

**University of Puerto Rico**  
Río Piedras Campus  
College of Humanities – English Department – Undergraduate Program  
Spring Semester, Academic Year 2020–2021

I. Translation Spanish > English: Advanced Techniques

II. INGL/ENGL 3245

III. 45 hours/3 credits. Class will meet synchronically on Google Meet on Mondays and Wednesdays, 1:00–2:20 pm. However, exams will be given asynchronously via email and/or Moodle. Up to five class sessions during the semester may be provided asynchronously at the professor’s discretion; students will be notified and materials will be provided via email and/or Moodle.

**IV. Pre-Requisites:** None. It is preferred, but not required, that students first take ENGL3235, Translation Spanish > English: Basic Principles. All students are assumed to be able to speak, read, and write well in both English and Spanish.

**V. Course Description**

Study of advanced techniques of translation, aimed at students who have already mastered the basics. The course is designed to prepare students to deal with the challenges of translating in the real world. Emphasis on the necessary writing skills in English. Introduction to academic and/or technical translation. In this course, all translations will use Spanish as the source language and English as the target or recipient language. Texts may be excerpted or adapted from actual professional translation jobs.

**VI. Course Objectives: Students completing this course will:**

1. Practice using online tools for translation and translation research.
2. Master the differences in punctuation rules between Spanish and English. **NOTE: All students must pass a punctuation exam with at least 85% in order to pass this course. Failure to do so will result in a grade of Incomplete.**
3. Become aware of the need for using a style manual and become acquainted with several of the best-known manuals.
4. Learn how to properly document sources (how to deal with footnotes/endnotes) in translating.
5. Develop skills in translation research.
6. Learn to give, receive, and profit from constructive criticism.

## **VII. Content and Time Distribution (45 hours)**

This is a fifteen-week course. A detailed calendar will be provided once class enrollment is fixed and any revisions to the UPR-RP academic calendar are published by the Administration.

January and February will be devoted to punctuation lessons and the class discussion of one or two texts chosen by the professor. The latter portion of the semester, beginning around the middle of March, will consist of presentations of students' projects, with texts chosen by the students. A punctuation exam will be given around mid-term (late February or early March), and a final exam will be given at the end of the semester. **All exams will be administered asynchronously via email and/or Moodle.**

**VIII. Teaching Strategies:** Lecture (10%); guided group discussion (30%); translation practice (30%); practice in analyzing and critiquing classmates' translations (30%).

**IX. Resources and Equipment Required:** All students must have access to computers, dictionaries, and the Internet. Assignments and exams are to be submitted in digital form via email and/or Moodle.

## **X. Methods of Evaluation:**

Discussion of translation assignments represents the chief learning method in this course; therefore, attendance, punctuality, and participation are absolutely essential. Non-compliance may result in a lower grade. Students who will be absent should notify the professor in advance, if possible, at [helen.barneslown@upr.edu](mailto:helen.barneslown@upr.edu).

Punctual class attendance and participation in discussions	20%
Satisfactory completion of all assignments	20%
Semester Project	30%
Exams	30%

***\*\*\* A differential grading scale may be applied upon request for students with special needs.***

## **XI. Grading Scale:**

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 or lower

## **Ley 51**

Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con

la profesora al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con la profesora.

Students who receive services from Vocational Rehabilitation should contact the professor at the beginning of the semester in order to plan for reasonable accommodation and for the necessary equipment according to the recommendations of the *Oficina de Asuntos para las Personas con Impedimento* (OAPI) of the Office of the Dean of Students. In addition, those students with special needs or who require any type of assistance or special arrangements should contact the professor.

### **Sexual Harassment Policy**

La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de la Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja.

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment may visit the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for information and/or to file a formal complaint.

Note from the professor: I strive to provide a safe, peaceful, and comfortable learning environment. Please give your classmates the consideration and support that you would like to receive from them. And please talk with me about ANY circumstance that makes you uncomfortable. I will listen and try to work out a solution. If I'm the problem, DEFINITELY talk to me about it, without fear of retaliation.

