

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Arts and Sciences</u>	Department (Full name):	<u>Hispanic Studies</u>		
Major Name (full name please):	<u>Spanish</u>	Degree Title:	<u>Bachelor of Arts</u>		
Formal Option(s), if any:	<u>Options 1 (Language & Linguistics); Option 2 (Literature & Culture); Option 3 (General)</u>	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.				
Contact Person:	<u>Heather Campbell-Speltz</u>	Phone:	<u>257-5763</u>	Email:	<u>heather.campbellspeltz@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment or a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral or visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>SPA 310 - Spanish Composition Through Textual Analysis</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program: <u>Analytical & Critical Thinking: #1) Identify and describe linguistic and literary phenomena in written/visual/oral manifestations. #5) Demonstrate effective ways to problematize written/visual texts by identifying multiple dimensions and readings.; Writing Competencies: #3) Use appropriate sentence structure and vocabulary. #4) Adopt the register appropriate to the subject matter and audience. #5 Synthesize information, concepts and ideas on a variety of topics.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan: <u>Graduation Composition and Communication Requirement (GCCR): Starting in Fall 2014, this course is required for all Spanish</u>

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majors in order to fulfill the GCCR for UKCore. The GCCR is intended to vertically integrate learning outcome #2 of the UKCore, which states that students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information and to do so while simultaneously helping students develop increased linguistic, cultural, and translational competence.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: SPA 323 Introduction to Spanish Translation

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? n/a
- projected enrollment per semester: 44 across 2 sections

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;

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- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

This course requires completion of the requisite SPA 310 Composition course before enrollment.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

There are two primary vehicles for the satisfaction of GCCR requirements within this course. The first is the Translation Portfolio, which requires each student to produce translations into English of texts originally produced in Spanish. Through the interaction of these two languages, Intro. to Translation students are provided with the opportunity to explore proper expression of ideas and structures in both English and Spanish by means of a variety of different text types and genres. The second is the group project, which uses written and oral/visual formats to provoke close analysis of the techniques employed in the production of different translated texts. A written analysis of the translations must accompany the video. The focus on contrastive grammar structures in the second half of the semester fosters important linguistic and cultural exploration in both languages, which serves to further enrich our students' experiences with language and culture in the Hispanic world.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

Each student must submit three translations from Spanish into English over the course of the semester. Each of these translations is carefully reviewed and suggestions are made for improvements to the translated texts based on the successful transfer into the target language of overt and/or connotative meaning in the original text. Students receive comments and revise their translations, including making corrections to the analysis of the original text, further developing the translation brief if necessary and providing additional reflection regarding the process in the second installment of their translation journal. All three revised translations and accompanying documentation of the process are submitted at the end of the semester in a portfolio. Students are also required to provide feedback and suggestions to their peers in the classroom before submitting each version of each translation.

- other information helpful for reviewing the proposal:

Please ensure that the 2014-2015 university bulletin and the APEX system are updated to include SPA 323 "Introduction to Spanish Translation" as a second "Major Core Requirement" to accompany our current core course SPA 310 "Spanish Composition Through Textual Analysis". The total number of credit hours for the majors remains the same (42 cr. hrs.) as do the credit hours needed each of our three options since we have not removed 323 from the "Language & Linguistics" course options.

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Every three semesters

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

Undergraduate Studies Committee

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs:

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explain how the assessment standards of the receiving program will be implemented for the provided course(s):

n/a

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	SPA 323 Introduction to Spanish Translation, Spanish BA Options 1, 2, 3
Contact Person Name:	Heather Campbell-Speltz
Phone:	257-5763
Email:	heather.campbellspeltz@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/10/14	Alan V. Brown / 7-7093 / alan.brown@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/14	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/9/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

HISPANIC STUDIES / SPA 323 (001)*
INTRODUCTION TO SPANISH TRANSLATION
Fall 2014 (MWF)

Instructor:
E-mail:
Department Phone: 859-257-1565

Office:
Office Phone:
Hours:

COURSE PREREQUISITE: Completion of SPA 310 (**no concurrent enrollment**)

* This course satisfies the GCCR requirement for Spanish majors.

