

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2018-2019 SPAN 406: B1 Exercises in Translation: English into Spanish
(Winter Term)**

Instructor: <i>Odile Cisneros</i>	Time: <i>MWF 1:00-1:50 PM</i>
Office: <i>Arts 218-C</i>	Place: <i>H C 1-3</i>
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E-mail: <i>cisneros@ualberta.ca</i>	<i>or by appointment</i>
Personal Website:	Course Website: <i>eClass (Moodle) under SPAN 406/506 Combined</i>
https://www.ualberta.ca/arts/about/people-collection/odile-cisneros	

Course Prerequisite: Prerequisite: *3 in SPAN at the 300-level excluding 300 and 306, or consent of Department.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved

Community Service Learning component

Required Optional N/A

Past or Representative Evaluative Course Material Available

- Exam registry – Students’ Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other: Details provided by instructor in class
- NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This course is a practical workshop in the translation from English into Spanish. We will address concepts from translation theory and practice, as well as a variety of textual genres, and grammatical and lexical difficulties. The main emphasis, however, will be on the production and assessment of target texts (TT) from appropriate source texts (ST). The course will be conducted in Spanish, but some readings may be in English. Students are expected to attend all class meetings, do the assigned readings (available on eClass), and unless specified in the syllabus that the assignment will be done in class, students should complete the daily numbered assignments by their due date, submit them to the instructor ahead of time as specified on eClass, and be prepared to discuss them in class. Students are expected to participate actively in class meetings when we will discuss the assignments and readings. Assignments will be available on eClass by assignment number as specified on the day-by-day Class Schedule. The course will include a

mandatory Community Service Learning component that will allow students to take what they learn in the classroom into the community. Students will receive academic credit for assignments connected with their Community Service Learning work. Details regarding this component of the course will be discussed in class throughout the semester.

Learning Outcomes:

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

- Define the basic terms of the elements involved in translation.
- Compare translation as a process and as a product.
- List different translation types and techniques, and their uses.
- Identify the genre, intended audience, and linguistic characteristics of a text and make strategic decisions and decisions of detail for subsequent translation.
- Use a dictionary with skill to determine context-appropriate translations.
- Comment critically on the translation ideas and theories presented in assigned readings.
- Describe translation issues pertinent to consumer-oriented texts, cultural contexts, difficulties posed by dialects and sociolects, and the use of compensation.
- Apply translation knowledge acquired in class to the “real world” work of the CSL placement.
- Assess the merits and shortcomings of different translations of the same text.
- Produce adequate translations of short texts and justify translation choices.

Texts:

“SPAN 406 Selected Exercises & Readings” (available on eClass on the day-by-day Class Schedule)

Recommended:

A good bilingual English-Spanish Dictionary. The following are recommended:

- Larousse concise paperback; 230,000 translations; ISBN 9782035410092
- University of Chicago paperback; 6th edition; ISBN 9780226666969
- Oxford pocket paperback; ISBN 9780199560776
- Collins dictionary & grammar paperback; ISBN 9780007323173
- Oxford concise hardcover; 410,000 translations; ISBN 9780199560943
- Collins concise hardcover; ISBN 9780007369805
- Oxford hardcover; 800,000 translations; ISBN 9780199543403
- Collins hardcover; 442,000 translations; ISBN 9780007382385

Supplementary materials will be distributed through eClass as specified in the Class Schedule.

Grade Distribution (see “Explanatory Notes”):

Participation:	10 %
This involves attendance and active participation in discussion (5%); and completion of daily assignments (5%) as specified in the Class Schedule	
Reaction Papers:	10 %

5 reaction papers on the assigned readings due on the day reading is listed on schedule. **No late reaction papers will be accepted.** (2% each, lowest grade can be dropped)

Midterm Exam (Wed., Feb. 13):	20 %
Final Project (Wed., April 10):	25 %
Graded Assignments (CSL Material 2, each 15 %) Each graded assignment will be handed in twice: you will receive a version with errors marked and then a final grade, based on the corrected version.	30 %
Assignment A -- 1st version: Feb. 25 ; Final version: March 11 Assignment B -- 1st version: March 18 ; Final version: April 1	
Community Service Learning Reflection Log Collected twice during the term as noted on Class Schedule. See details below.	5 %
Total:	100 %

Explanatory Notes on Assignments:

Please see "Class description and objectives" above and notes below. Details of assignments will also be discussed in the course of the semester and detailed instructions will be posted on eClass.

