Cover Sheet: Request 15867

SPN3451: Spanish Translation: Bridging Cultures

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	2/19/2021 5:27:57 PM
Updated	4/2/2021 3:12:25 PM
Description of request	Request to change title and description for SPN3451 to better reflect how the course is currently taught, and based on student interest as well as faculty expertise.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward		2/19/2021
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	• Clarify: Course title on Syllabus and proposed course title are different. Suggestion to include "Spanish" in the new proposed course title. • Attach syllabus	4/2/2021
No document changes					
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward	We have changed the proposed/new title to include Spanish: "Spanish Translation: Bridging Cultures". I changed both the title of the request and the information in the form accordingly. I'm not sure why there is a request to upload a syllabus, since there already was/is one? But I have replaced it with a version that has the proposed new title. (The reason the syllabus originally uploaded had a different title is because we are teaching the course this term, and obviously have to teach it under the title that is currently on the books; for the revised syllabus I changed the name and removed the date. I hope that's ok.)	4/2/2021
SPN3451Translation_Spring2021 rev.docx					4/2/2021
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/2/2021
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/2/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15867

Info

Request: SPN3451: Spanish Translation: Bridging Cultures
Description of request: Request to change title and description for SPN3451 to better reflect how the course is currently taught, and based on student interest as well as faculty expertise.
Submitter: Gillian Lord-Ward glord@ufl.edu
Created: 4/2/2021 1:00:20 PM
Form version: 2

Responses

Current Prefix
Enter the current three letter code (e.g., POS, ATR, ENC).

   Response:
   SPN

Course Level
Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

   Response:
   3

Number
Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

   Response:
   451

Lab Code
Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

   Response:
   None

Course Title
*Enter the current title of the course as it appears in the Academic Catalog.There is a 100 character limit for course titles. *

   Response:
   Spanish Translation and Interpretation: Theory and Practice

Effective Term
Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action
Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?
Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?
Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

    Response:
    Yes

Current Course Title
(100 character limit)

    Response:
    Spanish Translation and Interpretation: Theory and Practice

Proposed Course Title
(100 character limit)

    Response:
    Spanish Translation: Bridging Cultures

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

    Response:
    Yes

Proposed Transcript Title (30 char. max)

    Response:
    SPN translation

Change Credit Hours?
Note that a change in credit hours requires submission of a course syllabus.

    Response:
    No

Change Variable Credit?
Note that a change in variable credit status requires submission of a course syllabus.

    Response:
    No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?
Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?
Note that a change in course description requires submission of a course syllabus.

Response:
Yes

Current Course Description

Response:
Provides an introduction to the theories and principles of translation and interpretation, combined with practice in English-to-Spanish and Spanish-to-English translations. Working individually and in groups, students will acquire translation techniques for a variety of genres, such as literary texts, letters, legal documents, newspapers, commercial advertisements, etc.

Proposed Course Description (500 characters max)

Response:
Provides an introduction to the principles of translation, combined with practice in English-to-Spanish and Spanish-to-English written translations. Working individually and in groups, students will improve their reading and writing skills in both languages, hone their research skills, and work collaboratively to think critically about how best to use language to bring cultures into dialogue.

Change Prerequisites?

Response:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
We are requesting minor changes in the course title and description to reflect the evolution of course content, based on instructor experience and student interest. The course no longer teaches interpretation and is more focused on practice than theory, and highlights the cross-cultural awareness developed through that practice.

SPN 3451-191H (21741)
Spanish Translation: Bridging Cultures

Profesor: Prof. Navajas   **E-mail:** navajas@ufl.edu

Zoom office hours: Monday & Friday: 8:30-9:30; Wednesday 2:00-3:00, and by appointment

COURSE DESCRIPTION, PREREQUISITES, AND OBJECTIVES

This course introduces you to the principles of translation and provides opportunities for you to apply them by translating a variety of texts (journalistic, literary, scientific, rhetorical, spoken, etc.). The main goal of this course is to improve your reading and writing skills through the practice of written translation. Both employers and graduate programs seek students with good writing and decision-making skills who can also collaborate productively in a team. Therefore, the course will build those skills by doing most translations in small groups, which involves making many decisions collectively about writing.