COURSE DESCRIPTION AND OBJECTIVES: The goal of SPA 323 is to improve each student's mastery and understanding of Spanish and English through the execution of basic translation tasks. This class has been designed to achieve the following fundamental objectives listed below from the learners' perspective:

Students will:

- develop an understanding of essential considerations in translation studies theory and practice through reading and class discussion;
- understand the nature of communicative translation and its importance;
- engage in short, targeted translation tasks primarily from Spanish to English;
- confront problematic grammatical, discursive, and pragmatic issues in Spanish and in English and analyze them in depth as they compare the two languages during translation tasks.

The final objective, the engagement in contrastive grammatical analysis, will enable students to deepen their understanding of both languages as they consider how best to translate structures, words, texts, and discourse styles unique to each respective language while simultaneously acquiring a valuable and highly marketable skill. This class aims to help students develop a greater facility with written language in English and Spanish while providing exposure to fundamental considerations in translation studies and hands-on practice so that students can begin to appreciate the complexity and rigorous nature of professional translation.

Graduation Composition and Communication Requirement (GCCR): Starting in Fall 2014, this course is required for all Spanish majors in order to fulfill the GCCR for UKCore. The GCCR is intended to vertically integrate learning outcome #2 of the UKCore, which states that students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. As such, this course will activate and enhance the skills students have acquired in their UK Core Composition & Communication I & II courses. (see <http://www.uky.edu/UGE/Writing/>)

REQUIRED COURSE MATERIALS:

- Lunn, P.V. & Lunsford, E.J. (2013). *En otras palabras: Perfeccionamiento del español por medio de la traducción*. 2nd Ed. Washington, D.C.: Georgetown University Press.
- Butt, J. & Benjamin, C. (2011). *A New Reference Grammar of Modern Spanish*. 5th Ed. New York: McGraw-Hill.
- Several pens in colors **other than blue or black**.
- An unabridged (ideally) Bilingual Dictionary, Spanish-English/English-Spanish (Collins, Simon & Schuster International, Larousse or Oxford).

Other Resources:

- Free on-line dictionaries: www.rae.es; www.wordreference.com; www.spanishdict.com; www.linguee.com;
- Selected readings on Blackboard

COURSE METHOD: The course will be divided roughly into 2 parts. The first section of the course will provide students a brief overview of primary considerations relative to the field of translation using several introductory readings. The second part of the course will focus on difficult grammatical structures that differ between English and Spanish. Significant time will be devoted to students' individual portfolios and group projects. In the second half of the course student groups will present those projects to the class. Throughout the semester, some time in class will be devoted to continued work on the group project and the final translation portfolio and deadlines relative the project and to each translation will be established over the course of the semester.

In general, class time will be devoted to a variety of activities in order to achieve the objectives mentioned above. Some days will be devoted to reviewing readings relative to Spanish/English grammar or basic translation practice and theory while others will be used primarily for reviewing translations in groups, pairs, and as a class. Throughout the course it will be necessary to analyze in greater depth select grammatical principles, in Spanish or English, that could interfere with students' ability to produce an accurate translation, e.g., preterit/imperfect, subjunctive, the use of articles etc. Students must complete all assigned readings and translations, or other written exercises, **before class** so that class time can be dedicated to the detailed discussion and review of these assignments. It is crucial that each student own a large bilingual dictionary (ideally an unabridged edition) to facilitate written translations at home and in class. The class will be conducted in Spanish although, given the nature of the subject matter, at times English will also be used in reading, discussing, and translating texts from Spanish into English.

