
<td>Quiz</td>
<td></td>
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<tr>
<td>Feb 13</td>
<td>GENERAL TRANSLATION CONCEPTS</td>
<td>Washbourne, Ch. 3</td>
<td>Workshop Text #2 (Draft, from “Rally de AM” to “Orlando Camarillo”, + glossary) – Found on Wahsbourne</td>
</tr>
<tr>
<td></td>
<td>Translation review (Draft Text #2)</td>
<td>Tobar, Ch. 2</td>
<td></td>
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<tr>
<td></td>
<td>Quiz</td>
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<tr>
<td>Feb 20</td>
<td>GENERAL TRANSLATION CONCEPTS</td>
<td>Washbourne, Ch. 4</td>
<td>Workshop Text #1 (Final)</td>
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<tr>
<td></td>
<td>Quiz</td>
<td>Tobar, Ch. 3</td>
<td></td>
</tr>
<tr>
<td>Feb 27</td>
<td>GENERAL TRANSLATION CONCEPTS</td>
<td>Washbourne, Ch. 5</td>
<td>Workshop Text #2 (Final)</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
<td>Tobar, Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Component</td>
<td>Notes</td>
<td>Text #</td>
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<tr>
<td>Mar 6</td>
<td>SPECIFIC FIELDS OF TRANSLATION Quiz</td>
<td>Washbourne, Ch. 6 Tobar, Ch. 5</td>
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<tr>
<td>Mar 20</td>
<td>SPECIFIC FIELDS OF TRANSLATION Quiz</td>
<td>Washbourne, Ch. 7 Tobar, Ch. 6</td>
<td></td>
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<tr>
<td>Mar 27</td>
<td>SPECIFIC FIELDS OF TRANSLATION Quiz</td>
<td>Washbourne, Ch. 8 Tobar, Ch. 7</td>
<td></td>
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<tr>
<td>Apr 3</td>
<td>SPECIFIC FIELDS OF TRANSLATION Quiz</td>
<td>Washbourne, Ch. 9 Tobar, Ch. 8</td>
<td></td>
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<tr>
<td>Apr 10</td>
<td>SPECIFIC FIELDS OF TRANSLATION Quiz</td>
<td>Washbourne, Ch. 10 Tobar, Ch. 9</td>
<td></td>
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<tr>
<td>Apr 17</td>
<td>SPECIFIC FIELDS OF TRANSLATION Quiz</td>
<td>Washbourne, Ch. 11 Tobar, Ch. 10</td>
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<td>Apr 24</td>
<td>TRANSLATION QUALITY</td>
<td>Washbourne, Ch. 12 Tobar, Epilogue</td>
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<tr>
<td>May 1</td>
<td>REVIEW</td>
<td>None</td>
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<td>May 8</td>
<td>Final exam (5:45-7:30 pm, in our classroom)</td>
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**GRADING POLICY**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Notes</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Roll will be taken. Tardiness will be penalized. Undocumented absences will be penalized. Absences due to religious holidays or military duties will be accepted upon previous notice.</td>
<td>20%</td>
</tr>
<tr>
<td>Book quizzes</td>
<td>See above.</td>
<td>5%</td>
</tr>
<tr>
<td>Translation assignments</td>
<td>See above.</td>
<td>25%</td>
</tr>
<tr>
<td>Course portfolio</td>
<td>See above.</td>
<td>25%</td>
</tr>
<tr>
<td>Final translation</td>
<td>See above.</td>
<td>25%</td>
</tr>
</tbody>
</table>
TOTAL 100%

A = 90-100%
B = 80-89%
C = 70-79%
D = 69-60%
F = Below 60%

TECHNICAL REQUIREMENTS

Computer Hardware and Software
To participate in this course, you must have easy access to the following:

- A computer that is less than 5-years old with high-speed internet connection
- Word processing software, such as MS Word, OpenOffice, LibreOffice, or similar applications
- A PDF reader
- Web browsing software, such as Chrome or Internet Explorer. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills
You are expected to be proficient with the following:

- Installing and using basic computer applications, including word processing software
- Sending and receiving email attachments
- Zipping and unzipping files

Technical Assistance
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Contact the Center for Online Learning and Teaching Technology (COLTT)
UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:
Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.
Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1 February 13 – 19
Module 2 April 10 – 16
Full Fall Semester April 10 – May 1

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.
SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.
Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)