SYLLABUS
SPAN/TRSP 6345
TOPICS IN TRANSLATION:
SPANISH GRAMMAR FOR TRANSLATORS
Summer I 2018

Weekly rotation: Mon – Sun
Hours: Whenever possible, but participation is mandatory at least on Tues. or Wed. AND Thurs. or Fri.
Room: Blackboard

Instructor: Gabriel González Núñez
Office: MAIN 1.520
Tel.: 956-882-7658
E-mail: Gabriel.GonzalezNunez@utrgv.edu

Office hours: Via e-mail. Please allow 24 hours for a response during the week and 48 hours during the weekend.

Course description and objectives

This course is for students at the graduate level who have been accepted into one UTRGV’s Translation & Interpreting Programs. The course is designed to provide an intensive introduction to Spanish grammar for beginning translators in the English-Spanish language pair. During the course students will work with a variety of texts tailored toward the specific aspects of grammar and lexis undertaken in each module. The course includes both theory and practice.

Students will learn how to translate terms and grammatical features presenting aspects of potential confusion from English into Spanish and vice versa. They will also learn the vocabulary for discussing grammar, to make informed decisions about translation choices and comprehensively articulate the reasons for those choices. Additionally, students will develop an understanding of the systemic differences that affect translation.

Student Learning Outcomes

These course objectives align with the following Student Learning Outcomes:

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

This syllabus is subject to change.
University of Texas Rio Grande Valley

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

**Course structure**

This course is structured in five main units. ONE WEEK will be devoted to each unit.

Each unit will be introduced with an announcement by the instructor. The five units will follow the schedule below. Please note that the order in which the readings appear below is the suggested order in which you should read for each unit.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Readings</th>
<th>Due (by 11:59 PM)</th>
</tr>
</thead>
</table>
| Week 1 (Jun 4 - 10) | One  | Course Intro (Programa tab); Leone, U 1 (Teoría tab); Wheatley, Ch. 1*-2*; Butt, Ch. 37; How to Translate (Lecturas tab). | Mon: Presentation Board  
Wed: Theory Board  
Wed: Grammar Exercises  
Fri: Practice Board  
Sun: 200-word Translation  
Sun: Sign up for extra credit |
| Week 2 (Jun 11 - 17) | Two  | Leone, U 2 (Teoría tab); Wheatley, Ch. 3*-4*; Butt, Ch. 2-4 & 6; PP Acentos y doble género (Lecturas tab) | Wed: Theory Board  
Wed: Grammar Exercises  
Fri: Practice Board  
Sun: 200-word Translation |
| Week 3 (Jun 18 – 24) | Three | Leone, U 3 (Teoría tab); Wheatley, Ch. 5*-6*; Butt, Ch. 7, 11-12 & 35; PP Health Policy and Comparative Systems (Lecturas tab); | Wed: Theory Board  
Wed: Grammar Exercises  
Fri: Practice Board  
Sun: 200-word Translation |
| Week 4 (Jun 25 – Jul 1) | Four | Leone, U 4 (Teoría tab); Wheatley, Ch. 7*-8*; Butt, Ch. 13-14, 16-17, 19, 20; Researching Legal Translations (Lecturas tab). | Wed: Theory Board  
Wed: Grammar Exercises  
Fri: Practice Board  
Sun: 200-word Translation  
Sun: Extra credit due |
| Week 5 (Jul 2 – 8) | Five | Leone, U 5 (Teoría tab); Wheatley, Ch. 9*; Butt, Ch. 15, 21, 29-30; The Art and Science of Translating Financial News (Lecturas tab). | Wed: Theory Board  
Fri: Practice Board  
Sun: 200-word Translation  
Sun: Portfolio |

July 10: Final Exam

* The section “Perspectiva sincrónica y diacrónica” is optional.
Course outline and assessment

Every unit consists of the following steps.

b) Discussion Boards (“Foros” tab).
c) Assignments, both translation (“Prácticas” tab) and grammar (“Ejercicios” tab).
d) Revisions, in the form of a portfolio (“Prácticas” tab).

**a) Readings.** Before starting the grammar exercises and translation assignments, please make sure you read the documents included in the “Teoría” tab. These readings tie together all aspects of the unit. Additional readings are found in the “Lecturas” tab, which you should also read, including some PowerPoint presentations.

**b) Discussion Boards.** This space is intended to be a clearinghouse for doubts, consultation, research, and debate.

There will be two boards for each topic, one to discuss theory (grammar) and one to discuss the 200-word translation assignment for that unit. For each board, every student must:

1) post at least one original message.
2) post at least one reply to at least one message by another students.

The instructor will moderate/add comments and will try to address concerns and doubts. **POSTED MESSAGES WILL BE GRADED AND WILL COUNT AS PARTICIPATION.** Please note that the requirement outlined above is a bottom not a ceiling. Discussion boards will be graded based on two criteria: number of posts and quality of posts.

Please, write messages IN SPANISH, using complete sentences and proper spelling. If the message is about a question or a problem, do not just say “¿Qué significa X?” Please, provide what you found, your options, your suggested solution, and why you are not happy with what you have so far. When replying to somebody else’s concern, please also provide supporting information for your options and solutions.

