

# SPA 4497: Spanish Grammar for Translation Purposes

(3-credits)

## Syllabus

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SPRING 2020

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### Course description

This advanced level Spanish course will emphasize a comprehensive study of advanced Spanish grammar and sentence composition for translation purposes. It will also include a structural and stylistic analysis of general texts in Spanish as well as an introduction to translation studies and comparative linguistics. This is a writing intensive course and it is entirely taught in Spanish.

### Required material

Kattan Ibarra, Juan and Angela Howkins. *Spanish Grammar in Context*. 3<sup>rd</sup> ed. Routledge, 2014.

Material provided by the instructor.

### Reference

Azevedo, Milton M. *Introducción a la lingüística española*. Prentice Hall, 1992.

Haywood, Louise, Michael Thompson and Sándor Hervey. *Thinking Spanish Translation*. Routledge, 2009.

Spinelli, Emily. *English Grammar for Students of Spanish*. Olivia & Hill Press, 1998.

Appropriate bilingual dictionary

Appropriate Spanish and English monolingual dictionaries

### General course expectations

Students should attend each class, prepare their homework assignments, and have their exercises and assignments ready for each session according to the evaluation calendar. Grammar reviews, written compositions, text analysis, and translations will constitute the primary areas of evaluation.

### Student Learning Outcomes

By taking SPA 4497: Spanish Grammar for Translation Purposes, students will study and analyze advanced Spanish grammatical and stylistic structures and apply this knowledge by comparing and contrasting Spanish and English. Also, students will be introduced to a corpora-based translation model

that will be applied to their translation exercises. The following chart helps students connect the course-level student learning outcomes (SLOs) to WLC Program Learning Outcomes, General Education SLOs, and the course's evaluative activities (or assessment artifacts):

	<i>Course SLOs</i>	<i>Program Learning Objectives (PLO)</i>	<i>Gen. Ed. SLOs for Global Perspectives</i>	<i>Assessment Artifact</i>
Linguistics	L1 Analyze advanced Spanish grammatical and stylistic structures.	PLO 3: WLC graduates will be able to comprehend, analyze, and communicate the significance of linguistic and other cultural practices in settings where the target language is spoken.	Describe the relationship between linguistic competences and intercultural competence when using a foreign language to foster communication in a global world	Class participation Context and reaction reports
	L2 Write descriptive, narrative, and expository essays.		Explain interactions of cultures and how those interactions may have shaped modern society.	Class discussion Homework preparation Tests Written essays Specialized Bilingual Glossary
	L3 Translate texts for specific purposes from Spanish into English.			
	L4 Compare and contrast syntactic structures in Spanish and in English.			
	L5 Identify the principles of translation theory related to the use of a second language for specific purposes.			
	L6 Identify the different stages of a terminology management project.			
	L7 Translate general texts from Spanish into English.			
Culture	C1 Identify historical, artistic, cultural, and literary references in the texts used for textual analysis and for translation purposes.		Describe and begin to evaluate one's own cultural perspectives and biases.	Class discussion Homework preparation Tests Written essays Translation exercises
	C2 Identify major cultural and social trends in the written texts related to the history of Spain and of the Latin American countries.			
	C3 Establish intercultural connections when recognizing cultural references in the texts			
Writing	W1 Write short descriptive, narrative, and expository essays. W3 Translate cultural and literary texts from Spanish into English.	*Any data sheets, timelines, written essays, translation exercises, terminology management exercises written in Spanish in this course may be used to construct part of the Capstone portfolio.		Written essays
	W2 Translate short cultural and literary texts from English into Spanish.			Translation exercises
	W3 Write historical timelines.			Homework preparation
Technology	T1 Utilize technology and information sources to prepare a digital bilingual glossary and a digital academic portfolio. T2 Use technology to prepare and deliver presentations.			Text analysis Translation exercises Terminology management exercises

### General Course Expectations

Students are expected to (1) attend every class, (2) actively participate in class discussion, (3) prepare their homework, and (4) turn in their assignments in a timely manner.

In the case of unexcused absences, no late assignments will be accepted. Students should consult the Evaluation Calendar periodically in order to properly and punctually prepare for each evaluation activity.

## Evaluation System

Summative Evaluation Protocol		Criteria, instruments and weight		SLO Relationship
100-93 = A	76-73 = C	Class participation	10%	All SLOs
92-90 = A-	72-70 = C-	Homework and related assignments	10%	L1-3, W1-3, C1-3
89-87 = B+	69-67 = D+	Tests (3)	30%	W1-3, L 1-3, C1- C3
86-83 = B	66-63 = D	Written Essays (3)	15%	All SLOs
82-80 = B-	62-60 = D-	Text analysis and translation exercises (3)	15%	L1-3, W1-2, T 1-2
79-77 = C+	59-0 = F	Final Project	20%	L1-3, C1-3, W1-3, T1-3
		Total	100%	L1-3, C1-3, W1-3, T1-3

### Class Participation and Homework Preparation

The format of this course will consist of a review of a grammatical or discursive aspect of the Spanish language, followed by the analysis and discussion of a text/reading assigned by the instructor. An in-class written assignment or exercise will be included in each session. Students are expected to actively participate in class. An individual grade will be assigned for class participation each session of class. Homework and graded assignments cannot be made-up and cannot be turned-in on a date other than the one established in the evaluation calendar.

