



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** SPAN

**Course and Section #:** 4110-001

**Course Title:** Introduction to Translation and Interpreting: English and Spanish

**Credits:** 3

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### ***Course Description***

Teaches basic concepts from Translation Studies. Provides practice on translation and interpreting for the English-Spanish language pair and describes professional opportunities in the language services industry. Includes class discussion, oral presentations, translation and interpreting practice, analysis of translations, reflections on recorded interpretations, and collaborative translation projects. Examines technologies used in translation workflows.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Devin Gilbert

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### ***Student Learning Outcomes***

1. Translate a non-specialized text for a specific purpose.
  2. Consecutively interpret a simulated encounter between two people.
  3. Simultaneously interpret a simple speech.
  4. Design a simple personal practice regimen for interpreting.
  5. Analyze how communicative context, text function, culture, linguistic restrictions, and anticipated audience impact the translation process.
  6. Identify the requirements of potential career opportunities in the language services industry.
  7. Navigate the basic functions of computer-assisted translation tools.
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## ***Course Materials and Texts***

### Required Textbook

Carreres, Ángeles; Noriega-Sánchez, María; Calduch, Carme. (2018). *Mundos en palabras: Learning Advanced Spanish through Translation*. Routledge.

ISBN 978-0-415-69537-4 or ISBN 978-1-315-16237-9 (eBook)

### Terp (practice dialogues for interpreting)

We will be using many practice dialogues from Terp (<https://terp.app>)

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### Readings

Finish readings *before* class :)

#### Translating

You learn how to translate by translating, so that's what we'll do! Sometimes you may have to record your screen as you translate as well.

#### Translation Revision

We'll be assessing each other's translations, and I will also be giving you feedback. After seeing what your classmates or what I think, you'll get to polish your translations.

#### Interpreting

Interpreting skill comes with practice too. You will bilaterally interpret simulated encounters in the consecutive mode, and you will also interpret simple speeches in the simultaneous mode.

#### Reflecting on Interpretations

You'll be asked to reflect on your classmates' interpretations, but you'll also be recording your own interpretations so you can listen to them and think about how you might improve.

#### Shadowing

Students are required to shadow a professional interpreter for 3 hours (for example, at an Intermountain Health facility or in the Court system)

#### Volunteer Interpreting

Students are required to provide volunteer interpreting services at least one time (for example, at parent-teacher conferences or a pro bono clinic).

### **Assessments**

#### Midterm Exams

Think of these exams as the two translation and interpreting practice assignments you just so happen to be doing around the middle of the semester. The point of these exams is to have a baseline so you can see your progress over the course of the semester.

#### Final Translation Project

We'll be translating several texts in collaborative groups towards the end of the semester (simulated project), or we'll be working on an authentic project as a class (real client; your work will be published and used). It's possible you will present your final product or your work in progress as part of this project, and all students will be required to seek out feedback on their translations. The feedback you get from your classmates, from me, or from outside sources will help you improve your translation and revise your group's strategy before turning the final translated products in at the end of the course.

## Final Exams: Interpreting

The final exam for simultaneous interpreting will be held in class; it will involve interpreting a classmate's speech. See "Mini Congreso" on Canvas.

The final exam for dialogue interpreting will be take-home; it will involve recording yourself as you interpret a mock dialogue. See details on Canvas.

### Attendance Policy

**No unexcused absences are permitted.** Legitimate reasons for excused absences include, but are not limited to, illness or injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, and direct participation in university disciplinary hearings.

### Late Work Policy

You are responsible for completing all assigned work on time and according to assignment instructions.

**No late work or make-up assignments are permitted under any circumstances.**

### Philosophy on Grades

Translating and interpreting are complex skills that require a lot of deliberate practice to develop. I always try to honestly assess the quality of student work using a rubric so that you have a way to measure how you did, but I also try to assign grades based on the quality of the learning process (specifically according to principles of [deliberate practice](#)). Tests will be designed to measure mastery of skills or content while assignments will be scored in a way that reflects learning process. In sum, you should value mastery of course skills/content, communication, creativity, and risk-taking.

### Grading and Feedback

I will grade assignments/assessments and send you feedback within one to two weeks of receipt. If you believe I have miscalculated a grade for any assignment (i.e., I haven't done the math correctly), please let me know immediately so that we can review the numbers and make any necessary changes to your grade.

### Grade Breakdown

Attendance and readings .....	25%
Translation assignments .....	15%
Interpreting assignments .....	15%
Midterm Exams .....	15%
Final Translation Project .....	15%
Final Exams (interpreting) .....	15%

### Grade Scale

<b>A</b> 93-100%	<b>B+</b> 87-89.99%	<b>C+</b> 77-79.99%	<b>D+</b> 67-69.99%	<b>E</b> <60%
<b>A-</b> 90-92.99%	<b>B</b> 83-86.99%	<b>C</b> 73-76.99%	<b>D</b> 63-67.99%	
	<b>B-</b> 80-82.99%	<b>C-</b> 70-72.99%	<b>D-</b> 60-62.99%	

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### Required or Recommended Reading Assignments

Reading assignments all come from the required course textbook and online resource and follow along with the subject matter for each week.

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### General Description of the Subject Matter of Each Lecture or Discussion

- Descripción del curso y el concepto de la práctica intencionada
- Modalidades y ámbitos de interpretación

- Conceptos básicos de la traducción
- Los protocolos profesionales del intérprete comunitario
- La práctica intencionada
- La industria de los servicios lingüísticos
- Las técnicas de traducción: una reseña de todos
- Traducción a la vista
- Las técnicas de traducción: un enfoque en la transposición y la modulación
- Interpretación simultánea
- Interpretación de diálogos (en particular en las escuelas)
- La investigación traductoria
- Herramientas de traducción asistida
- La investigación traductoria
- Traducción a la vista (en el ámbito médico y jurídico)
- Proyecto auténtico de traducción con el Museo de Esquí Alf Engen en Park City (durante el resto del semestre)
- Experiencia auténtica de interpretación simultánea: ensayo 1 para el congreso simulado
- Interpretación de diálogos en el ámbito médico
- Interpretación de diálogos en el ámbito jurídico
- Experiencia auténtica de interpretación simultánea: ensayo 2 para el congreso simulado
- Experiencia auténtica de interpretación simultánea: el congreso simulado (examen final)

## *Required Course Syllabus Statements*

### **Generative AI**

[Use of Generative AI \(ChatGPT, Claude, Gemini, etc.\)](#)

Use of generative AI tools **and** machine translation tools is restricted to checking and revising original content that you produced from your brain, un-augmented, **and is only allowed when expressly indicated by your instructor**. You are not allowed to copy text from any of these tools and turn it in as your own work. If you want to learn to express yourself more naturally in Spanish, **you** need to practice expressing yourself, not copying and pasting :)

**Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation.** Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.