Because this course is taught in a short Summer session, the curriculum is compressed. This means that each board will be open for participation only for **48 hours**. Make sure you plan ahead to have time to participate in those days!

c) **Assignments.** There will be two kinds of assignments in each unit:
1) a series of grammar exercises,
2) a roughly 200-word translation.

The grammar exercises can be found in the “Ejercicios” tab. Please turn in the grammar exercises, by their deadline, via e-mail, to your instructor by e-mailing them to Gabriel.GonzalezNunez@utrgv.edu. You will get one grade for all grammar exercises.

The translation exercises can be found in the “Prácticas” tab. The direction of the 200-word translation will alternate, one unit from English into Spanish the next from Spanish into English. It is important that full translations be provided for the passages assigned. Do not leave blanks or unfinished sentences. Please turn in the translations, by their deadline, following the detailed instructions found in said “Prácticas” tab. These instructions will allow you to use a system called SafeAssign, which checks for plagiarism. You will get one grade for each translation.

d) Revisions. At the end of the term, students will turn in a portfolio. The portfolio will be submitted using SafeAssign (“Prácticas” tab). Said portfolio will include two parts. The first part will be a final revision of students’ first four 200-word translation assignments. The second part will be a reflexive essay.

Part I: Revisions of translation assignments: Throughout the term, the professor will review student translations and return them via the Blackboard messaging tool (“Devoluciones” tab). Students will then re-work every one of those translations. To do so, they must address the suggestions or corrections the instructor has offered. If students reject a correction or suggestion, they must explain why and support their choice in a footnote or endnote.

Please note, merely incorporating instructor edits and not thoroughly revising one’s work is unacceptable for graduate level work. In the portfolio, students will be held accountable for errors not noted in the instructor’s original markup.

It is highly advisable that students make changes to their work as soon as they receive feedback so that the translation problems are fresh in their minds.

Part II: Reflexive essay: Students will submit a short writing in which they reflect on some of the grammar/syntax errors made in their original submissions of the 4 translation assignments (please do not choose lexical errors unless they are directly related to semantics or syntax, e.g., an error in meaning due to missing accent mark or using an adjective where an adverb is needed). For each translation assignment, the reflective paper will include the following:

1) A selection of three of the grammar/syntax errors that the instructor has marked. It is recommended that students select a variety of errors.

This syllabus is subject to change.
2) Specific references (citing page numbers) from the course’s two text books to indicate the following:

   A) what was incorrect about the translation
   B) what one or more correct translations would be.

**Extra Credit**

There is a limited opportunity to earn extra credit in this course. Students must sign up for it by the end of Week 1. Because the project is relatively small, priority to join will be given to students who sign up sooner.

The project consists on translating into Spanish and editing the English of two narratives written by individuals seeking political asylum in the United States. These are real people, who need the narratives in order to go before a judge who will make a determination on whether to grant asylum. They are currently living at La Posada Providencia (https://lppshelter.org/).

Students working on this will receive further instructions from the instructor and will work together through either the “Puntos extra: traducción” or “Puntos extra: revisión” discussion boards.

**Final exam**

There will be one single final exam for every student to be posted on **July 11th**. The exam needs to be returned **within 24 hours of posting**. All exams turned in after the deadline will NOT be graded.

The exam will include two short translations, one into English and one into Spanish. Students will have to annotate their translation to fully justify their grammatical choices.

**Grading**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>See above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>25 %</td>
<td>See above.</td>
</tr>
<tr>
<td>Assignments</td>
<td>25 %</td>
<td>See above.</td>
</tr>
<tr>
<td>Revisions (portfolio)</td>
<td>25%</td>
<td>See above.</td>
</tr>
<tr>
<td>Final exam</td>
<td>25 %</td>
<td>Posted on July 10. Needs to be taken on that day.</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Course materials**

Students will need to purchase the following text books:
Additionally, students will need to obtain good, college-level dictionaries. They will need a bilingual dictionary, a monolingual English dictionary, and a monolingual Spanish dictionary. The following are highly recommended:


*Diccionario de la Lengua Española*, Real Academia Española (2001 edition available online at [www.rae.es](http://www.rae.es))

Other bilingual dictionaries are also welcome. Please note that mere *pocket dictionaries will not do for this class!* Consult the instructor for alternative dictionaries you may already possess.

**Computer skills**

**Basic skills:** This course is taught fully online, which means that students need to have basic computer literacy. This includes the ability to browse the web effectively, to use e-mail and its features (e.g., attachments), to use word processors (including the spell-checker), etc.

**Use of Blackboard:** The Blackboard page for this course is our classroom. On the left-hand side of the screen you will see links to all pertinent course work. Under the tab “Otros recursos” a number of support options are presented to students. Please note that the Blackboard Support tab links to the Center for Online Learning and Teaching Technology, which gives technical support to students.

In-class discussions will take place in discussion boards. Please see “Discussion Boards” above for specific expectations. Additionally, please note that netiquette should be observed in the boards, including not using ALL CAPS (as this is understood to be “yelling”), not being rude to your fellow classmates, and always staying on topic.

**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, BabelFish, 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 scholarly dishonesty 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.
Addenda

STUDENTS WITH DISABILITIES
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

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 accessibility@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 accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (https://my.utrgv.edu/home); 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 a date to be disclosed for Summer I semester courses.

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, 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 in an environment 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.