### Tests

The tests are short exams that students take during a class period. These tests allow the instructor to evaluate student internalization of the comparative linguistic aspects presented and practiced in class. Please, note that tests **cannot** be made up.

### Written Essays

There will be three written (3) short essays. Students will prepare these essays according to the guidelines provided by the instructor. The essays should be typed (Times New Roman 12) and double spaced, following the MLA Style 8<sup>th</sup> Edition format.

For the first essay, students will prepare a descriptive essay of their major as taught in a Latin American or Spanish University (1 page); for the second students will write an evaluative summary of an article in Spanish related to their field of studies (2 pages). For the third essay, students will prepare an expository essay related to a current topic in their discipline (3 pages).

### Text Analysis and Translations Exercises

Students will translate three (3) texts from Spanish into English. For the translation exercises, students will prepare an initial version (draft) and a final version of each translation exercise. The draft will be presented and discussed in class and the final version will be turned in the following class, accompanied by a brief presentation (description) of the challenges faced and of the decisions made during the translation process (MLA Style-8<sup>th</sup> edition).

### Final Project: Specialized Bilingual Glossary

Each student will prepare a specialized bilingual glossary (30 entries from Spanish into English) related to her field of specialization.

For this project, each student will prepare a portfolio in Spanish which will include the following sections: (i) a brief introduction; (ii) a bilingual glossary; (iii) a bibliography. The instructor will provide the guidelines to prepare this project.

### **Students Requesting Academic and/or Access Accommodations**

Students with documented learning disabilities, physical challenges, mental health diagnoses, or other significant medical conditions whose learning or participation may be affected in this course, should meet with the Coordinator of Services for Students with Disabilities (SSD Coordinator) in the Office of Services for Students with Disabilities located in the Department of Academic and Human Development (144 South Hall, Phone: 570/662-4436) for a review of qualification for reasonable accommodations. It is recommended that students contact the SSD Coordinator during the first two weeks of classes or immediately upon diagnosis to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. Upon qualification, the Coordinator will arrange to provide an accommodation letter to the professor for the identification of academic or accessibility adjustments. You must contact the Office of Services for Students with Disabilities to renew accommodation letters at the start of each semester.

### **Academic Integrity**

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the appropriate Dean. MU's Academic Integrity Policy can be found at <http://www.mansfield.edu/academic-affairs/faculty-resources/upload/Mansfield-University-Process-for-Reporting-Academic-Integrity-Violations-Rev-3-09.pdf> and the Academic Dishonesty Form may be accessed here or from the Academic Affairs website.

### **Copyright**

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: <http://mansfield.libguides.com/copyright>.

### **Student Consumer Rights and Responsibilities**

The Higher Education Opportunity Act (HEOA) was enacted in 2008 and reauthorized the amended Higher Education Act of 1965. HEOA requires postsecondary educational institutions to distribute or make publicly available a broad range of information collectively known as Student Consumer Information. Topics covered under HEOA include student financial aid, campus health and safety, student outcomes, as well as general institutional information. Mansfield's Student Consumer Information website is located at this link: <http://mansfield.edu/HEA/>.

## **Title IX and Protection of Minors Legislation: Reporting Obligations**

Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students.

**Title IX Requirements:** In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator at [titleix@mansfield.edu](mailto:titleix@mansfield.edu). The only exceptions to the faculty member's reporting obligation under Title IX are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Additional information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.mansfield.edu/title-ix/upload/Title-IX-Policy-FINAL-7-2016.pdf>; <http://www.mansfield.edu/title-ix/resources.cfm> (Title IX Resources), and <http://www.mansfield.edu/title-ix/bill-of-rights.cfm> (Sexual Misconduct Victims' Bill of Rights). Reports of Title IX matters should be directed to the Title IX Coordinator at [titleix@mansfield.edu](mailto:titleix@mansfield.edu).

**Protection of Minors Requirements:** Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Mandated reporters must immediately make an oral report of suspected child abuse to the Department of Human Services (DHS) by calling 800-932-0313. Immediately following the report to DHS, the mandated reporter must notify Tanya Bombicca (570-389-4151), as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at <http://www.mansfield.edu/hr/protection-of-minors.cfm>.