COURSE REQUIREMENTS:

Attendance. Because group/pair work, oral discussions of written work, and instructor/classmate feedback sessions will all take place during class time, attendance is **mandatory**. Students are permitted **3 absences** for any reason and no documentation is required. Remember that the 3 permitted absences are intended to provide for such eventualities as illness (including trips to the university health clinic), family emergencies, minor car accidents, obligations to other classes etc. Only extreme circumstances may result in excused absences beyond the allotted two explained above, and each must be accompanied by official written documentation. Unexcused absences, i.e. those lacking documentation or not defined by Senate Rule 5.2.4.2, beyond the 3 allowed above will be penalized by **two percentage points per absence from the final grade**. Whether excused, unexcused or a combination of the two, any students with more than 6 absences may be asked to withdraw from the course ([see University Senate Rules 5.2.4.2](#)). Any student who has more than 6 unexcused absences (including the two allowed without penalty) and is beyond the withdrawal period for the semester will fail the course. Arrivals of 25 minutes late or more will be counted as an absence. As late arrivals are disruptive, **every three tardies and/or early departures may be counted as one unexcused absence** at the discretion of the instructor. Also, remember that if you must be absent, it is your responsibility to contact a classmate and find out what was done in the class you missed and what is due in the next class should the professor make changes to the daily schedule. You are responsible for all of the material covered in the class.

Homework/Written Work (10%). Homework assignments are to be ready **BEFORE** class and **NO late homework** will be accepted unless the homework was missed for an excused and documented reason as explained above. You need to have all assigned homework or any other written work ready to be turned in at the beginning of the class period for which it is due. Homework found to be completed during the class for which it is due will receive a 0 (zero) grade. The syllabus outlines much of the homework to be completed but at times other written work will be assigned in class by the instructor. Should a student be absent, s/he must contact a classmate to get the assignment since the student will be held responsible for all assignments whether s/he was present when they were assigned or not. Whenever an exercise is due

from *En otras palabras*, homework must be corrected using the grading key on Blackboard by clearly marking errors with a different color than the one in which you completed the exercise, i.e., using blue to correct black is not *different* enough. **This is a crucial step you must take to get full credit for homework exercises from *En otras palabras*.** All homework, including written responses to the readings, is graded for completion on a 3-point scale:

0 = not turned in or turned in late

1 = not 100% completed and/or not 100% corrected with different color pen or completed but with unintelligible, illogical, or unduly abbreviated responses

2 = 100% completed with some correction or with responses reflective of minimal effort

3 = 100% completed with full and appropriate responses and corrected (EOP)

Class Participation (10%). Students will be expected to participate **actively** in all class activities including class discussions, pair work, and translation feedback sessions. At least twice throughout the semester the instructor will give everyone a participation grade based on the level of participation shown during class. A rubric can be found in the syllabus on Blackboard under Course Documents. Maintaining Spanish as the primary language of the class is essential for a strong participation grade. Unexcused absences beyond 3 will also affect participation grades.

Exams (2 x 10% = 20%). The first exam will cover concepts from the readings on basic theory and practice in translation studies as well as language-related topics covered in the textbooks and other readings. The second exam will focus more on language-related issues, (grammar, unique vocabulary, jargon, register, etc.) but will also reference the theoretical aspects of the course in context. Testing of grammatical and vocabulary knowledge will be done primarily via translation tasks which will be of various types: multiple choice, short answer, fill-in-the-blank, and matching. Principles of translation theory may be assessed using short answer questions and short essay.