### **Integridad académica**

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención

de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

## **XII. Selected Bibliography**

Recommended Resources:

- 1) *Merriam-Webster's Collegiate Dictionary: Eleventh Edition*. 2009. Springfield, Mass.: Merriam-Webster.
- 2) ► *Roget's International Thesaurus (Seventh Edition)*. 2011. New York: Harper Collins.
- 3) *Simon and Schuster's International Dictionary: English-Spanish, Spanish-English*. Second Edition. 1997. New York: Macmillan.
- 4) *The BBI Dictionary of English Word Combinations*. Revised Edition. Morton Benson, Evelyn Benson and Robert Ilson. 1997. Amsterdam/Philadelphia: John Benjamins
- 5) *Diccionario de la Lengua Española, vigésima tercera edición*. 2014. Madrid: Espasa.

## **WEB RESOURCES:**

- 1) Library of Congress Online Catalog: <http://catalog.loc.gov/>
- 2) ► Merriam-Webster Online Dictionaries and Thesaurus: <http://www.merriam-webster.com/>
- 3) ProZ.com Term Search: <http://www.proz.com/search/>
- 4) ► Real Academia Española: <http://www.rae.es/>
- 5) Acronym and Abbreviation Dictionary: <http://www.acronymfinder.com/>
- 6) Linguee: <http://www.linguee.es/espanol-ingles/search>
- 7) Word Reference: [www.wordreference.com](http://www.wordreference.com)
- 8) Power Thesaurus: [www.powerthesaurus.org](http://www.powerthesaurus.org)
- 9) Pronunciation: [www.forvo.com](http://www.forvo.com)
- 10) *Chicago Manual of Style* (subscription): <http://www.chicagomanualofstyle.org>
- 11) ► Google Ngram Viewer: <https://books.google.com/ngrams>
- 12) Merriam-Webster Unabridged Dictionary (by subscription): <http://unabridged.merriam-webster.com/>

Instructor: Jane Ramírez (Helen Jane Barnes Slown de Ramírez). M.A. Lincoln Christian Seminary, Lincoln, IL, 1996; M.A. UPR-RP (Translation) 2003. Available for consultation before and after class on Mondays and Wednesdays. For other times, contact me via my gmail address or text me at 787 632-3912 for an appointment.

Email (for exams and assignments if Moodle has not been specified):

[helen.barnesslown@upr.edu](mailto:helen.barnesslown@upr.edu)

Email (for fast consultation or personal communication): [JaneTranslates@gmail.com](mailto:JaneTranslates@gmail.com)

Cell phone: 787 632-3912

**IMPORTANT NOTE: All exams and assignments** must be sent either to Moodle or to my **INSTITUTIONAL** email (the upr.edu one). However, if you need to reach me **QUICKLY** (questions, about an assignment, notification that you will be absent or late on a particular day, news of a strike or power outage on campus, etc.), please use a **TEXT MESSAGE** to 787 632-3912 OR email me at the **gmail** (janetranslates) address. **I do not receive notifications on my phone of emails sent to the upr.edu address.**

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### **Appendix 1: Attendance Policy during Pandemic**

My attendance policy is quite lenient during the pandemic. As we all know, electrical power and internet connections come and go without warning. However, discussion of translation assignments is the chief learning method in this course, so if you are absent, you will miss out on a lot of what you came here for. “Attendance & Participation” constitutes 20% of the grade, and I DO take attendance every day, so please be sure to participate in class discussions when you are able to attend.

A few things to remember:

1. If you don't hear me say your name when you join the meeting, speak up. Your name may not be showing on my screen. **MAKE SURE THAT I KNOW YOU'RE HERE!**
2. **NEVER** hesitate to join the class, no matter how late, you're always welcome.
3. **ONCE WE BEGIN THE CLASS PROJECTS** (second half of the semester): If you are absent for a classmate's presentation, you **MUST** write a brief commentary on that translation project and send it to **BOTH** members of the presenting team **AND** to me. Your classmates want and need your feedback on their work

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### **Appendix 2: Semester Project Guidelines**

There are two parts to this assignment:

- a. Your own project
- b. Your participation in critiquing everyone else's projects

#### **Your Own Project**

1. At least two weeks before presentations begin, we will devote a class session to choosing partners and setting dates for presentations. You and a classmate may decide to be partners, or you can wait and I will assign you to someone randomly.
2. With your partner, select a text in Spanish that you would like to translate. It may be fiction or nonfiction, but not poetry. **The source text should be one that has never been published in English.**