Course goals

By the end of the semester you will be able to:

- understand and explain the process and challenges of written translation
- analyze a written text to be translated, keeping in mind the purpose and target audience
- identify, explain, and apply strategies used to produce a translation that is linguistically and culturally effective
- demonstrate increased competence in both English and Spanish reading and writing

Prerequisites: SPN3300 or SPN 3350. Students should have a strong command of English **and** Spanish grammar, especially in written forms.

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

Following departmental policy, this course will be taught *in* Spanish. Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that language educators and their students use the target language as exclusively as possible (at least 90%) at all levels of instruction. The Department of Spanish and Portuguese Studies follows this recommendation in all coursework.

COURSE REQUIREMENTS

Required materials: Introducción a la traducción inglés<>español. Antonio Jiménez Jiménez, Routledge, 2018 Students will find additional readings and assignments posted on Canvas.

Recommended materials:

A New Reference Grammar of Modern Spanish (5th edition) John Butt & Carmen Benjamin, Routledge, 2011

INDIVIDUAL AND COLLECTIVE SUCCESS: EXPECTATIONS AND NORMS

This class will be taught remotely. We will meet via Zoom on Monday, Wednesday, and Friday of the first weeks this semester and then twice a week after that, mostly on Monday and Wednesday. The other day each week you will focus on homework, discussion, reflection, peer review, and translation. I expect you to actively read the assigned material, to take notes and understand the main ideas as well as new information and concepts, and to be prepared for class discussions and other activities.

Since this course is delivered remotely, please ensure your equipment is working properly, and don't wait until the last minute to check technology. If you have difficulty with Canvas or other UF-based tools, please contact the UF Computing Help Desk (helpdesk.ufl.edu, 352.392.4357). Unlike me, they are available 24/7 and know so much more about the technologies we use.

A note about email communication: We will be in touch outside of class mostly by email this semester. This is a tough time for many of us and so let's practice kindness and professionalism in our messages to each other. For example, if you send me an attachment, be sure to include a greeting and sign-off, a small gesture that acknowledges our concern for each other.

Synchronous meetings: Guidelines for online engagement: As with any other course or university activity, I expect you to abide by the same policies and norms as you would in a face-to-face classroom. To that end, please keep in mind these guidelines for synchronous class sessions.

- Avoid distractions during class time, such as the use of phones or other electronic devices for purposes other than classwork, as well as other distractions that can come with working from home, such as pets or younger siblings. To the extent possible, you should join class from a location where you can be alone, without noise or other interference. Attending class from a public place such as a coffee shop is discouraged unless it is the only option you have.
- Dress appropriately (at least from the waist up!), just as you would to attend a class session.
- Sit upright and avoid eating or engaging in other activities during class time.
- Turn your mic off unless you are speaking. This prevents background noise from interrupting or distracting your classmates.
- Be sure that your screen name is your full name, especially at the start of the semester when we are all getting to know each other.
- To the extent possible, keep your video turned on. Being able to see each other as we interact helps create some of the sense of community that we have in a face-to-face classroom.
- If you have a question, use the "raise hand" feature. I will call on you as soon as it is possible to do so without interrupting the flow of the class. You may also use the chat function but note that it is sometimes difficult for me to see the chat box, so I may not respond immediately.
- If you have connectivity problems or get dropped out of the meeting, attempt to rejoin right away. If that doesn't work, try the call-in option from a phone, to be able to participate with audio. If neither of these options works, email me immediately and explain the issue so we can catch up after class.

Asynchronous meetings

A portion of what we would normally discuss in a face-to-face classroom will now be discussed through other media, such as peer reviews and VoiceThreads. It is important to remember that this environment is also part of your classroom and should be treated as such. Here are some useful guidelines:

- Use standard fonts (sans serif fonts like Calibri are optimized for online reading) along with a consistent and readable size (e.g., 12pt). Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.

- Avoid the use of slang, jargon, and emoticons. Not everyone knows how to interpret them! Likewise, be cautious when using humor or sarcasm, as tone is sometimes lost in electronic communication, and your message might be taken literally or offensively.
- Make sure you understand the assignment, and that your posts are on-topic and within the scope of the course material. Read all messages in a thread before replying and be as brief as possible while still making a thorough comment that corresponds to the assignment.
- Take your contributions seriously. Review and edit them before posting, just as you would an assignment you were turning in on paper.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point. The point of a discussion in an online course is to help you and your other students learn through in-depth consideration of important topics.
- Always give proper credit when referencing or quoting another source, even if that source is a classmate. Make sure you understand what constitutes plagiarism, and what doesn't!
- Be open-minded! Respect others' opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way, and back it up with the evidence you have.

