

2016

# SPAN 322-01 Introduction to Spanish Translation and Interpretation

Irene Hodgson  
hodgson@xavier.edu

Follow this and additional works at: [http://www.exhibit.xavier.edu/modern\\_languages\\_syllabi\\_fall\\_2016](http://www.exhibit.xavier.edu/modern_languages_syllabi_fall_2016)

---

## Recommended Citation

Hodgson, Irene, "SPAN 322-01 Introduction to Spanish Translation and Interpretation" (2016). *Modern Languages Syllabi Fall 2016*. 92.  
[http://www.exhibit.xavier.edu/modern\\_languages\\_syllabi\\_fall\\_2016/92](http://www.exhibit.xavier.edu/modern_languages_syllabi_fall_2016/92)

This Restricted-Access Syllabus is brought to you for free and open access by the Modern Languages Syllabi 2016 at Exhibit. It has been accepted for inclusion in Modern Languages Syllabi Fall 2016 by an authorized administrator of Exhibit. For more information, please contact [exhibit@xavier.edu](mailto:exhibit@xavier.edu).

## SYLLABUS

**SPAN 322-01**

**Introduction to Spanish Translation and Interpretation**

**Fall 2016**

**Professor:** Dr. Irene B. Hodgson  
**Office:** Schott 808 745-3541  
**Office hours:** W 3:00-5:00  
**E-mail:** [hodgson@xavier.edu](mailto:hodgson@xavier.edu)  
**Class meetings:** Tuesdays 4:00-6:30 Alter 107

**Course statement:** All speakers of two or more languages find themselves in situations in which they are asked to translate (in written form) or interpret (orally) from one language to the other. This work involves different skills than those practiced in most language development classes. This course provides an **introduction** to the theory, methods, techniques and problems involved in translating and interpreting from Spanish to English and, to a lesser extent, in translating and interpreting from English to Spanish.\* The translation part of this class has been created using as a base materials provided by Dr. Jack Child of The American University in Washington, D.C. Emphasis is on general material from journals and newspapers, with some consideration of more specialized material from the fields of business, literature and the social sciences as well as drawing on Dr. Hodgson's own experience translating. The interpretation materials are based on Dr. Hodgson's and others' experience interpreting.

This is an advanced language course (at the 300 level) and, as such, may be used toward the Spanish major or minor and the Latin American Studies minor. We will use English and Spanish in the classroom as appropriate for the topic under discussion.

\*You will always be better at translating and interpreting **into your first language**. Dr. Hodgson recommends collaborating with a native speaker for translating into other than your first language and, whenever possible, having a native speaker of the appropriate language read over texts you have translated alone. To become a professional translator or interpreter requires further study beyond this course.

At the end of this course, students will be able to:

- explain the difference between translation and interpretation and different kinds of each
- explain some of the major translation theories and methodologies
- use examples to explain some of the problems and complications involved in translation and interpretation that make them require specific study and skills
- be able to more effectively navigate complications of grammar and vocabulary in translation and interpretation
- be better able to navigate emotional elements often present in interpretation
- interpret in many informal situations and translate many simple (more straight-forward) documents
- increase skills toward interpreting in more formal situations and translating more complicated documents
- have a realistic understanding of their own skills and how to move to a higher skill level for translation and interpretation

**Pre-requisites:** At least one upper-division Spanish classes, preferably two or instructor's permission.

“This course prepares students to meet the following requirements of the **Xavier University Core Curriculum:**”

GOAL 1: Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

GOAL 2: Students will be critical thinkers

1. Students will describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories

GOAL 3: Students will be creators of new knowledge and expression

1. Students will utilize their imagination and creativity, individually and collectively, to innovate and generate new perspectives to problems
2. Students will create, perform, and produce work that synthesizes technical execution and expressively communicates to its audience

GOAL 4: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies

1. Students will engage in critical, theological reflection by the method developed in Jesuit and Catholic practice, using human experience and religious traditions as resources to address issues or questions arising in today's world
2. Students will recognize and interpret artistic and literary expression

GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
2. Students will utilize intellectual, moral, and spiritual tools and sensibilities to engage faithfully and responsively in the world for the promotion of peace, social justice, and ecological sustainability

GOAL 6: Students will be aware global citizens

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities
  3. Students will consider perspectives of diverse groups when making decisions
  4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
  5. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance

6. Students will communicate in a foreign language and to read and interpret cultural materials related to the language studied

**Required Texts:**

Jack Child, Introduction to Spanish Translation, University Press of America, 2nd ed. 2010.

Marion Holt, 1001 Pitfalls in Spanish (3<sup>rd</sup> edition).