Translation Portfolio (3 x 15% = 45%). The portfolio will include all stages of the translation process and revisions of 3 (15% each) Spanish- to-English translations between 350 and 500 words completed over the course of the semester, as well as the journal entries and other documentation that will accompany each version of both translations. On the day indicated in the course schedule, students will need to submit **three possible texts for translation**. Students who arrive on the specified day on the syllabus without having submitted the 3 texts for selection will received a zero (0) for that translation. The due dates noted on the daily schedule indicate when students must turn in their first draft of the translation for an initial grade. Each initial draft and accompanying materials will be worth 6% while the final draft with all corresponding material will be worth 9% of the final grade. The grade for the final version for each translation will be given when the entire portfolio is turned in at the end of the semester. This portfolio will reflect the individual student's progress as a translator while uncovering the process adopted in producing the final product. Each translation should include the following:

- 1- the final "clean" version with no corrections **AND** a signature of a monolingual English speaker who has read the final version for awkward, non-English structures or word choice.
- 2- a **clean** copy of the original source text;
- 3- a source text analysis and translation brief in English, following the format explained in class;
- 4- each version of your translation—including all feedback and comments from classmates/professor, even those handwritten on drafts or commented through word processing software; all copies of the original source text where notations or comments have been made
- 5- a journal entry of a minimum of 300 words where you reflect on your production of each version of the translation, including your thoughts on specific grammatical, discursive, lexical, or rhetorical problems you encountered; insights gleaned from the theoretical readings and addressing those problems in your specific text, and any other impressions or thoughts that come to mind. This journal will be written in English.

6- a detailed list of vocabulary (words and phrases) with their translations into English and the sources used to find those translations

Individual translations and final portfolios will be submitted in electronic form on BlackBoard.

Group Translation Project (15%). This project incorporates both a written and an oral/visual component. Students, in groups of three, will search out and analyze 6 published translations in electronic or print media that have been produced and published for public use by a recognized and identifiable business, organization, and/or agency. Within the U.S. context, most of the translations will have English as the source language and Spanish as the target language. However, students are to seek out at least 3 translations that have Spanish as the source language and English as the target language. **The group as a whole** will be responsible for the final written analysis of all 6 texts. The length of these 6 texts must fall within the following parameters for each group:

2 from Group A = 200-500 words **2 from Group B** = 50-200 words **2 from Group C** = 2 5-50 words

NO text should exceed 500 words. Students are encouraged to search out a variety of text types in print or electronic media including advertisements, signs in stores and public spaces, travel brochures, business letters, newspaper articles, etc. Students may also use portions of larger translations as long as the segment chosen for analysis is a coherent whole. Each text must clearly be a translation from either English or Spanish and not simply an example of “poor” English or Spanish produced by a limited proficient speaker. **All texts MUST have a source text for comparison.** Students may use a source for only one of the 6 text (i.e. the Type A text and the Types C text may not come from the same website). In all cases, students must produce a copy of the source text AND the target text (translation), which in some cases may be a print-out of a digital picture taken of a sign, for example.

PART I. The trio of students will submit an **in-depth written analysis in English**, for each of the 6 texts, including the following elements:

- 1) a complete source text analysis and detailed translation brief, describing the geographical, social and discourse contexts in which the translation appeared, i.e. where it was found, who the intended audience is, and what purpose it serves;
- 2) clear identification on both the source and target texts of those passages representing particularly problematic and/or impressively accurate translations at the word, phrase, sentence, or discourse level;
- 3) a written analysis and explanation in English as to why those passages identified in number 2 are problematic or exceptionally accurate given the topic and context;
- 4) recommendations to improve the translation if needed.

Essential Documents for the Written Analysis:

(To be submitted by each group in one file on BlackBoard)

1. Copies of all STs (original texts)
2. Copies of all TTs (translations)
3. Source Text Analyses and Translation Briefs (6 total)
4. Commentary, observations about each set of texts, presented in essay format in English
5. PowerPoint or video file from the group presentation

PART II: The group will also prepare a **10-12 minute video or multi-modal Power Point or Prezi presentation in Spanish** of your most interesting findings and analyses from a sampling of your texts.

PART III: Additionally, each student will submit an evaluation of the work done by each of the other members of the group. This combined grade from other group members represents 2% of each student's final grade.

