Description
SPAN 499/599: Introduction to Translation and Interpretation is a course designed for learners who are highly proficient in both Spanish and English. It combines beginning translation theory with hands-on practice using a variety of activities from several areas of specialization. The course also includes a brief introduction to simultaneous interpretation as it is done in professional conference or broadcast media settings. This course meets three hours per week.

Objectives
Understand the dispositions, knowledge and skills needed to translate professionally; learn basic translation theory and apply it to texts written in English and Spanish from a variety of disciplines; understand and follow the translators’ code of ethics; and develop initial mastery of skills needed to translate common text types and to interpret short speeches and presentations.

Outcomes
Learners should be able to demonstrate their knowledge, skills, and dispositions in the following ways during the term:

• Use appropriate technical vocabulary to discuss translation and interpretation.
• Understand and carry out the three main stages of the translation process (preparation, translation, and diagnosis)
• Produce work that reflects growing cross-cultural awareness, creativity and critical thinking.
• Follow the ethical code formulated by the American Translators Association carefully in all translation and interpretation work.
• Display advanced reading skills in source language texts (connotations, intertextuality, culturally-defined semiotic systems, etc.) and show awareness of the personal and cultural constraints through which you filter texts.
• Produce target language texts that show grammatical, sociolinguistic, and discourse competence (known collectively as “communicative competence”) and use a writing processes that includes pre-writing activities, peer reviews, and multiple drafts.
• Provide evidence of significant ongoing, self-directed development of specialized language (vocabulary, registers or styles, etc.) needed in a particular field of expertise of your choosing.
• Complete online interpretation training exercises successfully.
• Use technology for translation and interpretation in an effective and ethical manner.
• Provide evidence of being a collaborative, self-motivated, engaged and reflective learner with a commitment to using language and cultural knowledge to build social justice.

Additional Graduate Student Outcomes
• Produce near-publishable quality work samples in your dominant language and fully proficient work samples in your second language.
• Show an excellent command of the specialized vocabulary, register, etc. required to translate work related to your M.A. program (e.g. sociolinguistics, education, community organizing).
• Be able to provide reasonably accurate concurrent or consecutive interpretation of presentations in your academic field.
• Provide academic and social support for undergraduate learners.

Required Materials

Recommended Reference Materials

Assessment and Grading
Assessment comes in two main flavors—formative and summative. Formative assessment is the kind of feedback you get during the quarter that helps you chart your growing knowledge and assists you in planning your study time. In this class, formative assessment comes from self assessment and peer interactions as well as from the instructor. If you want extra feedback on a project or activity please contact me by email, post a message in a discussion thread, or stop by during office hours.

Summative assessment in our case means final course grades. In this class, grades will be reported by each student and confirmed with the instructor in a personal interview during finals week. The grade proposed by each student must be supported by the quantity and quality of work included in a final course portfolio that is due at the time of your interview. Your portfolio may contain items of personal interest, but be sure you provide evidence of having met the course objectives and outcomes listed above. There are certain elements that are required to be present in order to pass the course that you will find listed below. Anything else that helps demonstrate knowledge of the course objectives may also be included.

Although the portfolio is used for your final grade, the intended ‘audience’ for the portfolio is really you. Include enough explanation and structure so that you can pick it up in five or ten years and understand what you studied, what resources you used, and where to go next with your exploration of the topic. You will take your portfolio with you after your interview.

In the unlikely event that grade you present in your final interview is not adequately supported by the work you have collected or if there appears to have been academic misconduct during the term, I will seek additional input from colleagues in my department before reaching a decision on what grade should be entered.

In order to keep evaluations consistent, please use the following definitions to describe the quality of your work:
• 6 Exemplary. Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions. (This would be a high A).
• **5 Strong.** Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and learning strategies. (This would be a low A or high B).

• **4 Proficient.** Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and strategies and reflects considerable care and commitment. (This would be a B).