Arthur B. Gerrard, Cassell's Colloquial Spanish (This text is available on-line and will be posted by sections on Blackboard at the appropriate times)

A good Spanish-English dictionary (for example, University of Chicago Spanish Dictionary)

**Course requirements and evaluation:**

**1) Exams (30%):** a mid-term (15%) and a final exam (15%). Exams may include all work assigned outside of class as well as all material covered in class. Part of the final exam will involve generating a list of tips for interpreting from lessons learned from specific experiential examples or case studies given throughout the semester. To this end, students should take detailed notes which will allow them to successfully complete this part of the exam.

**2) Quizzes (10%):** Several quizzes (announced or unannounced) will be given during the semester. These will cover the day's lesson from Child's Introduction to Spanish Translation, as well as the assignments in Holt and Cassell's, the exercises based on them and any other assigned readings. Students will also be responsible for all of the vocabulary assigned up to that point in the course.

**3) Homework (25%):** This grade does not depend on whether or not the translations in your written assignments (based on Child, Holt and Cassell's) are "correct," but rather on whether or not you have made a conscientious effort on each assignment and whether or not you have completed them on time. Each student should work independently on these assignments and be ready to discuss any questions that came up while working on them. Since solutions will be posted on Blackboard and discussed in the next class, there will be a significant penalty for late homework.

Each student will be required periodically to bring a short news item (in English) to class and turn in a copy of the article along with a list of significant vocabulary s/he needed to look up to be able to translate the article. The student will *sight translate* the article into Spanish for the class. Students may also be asked to do this with items they have not seen previously. This portion of the grade will be based on the thoroughness of preparation and on demonstrated progress throughout the semester.

**4) Collaborative projects (15%):** Throughout the semester, students will be asked to work in groups in class and outside class on various small projects. More information will be given in class. One of these will be observation of an interpreter at one of the events which fulfills the cultural events requirements for Spanish classes.

**5) Participation grade (20%):** This grade will be based on how much and how well students participate in class by making comments, asking and answering questions and joining in the class dialogue **and activities** as well as demonstrated progress throughout the semester in class translation and interpretation activities. Each student's participation should reflect completion of the assigned reading.

Each student will be expected to participate in some way in each class meeting. Attendance will affect also this portion of the grade, since if a student is not present, s/he obviously cannot be participating.

### **Responsibilities of Students:**

- 1) Attend and participate in all classes. Regular attendance is expected and, if a student is absent, s/he is asked to keep the instructor informed and is responsible for making up all work missed as soon as reasonably possible. See department attendance policy below.
- 2) Prepare all homework assignments before the date listed on the syllabus or announced in class. All late work will be penalized unless the student has obtained the instructor's permission in advance (and the answers have not already been posted).

### **Department of Classics and Modern Languages Attendance Policy:**

The Department of Classics and Modern Languages at Xavier University strives to increase the student's fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students' skills can be evaluated only if they are in class. Therefore, we will allow **no absences without penalty**. Any absence will result in a zero participation/preparation grade for the day. Attendance will be accurately documented to ensure fairness in enforcement. Three tardies will make for one absence and will have a direct impact on your participation grade. If you have a long distance to walk immediately before our class, please let me know. Students are **strongly discouraged** to schedule appointments or interviews during class time.

There is a strict **no make-up policy**. A grade of zero will be given for any missed work.

***By the same token, students can expect that the professor will treat them in a professional manner and be available to them for consultation and to give them specific comments and suggestions aimed at improving their levels of Spanish.***

### ***Inclusivity Statement***

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others ;
- honor the uniqueness of their peers;

- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

**Class assignments from required texts.** Other activities may be announced in class; these may include videos, handouts and materials posted on Canvas. In each class we will also look at examples of problematic translation. There may also be guest speakers.

<b>Date</b>	<b>Child</b> (includes exercises at the end of the text)	<b>Holt</b>	<b><u>Cassell's</u></b>
August 23	Introduction and Examples		
August 30	"The Ballad of Gregorio Cortez"		
September. 6	Lessons 1-2	pp. 1-9	
September 13	Lessons 3-4	pp. 9-36	
September 20	Lessons 5-6	pp. 37-49	
September 27	Lessons 7-8	pp. 50-58	
October 4	Lessons 9-10	pp. 59-87	E & A
October. 11	Lessons. 11-12	pp. 87-107	F-G, A
October. 18	Review		
October. 25	Mid term exam due Lessons 13-14	pp. 106-141	H, B-C, I-J-K
November. 1	Lessons 15-16	pp. 141-170	L, D, M, N
November. 8	Lessons 17-18	pp. 171-201	O, P
November 15	Lessons. 19-20	pp. 202-223	P, Q
November. 22	Lessons. 21-22	pp. 224-246	R, S
November 29	Lessons 22-23	pp. 246-278	S-Z, Spec vocab
December. 6	Review and wrap-up		
Finals week: December. 13	Take-home exam due (meet at regular class time)		