The written portion of the project will be turned in the day of the oral presentation and each group will receive one grade for the written translation project and a separate grade for the video or multi-modal presentation.

Group Project Grade Breakdown:

Written Project – 7% Audiovisual Presentation – 6% Peer Evaluation – 2%

The following grading criteria will be used to determine your final grade for this course:

A 100-90 **B** 89-80 **C** 79-70 **D** 69-60 **E** 59 and below

GRADE BREAKDOWN: The course grade will be determined as follows:

Homework/Written Work	15%
Class Participation	10%
Exams (2 x 10%)	20%
Translation Portfolio (2 x 20%)	40%
Group Translation Project	15%
Total	100%

ACADEMIC INTEGRITY: All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>. Please be advised that, while the use of technology in the form of electronic dictionaries and references tools is not only acceptable but expected in the process of translation, the presentation of a mechanical translation from sites such as Google Translate, Babblefish, or any other website or electronic device used to translate large passages of text is **a form of plagiarism and will result in appropriate action on the part of the instructor and the Dean's office.**

TECHNOLOGY USE: If you choose to use a laptop or other electronic device during class to aid you in learning course material and achieving course objectives, please ensure that it does not interfere with your ability to focus on and participate in classroom activities such as teacher- or student-led discussions or small group work. Students found to be texting or using other forms of social media unrelated to class discussions will be asked to leave and will be marked absent for that class period.

DISABILITY ACCOMODATIONS: If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu).

PARTICIPATION GUIDELINES

Participation # _____

GRADE: _____ / 50

Name: _____

Date _____

1. Arrived for class **on time** with **any required work already completed** and gathered before class and ready to discuss with others.

10 Always 9 Almost Always 8 Most Times 7-6 Sometimes 5-0 Rarely/Never

2. Demonstrated **appropriate use of Spanish and English** during class ensuring to follow the instructor's lead as far as language choice.

10 Always 9 Almost Always 8 Most Times 7-6 Sometimes 5-0 Rarely/Never

3. **Initiated** oral interaction by responding to classmate's comments in addition to responding to instructor's questions **without being called on**.

10 Always 9 Almost Always 8 Most Times 7-6 Sometimes 5-0 Rarely/Never

4. **Participated actively, meaningfully, and as frequently** as possible in small group and class activities/discussions by presenting his/her thoughts and ideas and remaining focused on the task at hand.

10 Always 9 Almost Always 8 Most Times 7-6 Sometimes 5-0 Rarely/Never

5. Demonstrated an **attentive, alert, and engaged attitude** during class as well as a respect for others by contributing to a classroom atmosphere conducive to learning.

10 Always 9 Almost Always 8 Most Times 7-6 Sometimes 5-0 Rarely/Never

** If students are dissatisfied with their participation grade, they should contact their instructor immediately and resolve the discrepancies with him/her. Participation is 10% of your final grade.

Informe de traducción

Texto original (ST Analysis)		Texto meta (Brief)	
Función		Función a alcanzar	
Destinatarios		Destinatarios	
Tiempo de recepción		Tiempo de recepción	
Lugar de recepción		Lugar de recepción	
Medio de transmisión		Medio de transmisión	

Motivo tras la producción		Motivo tras la producción	
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**Department of Hispanic Studies
SPA 323/Fall 2014**

TENTATIVE SCHEDULE OF ASSIGNMENTS

*The instructor has the right to make any necessary changes to adapt the schedule to fit the class.

