SPAN 3341: INTRODUCTION TO INTERPRETING
Spring 2021

Instructor Information

Instructor
Dr. Mónica de la Fuente Iglesias

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Faculty Profile
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Office Hours
TuTh, 11:00-12:00 PM (in Teams), and by appointment

Course Information

Section Information
001

Time and Place of Class Meetings
TuTh, 9:30-10:50 AM. This is an online 2 class, meaning that all instruction, activities, and testing are online. All class sessions are synchronous (we will meet via Teams), and participation is required.

Description of Course Content
This course is an introduction to the theory, methods and practice of interpreting. The student will become familiar with community interpreting (interpreting in school, medical and legal settings) and interpreting theory. The student will begin to interpret in the simultaneous and consecutive (bilateral) modes. The student will also learn about sight translation. Non-native/heritage speakers are also encouraged to take SPAN 3303 prior to enrolling in SPAN 3341. SPAN 3341 cannot be applied toward the B.A. in Spanish for Global Competence.

Student Learning Outcomes
Upon successful completion of the course, the student will be able to:

➢ demonstrate ability to identify text communicative functions and conventions, and follow interpreting assignments;
➢ demonstrate knowledge of the history of interpreting and describe major theories of contemporary interpreting studies;
➢ become familiar with and learn to abide by the ethical principles in the code of ethics for professional interpreters;
➢ understand the interpreter's role and responsibilities in different social contexts;
➢ perform competent interpreting tasks in the consecutive, bilateral, simultaneous, and sight translation modes;
➢ develop intercultural competence and communication;

- ➢ enhance their abilities of comprehension, analysis, and production of oral speech in Spanish and English;
- ➢ demonstrate knowledge of specialized terminology in Spanish and English;
- ➢ apply reflective practices to analyze and improve their own and their peers' interpreting performance; and
- ➢ demonstrate ability to compare and use parallel texts, documentation resources and reference works;

Required Textbooks and Other Course Materials
The professor will provide all material (readings, activities, audio/video resources, links to online references, etc.) on Canvas.

Suggested Readings
- ▪ Alexieva, B. (1997). A typology of interpreter-mediated events. *The Translator: studies in intercultural communication*, 3(2): 153–174.
- ▪ Crezee, I., Mikkelson, H., & Monzon-Storey, L. (2015). *Introduction to healthcare for Spanish-speaking interpreters and translators*. Amsterdam/Philadelphia: John Benjamins.
- ▪ Downie, J. (2016). *Being a Successful Interpreter. Adding Value and Delivering Excellence*. New York: Routledge.
- ▪ Gillies, A. (2014). *Note-taking techniques for consecutive interpreting –a short course.* Manchester: St. Jerome.
- ▪ Hale, S. (2007). *Community Interpreting*. Hampshire/New York: Palgrave MacMillan.
- ▪ Martin, A. & Valero, C. (eds.) (2008). *Crossing Borders in Community Interpreting: Definitions and Dilemmas.* Amsterdam/Philadelphia: John Benjamins.
- ▪ Nolan, J. (2005). *Interpreting: Techniques and Exercises.* Clevedon: Multilingual Matters Ltd.
- ▪ Pöchhacker, F. (2004). *Introducing Interpreting Studies*. New York: Routledge.
- ▪ Rudvin, M. & Tomassini, E. (2011). *Interpreting in the Community and Workplace: A Practical Guide*. New York: Palgrave Macmillan.
- ▪ Tipton, R. & Furmanek, O. (2016) *Dialogue Interpreting: A Guide to Interpreting in Public Services and the Community*. New York: Routledge.

Suggested Dictionaries
- ▪ Diccionario de la Real Academia Española: <http: // www.rae.es/>.
- ▪ McElroy, O. H. (1996). *Spanish-English, English-Spanish Medical Dictionary/ Diccionario médico español-inglés, inglés-español*. Boston: Little Brown.
- ▪ Moliner, M. (1998). *Diccionario de uso del español*. Madrid: Gredos.
- ▪ Navarro, F. A. (2005). *Diccionario crítico de dudas inglés-español de medicina*. 2.ª ed. Madrid: McGraw Hill Interamericana.
- ▪ Rogers, G. T. (1997). *English-Spanish, Spanish-English medical dictionary/ Diccionario médico inglés-español, español-inglés*. New York: McGraw-Hill.
- ▪ Smith, C. (1988). *Collins Spanish-English, English-Spanish dictionary*. London: Collins.

Descriptions of major assignments and examinations
Exams
- ➢ There will be two (2) exams (dates indicated below), which will consist of interpreting assignments related to material seen in class. The exams will be audio recorded.

Daily Participation/ Weekly Interpreting Exercises
- ➢ All homework assignments for the entire semester will be on Canvas. No late homework will be accepted except in emergency cases, which must be documented.
- ➢ Students who are successful will be consistently prepared for class and will <u>actively participate</u> in all sessions and on Canvas discussions/assignments.
- ➢ Students are responsible for the readings to be discussed in class. You will be asked to prepare written answers about the assigned readings and turn them in via Canvas.

- ➢ Students are responsible for working each day outside of class to learn as much as possible about the field through readings, assignments and research that they will share in the class sessions.
- ➢ This class requires significant amounts of practice and memorization to learn the active vocabulary.
- ➢ Students will review the theoretical concepts debated in class and be able to discuss them.
- ➢ The professor will collect and grade interpreting renditions and homework throughout the semester.