3. If you have any questions about the suitability of your project, or you want to do something outside of the usual guidelines, consult the professor. (Examples: Source text has never been published; source text is a website, blog, graphic novel, audio recording, or other unusual format; source text has been published in English but you wish to do a new translation.)
4. Select a passage from that text with a word count of 290–340 words.
5. With your partner, translate *at least* the selected portion of the text.
6. **Be sure to include your names and team number and the title, author, and source of your text in your document.** Mark clearly, on both source text and translation, which portion of the text constitutes your project. Use this format for your filename: [Team1ProjectENGL3245Spring2021](#). (Change “Team 1” to your team number.)
7. You will have one full class session to present your translation.
8. One week—7 days—before your presentation, post the source text and the translation on Moodle and/or email it to the professor and to all your classmates. You may send more than your translated portion, if you wish, to provide your classmates with more context.
9. You and your partner may choose the format in which you will present your project. You may show your source text and your translation side by side (text boxes); in interlinear fashion; in alternating paragraphs between English and Spanish; or in any other format, including PowerPoint. You might want to ask a classmate (outside of your partnership) to present (“share screen”) your project.
10. On the day of your presentation, you are in charge. Decide who is doing what. Introduce yourselves, speaking clearly so that everyone can hear. Give us any relevant information about the text, the author, the dialect, etc. Tell us a little about the problems you had and/or the decisions you made about how to translate your text. Then present the text and request feedback from your classmates. Usually, the presenter reads the text aloud one sentence at a time, in Spanish first and then in English, and asks for comments. You may ask the class specific questions if you wish. Try to give everyone a chance, but keep the discussion moving, in order to finish within the specified time. **PLEASE MAKE EVERY POSSIBLE EFFORT TO BE PRESENT ON THE DAY OF YOUR PRESENTATION!** We can’t afford to fall behind schedule.
11. When you have finished, thank your classmates for their suggestions, and make sure that you have asked them (or the professor) everything that you need to know in order to prepare your final version.
12. After your presentation, wait at least a week to receive comments from classmates who were absent, and then prepare your final, corrected version of the translation, taking into consideration the class discussion. You may work together or separately.
13. **EACH OF YOU MUST TURN IN THE FINAL VERSION SEPARATELY.** You may submit two different versions, or the two of you may agree on a final version, but each of you **MUST** submit it in your own name. If I get two identical versions, that’s fine, but

your partner cannot submit your final version on your behalf. Use this format for your filename: **JaneFINALProjENGL3245Fall2021**. Change “Jane” to your first name.

14. The due date for the final version will be announced; it will be a day or two after the due date of the final exam in May. You don’t need to send the final version to your classmates--just to the professor.

### Your Participation in Critiquing Everyone Else’s Projects

1. You will receive a calendar from the professor listing all the teams and the dates on which each team is scheduled to present.
2. Seven days before each scheduled presentation, you will receive, via email, the source text chosen by the team and their translation into English. It is YOUR responsibility to READ each project ahead of time and come prepared to discuss it. If you do not receive the project, it is YOUR responsibility to contact your classmates and inform them of that fact.
3. On the day of the presentation, take an active part in the discussion, even if you’re shy and don’t like to speak up. Your participation counts as part of your grade.
4. Please be tactful and encouraging when you make your comments.
5. **VERY IMPORTANT: If you are absent on the day of a presentation**, you *must* send written comments to the presenters about their project, with a copy to me. Otherwise, your absence will be counted as unexcused. Twenty percent of your grade is based on attendance and class participation. Your participation in discussing others’ projects is just as important in the learning process as your own project. You may write your critique in paragraph form, use the “comments” feature in Word (under the “Review” tab), insert comments in their translation using another color, etc. **DO NOT**, however, do your own translation and send that as a critique. We want to know what you think of the translation that was submitted.

I hope you will enjoy your semester project, and that you will find this process as rewarding as I have in the past.



## **Format for Filenames**

### **Jane Ramirez—All Classes**

- 1. First Name (or Team Number)**
- 2. Assignment Keyword**
- 3. Course Number**
- 4. Season/Year**

You may leave spaces between elements or not, as you choose. Please don't use \_ (underscore).

#### **Examples:**

JaneKissimmeeENGL3245Spring 2020

Jane Ireland ENGL 3245 Spring 2019

JaneProjectTRAD6800Spring 2019

Jane FINAL Exam TRAD 6800 Spring 2019

Translation Assignments: Choose a keyword if I haven't assigned one. You can be creative, but please don't be ambiguous.

Midterm Exam: MTEExam

Final Exam: FINALEExam

Semester Project (1<sup>st</sup> draft): Project

Semester Project (any interim versions): ProjVer2

Semester Project (final version): FINALProj