Notes on Assignments

This is to clarify the terms for handing in the assignments and other work in our course.

Daily Assignments ("in class" and "discussion"):

These assignments are found on the eClass website by Assignment Number. For assignments labelled "in class," you should **print the assignment and bring it to class along with your dictionary.** "In class" assignments will be done in class. For assignments labelled "discussion," you should **complete your assignment ahead of time and submit it electronically through eClass by noon of the day it's due** for inclusion in the class discussion. Instructions for submission will be discussed in class, but, in essence, the assignment must be sent through the eClass system and then posted on the appropriate Google Doc. Assignments will receive feedback and be marked as "completed/not completed," and this counts towards your participation mark, although the assignment will not receive a specific grade. For obvious reasons, no late daily assignments will be accepted.

Graded Assignments (CSL material):

There will be 2 of these assignments throughout the semester. The material of these assignments is connected to our CSL placements. You will hand in the first version on the dates specified in the syllabus. I will mark your assignment with indication of the types of mistakes present and give it back to you for correction. You will then hand in a second, final version and the grade will be based on both versions and the extent and effectiveness of your corrections. These assignments must be typed and double-spaced, and you should hand in a printed copy. For the final version, you should submit an electronic copy as well (through eClass **and** posted on the appropriate Google Doc). **Marks will be deducted for incomplete assignments** (missing original, missing corrected copy, electronic copies not submitted and/or not posted electronically as requested).

Reaction Papers:

These are your own reflections on the assigned readings for the course. They should **demonstrate you have read and understood the ideas in the reading and that you engage critically with them.** For readings in English, I will accept the reaction paper in English, and for readings in Spanish I prefer

Spanish. If you want to do all your reaction papers in Spanish, that's fine too. The reaction paper should be 1-2 typed, double-spaced pages. They are due the day the reading appears on the class schedule. You will receive a grade for them (each of a total of 5 counts 2% of your grade; no late papers will be accepted but I will drop the lowest grade). Readings will be available on eClass.

Midterm Exam:

This exam will cover theoretical concepts and practical exercises based on the material covered in the first half of the semester.

Final Project:

The final project will be either an original translation of a text of your choice or a critique of an existing translation. I will ask for a proposal in March and you will need to receive my approval before you can work on the project. More details of the final project will be available ahead of time. The final project should be typed double-spaced and handed in in printed form on the last day of classes. **Marks will be deducted for incomplete assignments** (missing original, missing introductory essay, etc.)

Community Service Learning (CSL) Reflection Log:

Students will be asked to keep a log of their reflections on how the theoretical concepts and techniques learned in the class relate to the CSL assignments and to the interaction with and context of the CSL partner organizations. I will collect the logs twice during the semester as indicated above. **Although the reflections are personal, you will only receive full credit for thoughtful reflections that demonstrate your ability to make connections between the material learned in class and the real-life situation of the CSL partner organization.**

EXTRA CREDIT: CSL Event Attendance (5 % added to the lowest grade of one of your Graded Assignments): You will be able to receive 5 % extra credit added to the lowest grade of one of your 2 Graded Assignments for attending one event hosted by our CSL partner organization during the semester. Details about the events will be available ahead of time. You should bring the event attendance form available on eClass and have one of the partners sign it as proof of attendance. Submit that form to me for the extra credit.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Language courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, participatory attendance and completion of daily assignments will count in sum for 10% of the grade. Please see course description, grade distribution, and explanatory notes on assignments above for details on participation.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments may be handed in one class-day after the stated deadline without penalty, with a 1%-per-class-day penalty assessed for each subsequent class-day of lateness. **No extensions will be granted on the final project.**

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59