**Department of Hispanic Studies
SPA 323/Fall 2012**

TENTATIVE SCHEDULE OF ASSIGNMENTS

** The instructor has the right to make any necessary changes to adapt the schedule to fit the class.

DATE	IN CLASS	TO READ AND PREPARE BEFORE CLASS	TO TURN IN BY CLASS TIME
PARTE I: INTRODUCCIÓN A LA TRADUCCIÓN			
27 agosto (miércoles)	Presentación del instructor; Introducción al curso;	-----	-----
29 enero (viernes)	El uso del diccionario; Introducción a la traducción: Conceptos básicos—Lectura #1	<i>En otras palabras</i> , pp. 3-12; Lectura #1: “What everyone should know about translation”	Ejercicio 2, 4 (10-12); Respuestas escritas a las preguntas en Blackboard
1 septiembre (lunes)	LABOR DAY - NO HAY CLASE		
3 septiembre (miércoles)	Introducción a la traducción: Conceptos básicos—Lectura #2	Lectura #2: “Preliminaries to translation as a process”	Respuestas escritas a las preguntas en Blackboard
5 septiembre (viernes)	Introducción a la traducción: Conceptos básicos—Lectura #3	Lectura #3: “Preliminaries to translation as a product”	Respuestas escritas a las preguntas en Blackboard
8 septiembre (lunes)	Taller de traducción I	Parte 1 del Taller de traducción	Respuestas escritas a las preguntas en Blackboard
10 septiembre (miércoles)	Introducción a la traducción: Conceptos básicos—Lectura #4	Lectura #4: “Cultural issues in translation”	Respuestas escritas a las preguntas en Blackboard
12 septiembre (viernes)	Introducción a la traducción: Conceptos básicos—Lectura #5	Lectura #5: Compromise and compensation	Respuestas escritas a las preguntas en Blackboard
15 septiembre (lunes)	Introducción a la traducción: Conceptos básicos—Lectura #6; Source text analysis,	Lectura #6: “Research Foundations” (cont’d)	Respuestas escritas a las preguntas en Blackboard

	Parallel text analysis		
17 septiembre (miércoles)	Prácticas con Source text analysis, Parallel text analysis	Textos en Blackboard	Análisis de textos en Blackboard
19 septiembre (viernes)	Variación dialectal, registro Explicación y formación de los grupos para el proyecto; formulación del contrato	<i>En otras palabras</i> , pp.69-77	Ejercicio 2, 3, 5 (pp. 76-77)
22 septiembre (lunes)	Taller con parte 2 de Actividad de traducción	Parte 2 de Actividad de traducción;	Parte 2 de Actividad de traducción;
24 septiembre (miércoles)	Presentación de Traducción 1: La publicidad;		
26 septiembre (viernes)	Repaso para el examen;	Repaso en Blackboard	
29 septiembre (lunes)	EXAMEN 1	Estudiar para el examen	
1 octubre (miércoles)	Visita a la biblioteca: The Hub en W.T. Young (Preparación para el proyecto)		Entregar ejemplos de publicidad en español (3) del mismo tipo de 300 a 500 palabras
3 octubre (viernes)	El lenguaje de la publicidad Trabajar en Traducción 1: La publicidad	<i>En otras palabras</i> , pp. 79-86	Ejercicio 1, 3, 4 (pp. 84-85);
6 octubre (lunes)	ADJETIVOS y ARTÍCULOS	<i>En otras palabras</i> , pp. 29-37 <i>A new reference</i> , pp. 27 – 70	Ejercicio 1, 5, 6 (pp. 35, 37) Práctica: Adjetivos y artículos
8 octubre (miércoles)	El lenguaje de los negocios Colaboración en los grupos de proyecto	<i>En otras palabras</i> , pp. 87-97	Ejercicio 1, 3 (pp. 93-94, 95-96) Traer los textos para el proyecto del grupo
10 octubre (viernes)	SER/ESTAR; Trabajar en Traducción 1: La publicidad (Peer Review)	<i>En otras palabras</i> , pp. 39-47;	Ejercicio 1,5 (p. 45-47) Práctica: Ser y estar
13 octubre (lunes) *medio-semester	SER/ESTAR Colaboración en grupos para el proyecto	<i>A new reference</i> , pp. 408 - 420	Entregar Traducción 1: La publicidad;
15 octubre (miércoles)	Análisis de textos traducidos	Examinar los textos en Blackboard para el análisis	Respuestas escritas a las preguntas en

