Course Name: SPAN 3313
Spanish Translation

Meeting Days/Times:
Tuesdays and Thursdays
12:30 p.m. to 1:45 p.m.

Building/Classroom:
Corpus Christi Hall 204 Computer Lab

Professor: Marko Miletich

E-mail: Marko.miletich@tamucc.edu

Office Location:
Faculty Center 279

Office Hours:
Mondays
10 a.m. to 12 p.m.
Tuesdays
10 a.m. to 12 p.m.
Wednesdays
11 a.m. to 12 p.m.
Or by Appointment

Textbook:
Lunn, Patricia V; Lunsford, Ernest J. En otras palabras: perfeccionamiento del español por medio de la traducción. Georgetown: Georgetown University Press, 2003 (or latest edition)

Course Description: This course is an introduction to the theory, methods and practice of English to Spanish translation and Spanish to English translation. It addresses translation problems related to culture and language as well as the fundamentals of translating general material from different fields such as journalism, advertisement, tourism, gastronomy, health, and business.

LEVELS OF SKILLS TO BE ATTAINED
ACCORDING TO THE ACTFL PROFICIENCY GUIDELINES:

SPEAKING

SUPERIOR
Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.
When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

**WRITING**

**SUPERIOR**

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader’s task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

**LISTENING**

**SUPERIOR**

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches, and reports. Comprehension is no longer limited to the listener’s familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.

**READING**

**SUPERIOR**
At the Superior Level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader’s familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior-level readers are able to understand lengthy texts of a professional, academic or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

**Means of Attaining Proficiency:**

**Speaking:** In-class thorough individual, paired and group conversation and discussions, in English and Spanish, about specialized/professional texts to be translated and assigned readings.

**Writing:** In class and out-of-class producing idiomatic translations, editing translations and conducting research regarding specialized/professional terminology in English and Spanish.

**Listening:** In class listening to individual and group discussions, in English and Spanish, about specialized/professional texts to be translated and assigned readings.

**Reading:** In-class and out-of-class, learning new vocabulary through specialized/professional texts, in English and Spanish, to be translated and assigned readings. Conducting research and using dictionaries and glossaries to facilitate comprehension.

**Spanish Student Learning Outcomes:**

- Students will analyse original texts for translation and examine the conventions of the text and genre
- Students will identify texts’ communicative function and follow translation assignments
- Students will compare and use parallel texts and reference works (dictionaries, data bases, grammars, internet, thesaurus...)
- Students will translate proper names, quantities, currencies, measures, weights, puns, idioms, cultural references, text and image, metaphors, etc.
- Students will be able to describe several issues in translation history

**Attendance.** Regular attendance and active participation are vital in learning a foreign language. To better understand linguistic concepts and practice them in a supportive environment, you must be in class. You are expected to attend all classes. Absences, tardiness or leaving class early will affect your academic performance and your final grade. After the third absence, you will lose 3 points from your final average grade, for every absence thereafter. Three late arrivals or leaving class early will equal ONE unexcused absence. Remember: Absences do not exempt you from material covered, assigned or due in class during your absence. Employment predicaments or travel plans do not constitute legitimate absences. Furthermore, it is your responsibility to provide written documentation no later than one week after the period of absence, to be excused and permitted to make up missing work. Please, keep track of your absences and tardiness.

**Participation.** Participation is essential to the language learning experience. To maximize your oral proficiency, prepare before coming to class. A positive attitude and your willingness to participate are key. Participation in class
is evaluated by your level of engagement displayed in class, the general knowledge of the material discussed, and
the accuracy of your linguistic performance.

**Remember:** *Errors are intrinsic to the learning process; take a chance and participate.*

**Descriptions of major assignments and examinations:** Students are responsible for the readings to be discussed
in class. Students will be asked to prepare written answers about the assigned readings and turn them in via
Blackboard.
- Students will translate several texts. Each week there will be a translation. All translations homework
  should be prepared for review in class.
- The first and final version of each translation should be printed and corrected in class.
- All translations and homework must be typed, double-spaced, Times New Roman 12. Translations will be
  submitted and/or corrected electronically.
- The professor will collect and grade translations and homework throughout the semester.
- No late homework will be accepted.
- There will be a midterm and a final examination

**Exams.** Exams are an important part of your learning progress in class. These examinations give you
an opportunity to assess your understanding of language concepts and to identify areas of difficulty. **No make-ups
will be given under any circumstance, unless previously arranged with the instructor.**

**Miscellaneous.** Please reduce unnecessary distractions to the minimum. **No EATING is allowed in class, CELL
PHONES must be set on vibration mode and put away. Also, LAPTOP users must sit in the front row.** Visitors
are not allowed in class, unless permitted by the professor in advance. Students are expected to follow the Student
Code of Conduct as described by the University Student Handbook and to have an amicable and respectful attitude
towards their instructor, language lab staff and fellow students.