• **3 Developing.** Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths, but tends to have more weaknesses overall. (This would be a C grade).

• **2 Beginning.** Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance. (This would be a very low C or D).

• **1 Exploring.** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors. (This would not be a passing grade).

**Required Portfolio Elements**

1. **Letter to the evaluator.** This is where you summarize your mastery of the course objectives point by point and propose a final grade for the course that is supported by the work you have in your portfolio. Make an extra copy of this letter to leave with me. The original should stay in your portfolio.

2. **Participation chart.** This shows the consistency of your engagement with the course and your classmates during the term.

3. All assigned “**workshop texts,**” including all drafts, notes, feedback, etc. that show your translation process.

4. Assigned **written activities** (both formal and informal) from the textbook.

5. Any **quizzes or take-home assessments** assigned in class.

6. **Independent research** done to develop a personal area of specialization (glossaries, sample texts, etc.).

7. A log of all **interpretation practice** as well as personal reflections on each practice session.

**Services for Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Student Conduct**

OSU maintains a web page listing academic regulations related to academic honesty and classroom disruptions at [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm). The fact that this course is largely self-directed and collaborative is no excuse for academic dishonesty. If you don’t know what the limits are, ask.
Because this textbook is new this year, we may need to make adjustments as the term progresses. Your patience and flexibility will be greatly appreciated.

**Week 1:** Information about the course; Washbourne Ch. 1, Introduction to translation.

**Week 2:** Context and meaning; Washbourne Ch. 2, Determining context: Negotiating meaning.

**Week 3:** Translation resources; Washbourne Ch. 3, Macrocontext: Skills, tools, and resources for “connecting” texts.

**Week 4:** Discourse analysis; Washbourne Ch. 4, Purpose in translation: Audience, text typologies, register, regionalisms.

**Week 5:** Figurative speech; Washbourne Ch. 5, Translating figurative speech
Initial report on personal specializations (5-min presentation to whole class)

**Week 6:** Washbourne Ch. 6, Commercial and financial translation.

**Week 7:** Washbourne Ch. 7, Legal and political translation.

**Week 8:** Washbourne Ch. 10, Literary translation.

**Week 9:** Washbourne Ch. 11, Cultural/Consumer-oriented translation.

**Week 10:** The publication process; Washbourne Ch. 12, Revising, editing, and proofreading.
Final report on personal specializations.

**Finals week:** Final portfolio interviews by appointment.
Please assign yourself a score for each day of the course based on the criteria listed below.

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**Scoring criteria:**

3: Present in class for full period, all reading and homework completed before class, productive contribution to class discussions.

2: Arrived a little late, left a bit early, had some but not all homework and reading done before class, less productive contribution to class discussions.

1: Arrived quite late, left quite early, did not have assignments ready or reading done in advance, did not participate productively in class discussions.

0: Missed class or made us all wish you had missed.
Each of you will be expected to do independent research to build skills in an area of special personal or professional interest and report on what you’ve learned on two different occasions in class.

As you’ll learn in the beginning chapters of our textbook, translation requires familiarity of more than just grammar and vocabulary. Translators need to understand how certain domains operate in both the source and target cultures. Who participates in these domains? What kinds of documents are used? Are there social taboos involved? What kinds of intertextuality are involved?

The most important tool you have to prepare yourself to translate documents from an area of specialization is reading. Set aside time as part of your homework for this class to read as much as you possibly can in your area of specialization. You may find sources online, but you may also need to request books from interlibrary loan or from Spanish-speaking acquaintances. Please make use of the library’s reference librarians as well.

For your reports to the class, be prepared to discuss the general nature of your area of specialization, the kinds of documents that are translated in that field (bring examples), a representative sample of special terminology from the glossary you’ll have been creating as you read, and a comprehensive list of resources that others could use to build their own skills in the specialization you’ve picked. Feel free to make handouts, slides, etc. to facilitate your reports to the class.