	Presentación de Traducción 2: La entrevista	en clase	Blackboard
17 octubre (viernes)	Colaboración en grupos para el proyecto		Llevar 3 ejemplos de entrevistas en español de 300 a 500 palabras
20 octubre (lunes)	SUBJUNTIVO Colaboración en grupos para el proyecto	<i>En otras palabras</i> , pp. 57-65;	Ejercicio 1, 2, 3 (pp. 63-64)
22 octubre (miércoles)	SUBJUNTIVO	<i>A new reference</i> , pp. 241-282	Práctica: Subjuntivo
24 octubre (viernes)	PRESENTE Trabajar en Traducción 2: La entrevista	<i>En otras palabras</i> , pp.13-20	Ejercicio 1-4 (pp. 17-19)
27 octubre (lunes)	PRESENTE Colaboración en grupos para el proyecto	<i>A new reference</i> , pp. 203-206	Práctica: Presente
29 octubre (miércoles)	La narración II; Trabajar en Traducción 2: La entrevista	<i>En otras palabras</i> , pp. 21-28	Ejercicio 1-4 (pp. 27-28)
31 octubre (viernes)	PASADO Trabajar en Traducción 2: La entrevista (Peer Review)	<i>A new reference</i> , pp. 206-215	Práctica: Pretérito e imperfecto
3 noviembre (lunes)	Presentación de Traducción 3: Artículo periodístico Colaboración en grupos para el proyecto		Entregar Traducción 2: Entrevista
5 noviembre (miércoles)	Colaboración en grupos para el proyecto		Llevar ejemplos de artículos periodísticos en español (3) 300 a 500 palabras del mismo evento
7 noviembre (viernes)	Presentaciones del proyecto de grupo (2)		Entregar Proyecto de grupo
10 noviembre (lunes)	Presentaciones del proyecto de grupo (2)		Entregar Proyecto de grupo
12 noviembre (miércoles)	Presentaciones del proyecto de grupo (2)		Entregar Proyecto de grupo

14 noviembre (viernes)	Presentaciones del proyecto de grupo (2)		Entregar Proyecto de grupo
17 noviembre (lunes)	VOZ PASIVA Y EL PRONOMBRE <i>SE</i> ; Trabajar en Traducción 3: Artículo periodístico	<i>En otras palabras</i> , pp.49-56	Ejercicio 1-3, 5 (pp. 54-56)
19 noviembre (miércoles)	VOZ PASIVA Y EL PRONOMBRE <i>SE</i> ; Trabajar en Traducción 3: Artículo periodístico	<i>A new reference</i> , pp. 391-407	Práctica con textos en Blackboard
21 noviembre (viernes)	FUTURO/CONDICIONAL Trabajar en Traducción 3: Artículo periodístico	<i>A new reference</i> , pp. 216-222	Práctica con textos en Blackboard
24 noviembre (lunes)	TIEMPOS COMPUESTOS Trabajar en Traducción 3: Artículo periodístico (Peer review)	<i>A new reference</i> , pp. 222-232	Práctica con textos en Blackboard
26-29 noviembre	THANKSGIVING BREAK – NO HAY CLASE		
1 diciembre (lunes)	Práctica con texto variados en clase		Entregar Traducción 3: Artículo periodístico
3 diciembre (miércoles)	Repaso para el examen		Repaso para el examen
5 diciembre (viernes)	EXAMEN 2	Estudiar para el examen	
8 diciembre (lunes)	Intercambio de traducciones con un compañero		Llevar a clase todas las traducciones
10 diciembre (miércoles)	Asesoramiento del profesor con las traducciones 1 a 3;		Llevar a clase todas las traducciones
12 diciembre (viernes)	Evaluaciones de la clase		Entregar Carpeta de traducciones 1 a 3 con todos los materiales en el orden requerido