Glossaries
- ➢ Students will work in small groups to create bilingual glossaries in Spanish and English for each unit.

Presentation
- ➢ Students will work in small groups to research a topic in community interpreting and will present their work at the end of the semester.
- ➢ As part of their presentation, students will create a short interpreting activity related to their topic for the rest of the class to interpret. Full details about this assignment and the rubric will be posted on Canvas.

Technology Requirements
Throughout the course we will use Canvas and Teams. Students can access tutorials on these tools by clicking on the "Get Started" Box on their Canvas Homepage. To succeed in this course, students will need a computer (or laptop, tablet), speakers/headphones and microphone (built-in or external), keyboard, webcam (built-in or external), and internet connection.

Other Requirements
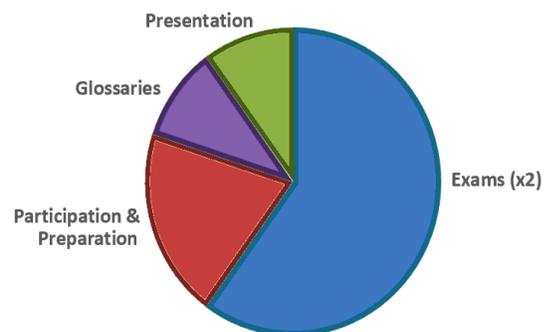SPAN 3305 or SPAN 3314 with a grade of B or better.

Grading Information

Grading
Grading criteria are based on straight percentages, not curves. The final grade for the course will be calculated according to the following:

Exams (x2)	60%
Daily Participation & Weekly Interpreting Exercises	20%
Glossaries	10%
Presentation	10%

Students are expected to keep track of their performance throughout the semester which Canvas facilitates, and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Grading scale: A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = < 60%. No incomplete grade will be given unless prior arrangements are made and in extraordinary circumstances (e.g., hospitalizations, major illnesses, serious car accidents).

Make-up Exams
There are no make-up exams except in cases of demonstrable emergencies.

Expectations for Out-of-Class Study
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Course Schedule

Fecha	Tema	Tarea
Semana 1		
19 de enero	Introducción al curso, objetivos y programación del semestre	Lecturas
21 de enero	Historia de la interpretación Modalidades de interpretación	Lecturas y actividades
Semana 2		
26 de enero	Fases de la interpretación	Lecturas y actividades
28 de enero	Interpretación comunitaria	Lecturas y actividades
Semana 3		
2 de febrero	Deontología profesional	Lecturas y actividades
4 de febrero	Técnicas y estrategias de interpretación	Lecturas y actividades Actividades de estrategias de interpretación Glosarios
Semana 4		
9 de febrero	Interpretación social	Interpretación consecutiva Interpretación bilateral Interpretación simultánea Traducción a vista Actividades de estrategias de interpretación Lecturas Glosarios
11 de febrero	Interpretación social	"
Semana 5		
16 de febrero	Interpretación social	"
18 de febrero	Interpretación social	"
Semana 6		
23 de febrero	Interpretación médica	"
25 de febrero	Interpretación médica	"
Semana 7		
2 de marzo	Interpretación médica	"
4 de marzo	MODL Cultural Constructions Conference. Práctica de toma de notas	"
Semana 8		
9 de marzo	Interpretación médica	Estudiar para el examen
11 de marzo	Examen parcial	
Vacaciones de primavera (15-19 de marzo)		

Semana 9		
23 de marzo	Interpretación en el ámbito educativo	Interpretación consecutiva Interpretación bilateral Interpretación simultánea Traducción a vista Actividades de estrategias de interpretación Lecturas Glosarios
25 de marzo	Interpretación en el ámbito educativo	"
Semana 10		
30 de marzo	Interpretación en el ámbito educativo	"
1 de abril	Interpretación en el ámbito de los negocios	"
Semana 11		
6 de abril	Interpretación en el ámbito de los negocios	"
8 de abril	Interpretación judicial	"
Semana 12		
13 de abril	Interpretación judicial	"
15 de abril	Interpretación judicial	"
Semana 13		
20 de abril	Interpretación judicial	"
22 de abril	Presentaciones	"
Semana 14		
27 de abril	Presentaciones	"
29 de abril	Presentaciones	"
Semana 15		
4 de mayo	Repaso para el examen final	Estudiar para el examen
6 de mayo	Examen final. 11:00 AM-12:30 PM	

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Mónica de la Fuente Iglesias.

Institutional Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:
- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Mandatory Face Covering Policy
All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings and classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk or in their department. Students who refuse

to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

Attendance
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy: Attendance is taken each class day and active participation is expected. Students are permitted **two** (2) unexcused absences throughout the semester. After the first two unexcused absences (equivalent to one week of class), students' participation grade will be negatively impacted for each absence. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Academic Success Center
The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: Academic Success Center. To request disability accommodations for tutoring, please complete this form.

The IDEAS Center (https://www.uta.edu/ideas/) **(**2nd Floor of Central Library) offers **FREE** tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The Spanish Writing Center
The mission of the Spanish Writing Center is to provide support to Spanish students in editing and correcting the texts they write in their courses. The Center also provides tutoring services to Spanish majors and minors, as well as outreach, in the form of design and technical support, in the UTA community and beyond. To make an appointment visit: https://www.facebook.com/UTASWC.

Librarian to Contact
Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381.