UNIVERSITY POLICIES AND RESOURCES

Student privacy in on-line sessions
Participation in our class is fundamental since improving oral conversational skills is an ongoing commitment we share. You are required to have your camera on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. I may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor.

To respect your privacy, I will not record Zoom sessions and you may not record them either. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Attendance, makeups, and late work
Attendance is required and will be recorded daily. You will be allowed two unexcused absences for which no documentation or excuse is required. Two late arrivals and/or early departures will count as one unexcused absence. After the second unexcused absences, two percentage points per absence will be deducted from your final grade.

In the case of university-approved absences, you must provide official documentation to your instructor within one calendar week of the absence in order to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused. Assignments may not be made up due to unexcused absences.

Late group work is not accepted. Work for an individual grade that is submitted late will incur a 2-point per day penalty.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Accommodations
Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Academic Integrity
This course is about building intellectual and linguistic power, which involves honing and applying your cognitive skills to tasks that will expand your knowledge and expertise. Especially in an online course, where most tasks are done outside of class, the temptation to use unauthorized resources to complete assignments is heightened. To maximize your learning, it is best to avoid using translation apps, sites, or features in an online dictionary. If you do consult them, you must cite the source in your work. If you cheat, you may get the grade (if I don't detect the honor code violation), but you will not have acquired the expertise and knowledge and, even more importantly, you will have diminished your personal, academic, and professional integrity.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment. The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Resources Available to Students
Health and Wellness
- *U Matter, We Car*e: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575
- *Student Health Care Center:* https://shcc.ufl.edu; 352-392-1161.
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: http://www.police.ufl.edu/; 392-1111 (911 for emergencies)
- *UF Health Shands Emergency Room / Trauma Center:* https://ufhealth.org/emergency-room-trauma-center; 352-733-0111; 1515 SW Archer Road

Academic Resources
- *E-learning technical support*: Learningsupport@ufl.edu; https://lss.at.ufl.edu/help.shtml; 352-392-4357 (opt. 2)
- *Career Connections Center*: Reitz Union; http://www.crc.ufl.edu/; 392-1601
- Library Support: http://cms.uflib.ufl.edu/ask

- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/; 846-1138

Procedure for Conflict Resolution
Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the (Under)Graduate Coordinator, who will refer the issue to the Department Chair if it cannot be solved. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.edu; 392-1308) or the Dean of Students Office (http://www.dso.ufl.edu; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or http://www.distance.ufl.edu/student-complaintprocess (for online classes).

Grade Scale and Policies
The grade scale for classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73	
A- = 92-90	C-(U) = 72-70	NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
B+ = 89-87	D+ = 69-67	
B = 86-83	D = 66-63	
B- = 82-80	D- = 62-60	
C+ = 79-77	E = 59-0	

COURSE COMPONENTS

component	%
Participation	10
Discussion/Reflection/Peer Review	10
Homework	10
Quizzes	15
Translation assignments (in groups)	25
TED Talk translation (individual)	15
Final project (individual)	15
	100

Participation: You will provide a reflection on your participation three times during the semester, using the rubric in Canvas. I will consider your self-evaluation in the light of my own observations when assigning the grade, which has three components. See the rubric in Canvas for details.

Discussion/Reflection/Peer Review: These assignments give you a chance to discuss professional translations, share ideas about translation as practice and profession, and do peer reviews of each other's translations before they are submitted for a grade. Topics will vary and the rubric for grading is available with the assignment in Canvas.

Homework: The homework assignments include practice applying translation concepts and ongoing study of grammar in both English and Spanish, with a focus on the differences between the two languages, in order to help you become a better writer in both. Homework will be graded on completion and the answers will be made available after submission for you to compare your answers. Points will be awarded for completeness not for correctness, so give it your best effort! All homework assignments will be submitted in Canvas. Homework submitted late will incur a 1 point per day grade reduction. The five lowest grades will be automatically dropped.

Quizzes: So that in-class discussions and translations exercises will be productive, there will be frequent short multiple-choice quizzes In Canvas on readings from the textbook, grammar homework, and other readings assigned throughout the semester. The 2 lowest grades will be dropped. The quizzes will be open for 26 hours before each reading is addressed in class.

Translation assignments: Since the focus of the is class is on learning through practice, there will be many translation assignments covering a variety of texts.

