Dr. Mario Morera  
E-mail: morerajima@sfasu.edu  
Office phone: (936) 468-1392  
Office: LAN 254  
Class meeting: T/Th: 12:30 – 1:45 pm, Room F380  
Office Hours: Monday to Friday 11-12 (or by appointment)

Textbook: *Online sources chosen and assigned by the instructor.*

Course Description and Organization:  
Spanish 430 is designed to be a complement of Spanish 420. It aims to help students further develop and enhance, exclusively, their bilingual oral skills in order to take their first academic and professional steps into simultaneous and consecutive interpretation (English to Spanish and vice versa.) This course will offer an interdisciplinary immersive component of practice and theory in which the student will engage in a more active and autonomous role. They will not only be the usual receptors of knowledge, but they will become the providers of their own learning process.

This course will provide the students with a series of readings and exercises related to interpretation techniques, work market, and psycho-neuro-linguistic studies regarding this profession. The practical component will be based on in-class and on-line activities regarding interpreting for public speaking events, note-taking skills, shadowing and other common scenarios. Students will also create by themselves a spirit of criticism and self-feedback at the time of finding grammatical, cultural and purpose solutions to the upcoming dilemmas every interpretation duty always conveys.

General Education Core Curriculum Objectives/Outcomes:

1. To understand and demonstrate the use and purpose of Spanish grammatical structures so ideas to be orally translated from other languages are clear, solid and able to convey their original content.
2. To be able to understand and provide valid linguistic alternatives to the cultural differences that might interfere in the interpretation process.
3. To be able to make adequate changes in metric systems translations by practicing time-saving methods.
4. To understand the importance of specifying a target listening audience and the purpose of the target language message in order to select appropriate communication choices.
5. To become acquainted with the dynamics of the professional interpretation work market and appropriately own the corresponding expected competences of a XXI century bilingual and culturally aware professional.
6. To understand and apply advanced bilingual principles of critical thinking, problem solving and technical proficiency in the development of interpretation processes.
7. To engage in interpreting a variety of speeches to develop wider working skills.

Program Learning Outcomes:

1. Students will demonstrate the ability to engage in effective communication with native speakers and audiences of the target language.
2. Students will analyze and interpret authentic speeches and other discourses in the source and target languages.
3. Students will produce effective interpretations demonstrating the ability to analyze and present ideas in the target language.
4. Students will apply bilingual critical thinking skills when transferring, by means of interpretation, ideas from different cultures.
5. Students will, if seeking a translation certification, demonstrate mastery of professional skills necessary to work as interpreters-translators.
6. Students will demonstrate mastery of bilingual linguistic and cultural skills necessary to pursue graduate study and/or careers.

Final Grade Calculation

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>Points</th>
<th>Total Grade points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Homework</td>
<td>25 %</td>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>Attendance</td>
<td>25 %</td>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>Exam I</td>
<td>20 %</td>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
<td>0 – 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance and Participation: Students who miss more than two classes will see their final grade reduced by five points per additional unexcused absence. Students who do not participate or show interest during class activities will see their participation grade reduced by five points every class. Class will begin at 12:30. Please do not arrive late. All cell phones must be off and put away during class. Students who use cell phones for texting during class will be counted absent.

Midterm and Final Exam: Exams will consist of a simultaneous interpretation from a recording provided by the instructor. They will be done by means of individual meetings with the instructor.
Tentative Course Schedule for SPA 430.001, Spring 2019


Th Jan 24: Reglas de oro de la interpretación simultánea.


T Feb 5: Interpretation Techniques and Exercises. Pgs 2-7

Th Feb 7: Hablando a un público:  
[http://repositori.uji.es/xmlui/bitstream/handle/10234/171213/Hablar%20para%20un%20público.pdf?sequence=1&isAllowed=y](http://repositori.uji.es/xmlui/bitstream/handle/10234/171213/Hablar%20para%20un%20público.pdf?sequence=1&isAllowed=y)


Th Feb 14: Shadowing:  
[http://repositori.uji.es/xmlui/bitstream/handle/10234/171214/Shadowing.pdf?sequence=1&isAllowed=y](http://repositori.uji.es/xmlui/bitstream/handle/10234/171214/Shadowing.pdf?sequence=1&isAllowed=y)

T Feb 19: Bases psicoanalíticas de la interpretación simultánea.
Th Feb 21: Bases psicoanalíticas de la interpretación simultánea.

T Feb 26: Ejercicios de interpretaweb.es  
Th Feb 28: Ejercicios de interpretaweb.es

T Mar 5: Examen 1  
Th Mar 7: Examen 1

T Mar 12: Citas individuales para escuchar el examen.  
Th Mar 14: Citas individuales para escuchar el examen.

T Mar 19: Spring Break  
Th Mar 21: Spring Break

T Mar 26: Cerebro de intérprete:  
[https://www.bootheando.com/2018/01/10/cerebro-de-interprete/](https://www.bootheando.com/2018/01/10/cerebro-de-interprete/)

Th Mar 28: The amazing brains of the real-time interpreters:  
T Apr 2: Ejercicios de interpretabweb.es
Th Apr 4: Ejercicios de interpretabweb.es

T Apr 9: Calm under pressure:  [https://orcit.eu/resources/kc-en/player.html](https://orcit.eu/resources/kc-en/player.html)


T Apr 30: Overall practice.
Th May 2: Overall practice.

T May 7: Examen Final.
Th May 9: Examen Final.

**ACCEPTABLE STUDENT BEHAVIOR:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**University Policies:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when,
in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/