*Do not wait for this class to become unmanageable. Meet with your instructor and seek the tutor’s help as soon as possible.*

**Course Evaluation System: Grade Distribution**
- 20% class Participation/ Weekly Translation Preparation:
- 20% Homework
- 30% Midterm
- 30% Final Examination
Spring 2020
Academic Calendar-Updated

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 20</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 21</td>
<td>Classes begin Regular Spring and 1st 7-Week Session</td>
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<tr>
<td>January 28</td>
<td>Last day to register or add a class</td>
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<tr>
<td>March 4-25</td>
<td>Mid-Term Grading</td>
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<td>March 9-13</td>
<td>Spring Break</td>
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<tr>
<td>March 12-13</td>
<td>Campus Closed</td>
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<tr>
<td>March 17</td>
<td>Last Day of classes for 1st 7-Week Session and Final Exams</td>
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<tr>
<td>March 18</td>
<td>First Day of Classes 2nd 7-Week session</td>
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<td>March 20</td>
<td>Grades due for 1st 7-Week session</td>
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<tr>
<td>April 10</td>
<td>Last day to drop a class</td>
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<tr>
<td>April 16</td>
<td>Last day to apply for Spring graduation</td>
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<tr>
<td>May 5</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>May 6</td>
<td>Last day of classes Regular Spring &amp; 2nd 7-Week Session</td>
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<tr>
<td>May 7</td>
<td>Reading Day</td>
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<td>May 8, 11-14</td>
<td>Final examinations</td>
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<td>May 15-18</td>
<td>Grading days</td>
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<td>May 16</td>
<td>Spring Commencement</td>
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<td>May 19</td>
<td>Spring grades due</td>
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<td>May 22</td>
<td>Faculty End Date</td>
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Class Policies

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeals

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he
or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.

A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class for the spring semester is April 10, 2020.

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.
ASSIGNMENTS

Description. - Students will translate several texts. Each week there will be a translation. All translations homework should be prepared to be reviewed in class. These assignments are an important part of your coursework, not only because they represent 20% of your grade, but also because they help you study, give you the necessary practice to understand the class material and strengthen your overall proficiency in the language.

*Students must complete all lab assignments through Blackboard (Bb9.tamucc.edu)

Computer proficiency skills. The completion of homework and classroom activities require that you have a minimum of computer proficiency skills and the appropriate system requirements. If you don’t know how to operate a computer, please consult with the Student Computer Help Desk for one-on-one tutorial help.

Completion dates. The completion dates for each assignment are very clear on your syllabus. You have a full week to complete an assignment. Only in extreme circumstances, may you complete an assignment for credit after the due date. Your instructor must evaluate and approve your situation, then consult with the First Year Coordinator.

Suggested Readings and Dictionaries


Helpful Websites: The following websites have been provided to assist you in finding additional information and practice.

• Real Academia Española
http://www.rae.es/

Diccionario Clave
http://www.smdiccionarios.com/home.php

Dictionary.com
http://www.dictionary.com/
OneLook
http://www.onelook.com/

Collins Reverso
http://dictionary.reverso.net/english-spanish/

Word reference
http://www.wordreference.com/

Linguee
Please note that this syllabus is subject to change at the discretion of the professor.


Week 3  February 4-6 Chapter 3 (28-31) Start translation in class of El parque nacional Noel Kempf Mercado (31). Turn in El parque nacional Noel Kempf Mercado (31). Homework 32-34.

Week 4  February 11-13 Start translation in class of The National Park Service (33). Homework The National Park Service (33). Chapter 4 (35-40) Start translation in class of Mexico City (40). Chapter 4 (40-42) Homework translation of Mexico City (40).


SPRING BREAK MARCH 9-13

Week 8  March 17-19 Chapter 8 (73-77) Start translation in class of Carta commercial (77). Homework 775-77. Discussion of Carta commercial (77). Homework Carta commercial (77). Chapter 8 (78-82). Start translation in class of Western Union (82). Homework Western Union (82).


Week 10  March 31-April 2 Chapter 9 (88-90) Start translation of Hoping to Crack Alzheimer’s Together as a Family (88). Discussion of Hoping to Crack Alzheimer’s Together as a Family (88). Homework Hoping to Crack Alzheimer’s Together as a Family (88).

**Week 12  April 14-16**  Chapter 11 (97-100) Start translation in class of *Posible acción por plagio* (99). Homework 100. Discussion of *Posible acción por plagio* (99). Homework *Posible acción por plagio* (99). Chapter 11 (101-103) Start translation in class of *Caro error* (101). Homework translation of *Caro error* (101).


**Week 14  April 28-30**  Discuss *La filosofía del “pienso, luego tuiteo”* (108). Homework translation of *La filosofía del “pienso, luego tuiteo”* (108). Review

**WEEK 15  May 5**  Review

**MAY 8-14  FINAL EXAMINATIONS**

**HAVE A GREAT SEMESTER!**