- You will almost always work in groups to produce translations and to make revisions. Group translations will be done using Google docs and all members of the group will receive the same grade unless there is a problem. Students will take turns being the leader of the group to assure that all group members are participating equally.

- The correction code for revising translations is found at the end of this document and is online as well.

- All translations must be a word doc in 12-pt font, double-spaced, and submitted by the due date. No photos or scans of hand-written work are accepted. **Any assignment submitted late will incur a grade reduction of 1-point-per-day after the due date and time**.

TEDTalk project: Translate a transcription of a TED Talk that interests you! It can be Spanish to English or English to Spanish. The most recent talks are the ones that tend not to have been translated and are often already transcribed. If there is no transcription, you can get Youtube to generate one, but you will have to be very attentive to any discrepancies between what the speaker actually says and how it is transcribed.

1) Find a TED talk or TEDx Talk that interests you, is 6-9 minutes long, and has not been translated. TEDx talks are often shorter than TED talks, and in a language other than English.
   - Go to https://www.ted.com/watch/tedx-talks or https://www.ted.com/talks/ and find a 6-9-minute talk that has a transcription but has not been translated.
     - If you find one that meets the criteria and really interests you, but which is longer, you can choose to translate 1000 words.
     - If you find one that really interests you but has no transcript, you can get Youtube to generate a transcription: https://www.youtube.com/watch?v=RyLA5sMqyr8
   - To find out if it has been translated:
     - Click on the video that interests you
     - On the control bar, click on the settings icon→subtitles to see if it's been translated.
     - If there is a subtitle icon (a rectangle with three dots inside), click on it to see if there's a translation into English or *español*
     - If it has been translated, look for a different TED talk.
     - If it has not yet been translated into either English or Spanish, look for the transcript, just below the video control bar. If there is no transcript in Spanish of a talk originally in English, or vice versa, *¡zas!* This can be your final project!

Final Project: You will translate a short text (1,200 word minimum) related to your field of study or broader interests. It can be a translation from English to Spanish or vice versa. Obviously, if a translation already exists or, in the case of an online article, there is an option to change the language to either Spanish or English, you will need to find a different text. If the article you want to work with is longer than 1,200 words, you can choose to translate one continuous section of 1,200 words.

1. A project proposal is due in Canvas by the date indicated in the calendar.
2. You will submit a strong first draft of the translation: 40 pts
3. You will submit the translation with corrections: 24 pts
4. This translation will be supported by a structured, critical commentary (3 pages + references) on problems encountered, strategies used to solve them, and references to concepts covered in the readings. 24 pts

Calendar: Important: This calendar is subject to changes. Readings and assignments may be added or changed, as the class´s interests and pacing unfold. Check Canvas frequently for updates.

Note: In the calendar below I have abbreviated the title of our textbook (Introducción a la traducción inglés<>español) to **Ialti<>e**

	El tema	**Antes de clase…**	**Entregar**
L 11 enero por Zoom	Presentaciones, conversación sobre los recursos y las metas	1. Leer programa de estudios, familiarizarse con Canvas	

M 13 enero por Zoom	Introducción a la traducción.	Leer
		1. **Ialti<>e** pp. 1-17: Lección Preliminar
		2. **Gramática**
		   1. 13_01 Errores gramaticales es>in
		   2. 14_01 Errores gramaticales in>es
		Hacer
		1. **Gramática:** Act. 13.13 y 14.13 (escoge 7 de c/u)
			VoiceThread: Yo me presento

V 15 enero por Zoom	Taller en clase: ¡Arriad el foque!	Leer 1. **Ialti<>e** pp. 46-49 2. The Shallowness of Google Translate 3. Herramientas para la traducción: Linguee, la red como diccionario 4. Introduction to Computer-Assisted Translation Hacer 1. **Ialti<>e** pp 49-50: Actividad 1.10 2. **Prueba 1 (Cap Preliminar y las lecturas para hoy)**	Describir tu nivel lingüístico y tus competencias traductoras fuertes y menos fuertes
Semana 2			
L 18 enero	Feriado: Dr. Martin Luther King, Jr. Day		

M 20 enero por Zoom	Cap 1: El proceso de la traducción	Leer
		1. **Ialti<>e**: pp 25-45: Cap 1
		2. **Gramática**
		    1. 01_01: Nuestros buenos y malos amigos: los cognados
		    2. 01_02: La coma_1 parte
		
