

## Master Course Syllabus

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

---

**Semester:** Spring

**Course Prefix:** SPAN

**Course Title:** Advanced Translation English-Spanish

**Year:** 2025

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

**Credits:** 3

---

### ***Course Description***

Provides opportunities for Spanish/English translation of texts in different fields (for example, health, law, business, science and technology, agribusiness, etc.). Examines the characteristics and terminology used in specialized texts. Analyzes conventional differences between writing norms in different English- and Spanish-speaking countries. Identifies career opportunities in the language services industry and examines the technological competencies necessary to be competitive in the industry. Includes class discussion, textual analysis, translation practice, analysis of translations, presentations, collaborative translation projects, a service-learning project, and a portfolio.

---

### ***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.*

---

### ***Instructor Information***

**Instructor Name:** Devin Gilbert

---

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

1. Translate specialized texts for a specific purpose from Spanish into English and from English into Spanish.
2. Apply instrumental knowledge (documentation, terminology, technology, etc.) in order to carry out effective research to translate specialized texts.
3. Analyze problems related to the translation of specialized texts.
4. Recognize the conceptual and formal level of source texts: purpose, key concepts, genre, terminology, style, and register.
5. Identify the requirements of potential career opportunities in the language services industry.
6. Navigate more advanced functions of computer-assisted translation tools.

---

## ***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)

---

## ***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.

#### **Service-Learning Project**

You will be developing a service-learning project of at least **20 hours**, and you will be writing a reflection on how what you learned in class relates to your service-learning experience. Some examples of projects include translating webpages or different documents for non-profit organizations, translating Ted Talks, and translating/creating Wikipedia pages.

### **Assessments**

#### Midterm Exam

The midterm exam is a replica of the final exam (see below), so it is an opportunity to prepare for the final exam.

#### Class 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 Exam***

The final exam has three parts: building a translation brief, translating a short excerpt of a text, and analyzing your translation by answering some questions. The exam will be take-home.

### **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 is a complex skill that requires 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 .....	20%
Translation assignments .....	25%
Service-Learning Project.....	20%
Midterm Exam .....	5%
Class Translation Project.....	15%
Final Exam.....	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%	

---

### Required or Recommended Reading Assignments

All reading assignments are from course textbook and will have to do with the topic of that given week.

---

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

- Descripción del curso y el concepto de la práctica intencionada
- El textual y el género y su influencia en cómo escribimos
- La industria de los servicios lingüísticos
- El trabajo de gestor de proyectos y traductor contratista
- La información necesaria para un encargo de traducción
- La traducción jurada: expediente académico
- La traducción jurada: acta de nacimiento
- Herramientas de traducción asistida
- La traducción médica
- Varias semanas de trabajar en los proyectos de aprendizaje por servicio
- La traducción jurídica
- La traducción literaria

- Varias semanas de trabajar en el proyecto de traducción auténtica para el Museo de Esquí Alf Engen en Park City
- La traducción de textos de la industria agrícola
- El subtítulo y el doblaje
- La traducción para la Seguridad Nacional
- La ortografía del español y cómo evitar la traducción literal

---

## ***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.

## **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](#).

---

## **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.

---

## **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.