		Hacer
		1. **Ialti<>e**: p.31-32: Act. 1.1: #1, 3 y 5
		2. **Gramática:** Act 01.12, 1.13, 1.14
		3. **Prueba 2**	

V 22 enero por Zoom	Taller en clase: Traducción 1: ENSALarte		Traducción 1: ENSALarte
Semana 3			
L 25 enero	Cap 2: La traducción como producto	Leer 1. (**Ialti<>e**: pp 58-78) Cap 2 2. **Gramática:** 02_02 La coma 2ª parte Hacer 1. (**Ialti<>e: p.67 y 73)** Actividad 2.3 y 2.7 2. **Prueba 3**	
M 27 enero por Zoom	Taller en clase Traducción 2: The 11-Minute Workout	Leer: **Gramática**: 03_01 El artículo Hacer: **Gramática:** Act 3.9 y 3.10 (escoge 5 de c/u)	
V 29 enero	**Voice Thread: ¿Por qué traducir?**		Traducción 2: The 11-Minute Workout
Semana 4			
L 1 febrero por Zoom	**Entrevista en vivo a dos traductoras**		Proposal: Ted Talk translation
M 3 febrero por Zoom	Taller y discusión en clase		
V 5 febrero	**Voice Thread: La traducción como profesión**		Participación 1
Semana 5			
L 8 febrero por Zoom	Cap 3: Técnicas de traducción (1ª parte)	Leer: **Ialti<>e**: pp 92-111: Cap 3 Hacer 1. **Ialti<>e**: pp 100, 101 y 110 Act. 3.2, 3.3 y 3.5 2. **Prueba 4**	
M 10 febrero por Zoom	Taller en clase Traducción 3: ¿En qué creemos hoy?	Leer: **Gramática**: 04_01 Adjetivos y adverbios Hacer: **Gramática:** Act 4.10 (escoge 5) y 4.11	
V 12 febrero	**Revisión por pares: Traducción de un Ted Talk**		Traducción 3: ¿En qué creemos hoy?

Semana 6			
L 15 febrero por Zoom	Cap 4: Técnicas de traducción (2ª parte)	Leer: **Ialti<>e**: pp 121-139: Cap 4 Hacer 1. **Ialti<>e**: pp 128, 134 y 136: Act. 4.3, 4.6, y 4.7 2. **Prueba 5**	Entregar: Traducción de un Ted Talk
M 17 febrero por Zoom	Taller en clase: El subtitulaje	Leer: **Gramática**: 1. 05_01 El género 2. 12_01 Las construcciones pasivas Hacer: **Gramática:** Act 5.7, 5.8 y 5.9; Act 12.17 y 12.18 (escoge 5 de c/u)	
V 19 febrero	**VoiceThread: Análisis de una traducción hecha (Costumbres uruguayas)**		
Semana 7			
L 22 febrero por Zoom	Cap 5: Los aspectos culturales (1ª parte)	Leer: **Ialti<>e**: pp 149-166: Cap 5 Hacer 1. **Ialti<>e**: pp 165-166: Act. 5.3 y 5.4 (escoge 5 de c/u) 2. **Prueba 6**	
M 24 febrero por Zoom	Taller en clase Traducción 4: Mardi Gras		
V 26 febrero	**VoiceThread: Análisis de una traducción hecha (Tiempo de silencio)**		
Semana 8			
L 1 marzo por Zoom	Cap 6: Los aspectos culturales (2ª parte)	Leer: **Ialti<>e**: pp 176-193: Cap 6 Hacer 1. **Ialti<>e**: pp 180, 186 y 190: Act. 6.2 (escoge 10); 6.5, 6.7 (escoge 5 c/u) 2. **Prueba 7**	Traducción 4: Mardi Gras
M 3 marzo por Zoom	Taller en clase: Traducción 5: Ana Lydia Vega	Leer: **Gramática**: 1. 06_01 El número 2. 06_02 Las comillas 3. 07_01 Las preposiciones Hacer: **Gramática** 1. Act 6.10 y 6.11 (escoge 5 de c/u) 2. Act 7.12 y 7.13 (escoge 5 de c/u)	
V 5 marzo	**Revisión por pares: Traducción corregida del Ted Talk**		Participación 2 Propuesta: Proyecto final
Semana 9			
L 8 marzo	**Tiempo para trabajar en tareas pendientes** **Consultas individuales o grupales disponibles**		
M 10 marzo	**Tiempo para trabajar en tareas pendientes** **Consultas individuales o grupales disponibles**		Entregar: Ted Talk corregida
V 12 marzo	**Tiempo para trabajar en tareas pendientes** **Consultas individuales o grupales disponibles**		Entregar traducciones 2-4 corregidas

Semana 10			
L 15 marzo por Zoom	Cap 7: Los aspectos connotativos	Leer: **Ialti<>e**: pp 203-224: Cap 7 Hacer **Ialti<>e:** pp 214, 216-17, 219 y 224-225 1. 7.4, 7.5 (escoge 5 de c/u) 2. 7.6 3. 7.8 y 7.9 (escoge 5 de c/u) 4. **Prueba 8**	
M 17 marzo por Zoom	Taller en clase: Ana Lydia Vega		
V 19 marzo	**Revisión por pares: Proyecto final versión 1**		Traducción 5: Ana Lydia Vega
Semana 11			
L 22 marzo por Zoom	Cap 8: La variación lingüística	Leer **Ialti<>e**: pp 234-257: Cap 8 Hacer: 1. **Ialti<>e**: pp 247 y 250: Act 8.1, 8.2 y 8.4 2. **Prueba 9**	Proyecto final Versión 1
M 24 marzo por Zoom	Taller en clase: No se crea	Leer: **Gramática:** 1. 08_01 Los pronombres 2. 09_02 Otros tipos de letra Hacer **Gramática:** Act 8.13 y 9.12	
V 26 marzo	**Voice Thread: La traducción literaria**		Traducción 6: No se crea
Semana 12			
L 29 marzo por Zoom	La traducción literaria	Leer 1. **Ialti<>e**: pp 374-385 (de Cap. 12) 2. Rabassa: No Two Snowflakes are Alike Hacer: **Prueba 10**	
M 31 marzo por Zoom	Taller en clase: microcuento	Leer: **Gramática:** 1. 08.02 Las mayúsculas y las minúsculas 2. 11.01 El gerundio Hacer: **Gramática**: Act 8.14 (escoge 6), 11.14 y 11.15 (escoge 5 de c/u)	
V 2 abril	**Voice Thread: Dos traducciones de un poema**		Traducción 7: microcuento
Semana 13			
L 5 abril por Zoom	La traducción literaria	Leer 1. ¿Intraducible? 2. 5 Tips on Translating Poetry Hacer: **Prueba 11**	
M 7 abril por Zoom	Taller en clase: poema		Participación 3
V 9 abril	**Revisión por pares: Proyecto final corregido**		Traducción 8: poema

Semana 14

L 12 abril	**Tiempo para trabajar en tareas pendientes** **Consultas individuales o grupales disponibles**	
M 14 abril	**Tiempo para trabajar en tareas pendientes** **Consultas individuales o grupales disponibles**	Entregar en Canvas: Proyecto final corregido y el comentario escrito
V 16 abril	**Tiempo para trabajar en tareas pendientes** **Consultas individuales o grupales disponibles**	Entregar traducciones 5-7 corregidas
Semana 15		
L 19 abril	Tiempo para evaluar el curso	
M 21 abril **por Zoom**	Consulta colectiva y despedidas	

CORRECTION CODES FOR TRANSLATION (adapted from https://www.atanet.org/certification/aboutexams_error.php)

Code	Error	Explanation
Comprehension and transfer		
A	Addition	An **addition** error occurs when the translator introduces superfluous information or stylistic effects.
AMB	Ambiguity	An **ambiguity** error occurs when either the source or target text segment allows for more than one semantic interpretation, where its counterpart in the other language does not.
F	Faithfulness	A **faithfulness** error occurs when the target text does not respect the meaning of the source text as much as possible.
IND	Indecision	An **indecision** error occurs when the translator gives more than one option for a given translation unit.
MU	Misunderstanding	A **misunderstanding** error occurs when the error arises from misreading a word, for example, or misinterpreting the syntax of a sentence.
OM	Omission	An **omission** error occurs when an element of information in the source text is left out of the target text. This covers not only textual information but also the author's intention (irony, outrage). Missing titles, headings, or sentences within a passage may be marked as one or more errors of omission, depending on how much is omitted.
Writing Style and register		
R	Register	A **register** error occurs when the language level or degree of formality is not appropriate for the target audience
ST	Style	A **style** error occurs when the style [e.g., tone, method of exposition, length of sentences, etc.] of the translation is inappropriate
L	Too literal	A **literalness** error occurs when a translation that follows the source text word for word results in awkward, unidiomatic, or incorrect renditions.
Idiomatic writing		
ART	Article	Wrong or missing article
COH	Cohesion	A **cohesion** error occurs when a text is hard to follow because of inconsistent use of terminology, misuse of pronouns, inappropriate conjunctions, or other structural errors.
CON	Concordancia	Gender or number agreement error involving nouns, adjectives, articles, or subject-verb
FA	*Faux ami*	A *faux ami* error occurs when words of similar form but dissimilar meaning across the language pair are confused. *Faux amis*, also known as false friends, are words in two or more languages that probably are derived from similar roots and that have very similar or identical forms, but that have different meanings, at least in some contexts.
G	Grammar	A **grammar** error occurs when a sentence in the translation violates the grammatical rules of the target language.
PP	Preposition	Missing, incorrect or unnecessary preposition
PR	Pronoun	Missing, incorrect or unnecessary pronoun
SYN	Syntax	A **syntax** error occurs when the arrangement of words or other elements of a sentence does not conform to the syntactic rules of the target language.
T	Terminology	A **terminology** error occurs when a term appropriate to a specific subject field is not used when the corresponding term is used in the source text.
U	Usage	A **usage** error occurs when conventions of wording in the target language are not followed. This category includes the use of prepositions (e.g., "married with" instead of "to"), collocations ("performed a crime" instead of "committed"), and definite/indefinite articles.
VM	Verb mode	Incorrect choice of indicative, subjunctive, infinitive or imperative form
VOC	Vocabulary	Error in choice or use of word or phrase
VT	Verb tense	A **verb tense** error occurs when the translation includes a verb in the grammatically correct form (person, number, gender, etc.) but conjugated in a tense (and/or mood, aspect, etc.) that conveys a different meaning from the source text.
WF/PS	Word form / Part of speech	A **word form** error occurs when the root of the word is correct, but the form of the word is incorrect or nonexistent in the target language (e.g., "conspiration" instead of "conspiracy"). A **part of speech** error occurs when the grammatical form (adjective, adverb, verb, etc.) is incorrect (e.g., "conspire" instead of "conspiracy")
WMDN	Weights, measures, dates, numbers	Units of weights, measures, dates or numbers are not translated into those used in the target language.
Target mechanics		
C	Capitalization	A **capitalization** error occurs when the conventions of the target language concerning upper and lower case usage are not followed.
D	Diacritical marks / accents	A **diacritical marks** error occurs when the target-language conventions of accents and diacritical marks are not followed.
PU	Punctuation	A **punctuation** error occurs when the conventions of the target language regarding punctuation are not followed, including those governing the use of quotation marks, commas, semicolons, and colons. Incorrect or unclear paragraphing is also counted as a punctuation error.
S	Spelling	A **spelling/character** error occurs when a word or character in the translation is spelled/used incorrectly according to target-language conventions.

CLAS Policy on Zoom Presence

College Policy on Zoom Presence
University policy gives students the right to opt out of audio and video participation in classroom Zoom sessions that are being recorded. Also in non-recorded classroom Zoom sessions, it is best practice not to require students to have their camera and audio on, since they may face a number of challenges – technical or otherwise – that make this kind of participation difficult or undesirable. For this reason, instructors should consider allowing alternative forms of participation, such as chat and blog entries or, when necessary, audio-only presence. In the rare case where an instructor deems both audio and video participation to be necessary (as in foreign language classrooms), this must be approved by the unit chair/director and by the college, and this requirement must be explicitly disclosed in the course syllabus.
Note that this policy does not apply to proctored tests administered by Honorlock and ProctorU, which require full audio and video presence.

Suggested Syllabus Texts

Sessions are to be recorded (This text is a component of UF syllabus policy.)
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Sessions are not recorded, and neither audio nor video presence is required
The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Normally you will satisfy this requirement through your participation through video and audio presence on Zoom. However, you may also satisfy this requirement through written comments in chat and discussion assignments in Canvas.

Sessions are not recorded, but audio presence is required
The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is invited as well.

Sessions are not recorded, but both audio and video presence is required
Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their camereas on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediatley consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.