Stephen F. Austin State University  
Department of Languages, Cultures, and Communication  
Spa 4330.001 Introduction to Simultaneous and Consecutive Interpretation  
Spring 2024

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Class meeting: T/Th: 11:00 – 12:15 pm, Ferguson 375  
Office Hours: M/W/F: 10-11 and T/Th 10-11, or by appointment

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

**Course Description and Organization:**
Spanish 4330 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

*Updated: September 2023*
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>35 %</td>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>Attendance</td>
<td>15 %</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 three 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 11:00. 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.

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**Tentative Course Schedule for SPA 4330.001, Spring 2024**


**T Jan 23:** Reglas de oro de la interpretación simultánea.

**T Jan 30:** Working with Interpreters (WWI). Guidelines. Pgs 2-21
**Th Feb 1:** Interpretation Techniques and Exercises. Pgs 2-7

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*Updated: September 2023*
T Feb 6: Hablando a un público:
http://repositori.uji.es/xmlui/bitstream/handle/10234/171213/Hablar%20para%20un%20público.pdf?sequence=1&isAllowed=y
Th Feb 8: http://www.interpretaweb.es/clozing.asp

T Feb 13:
http://repositori.uji.es/xmlui/bitstream/handle/10234/171214/Shadowing.pdf?sequence=1&isAllowed=y
Th Feb 15: Práctica

T Feb 20: Bases psicoanalíticas de la interpretación simultánea
Th Feb 22: Bases psicoanalíticas de la interpretación simultánea

T Feb 27: Ejercicios de interpretaweb.es
Th Feb 29: Ejercicios de interpretaweb.es

T Mar 5: Práctica para examen
Th Mar 7: Examen 1

T Mar 12: Spring Break
Th Mar 14: Spring Break

T Mar 19: Comentarios del examen.
Th Mar 21: Panamá.

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

T Apr 2: Ejercicios de interpretaweb.es
Th Apr 4: Ejercicios de interpretaweb.es

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


Th Apr 25: Final exam.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades (HOP policy 02-206)
Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs. 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
Please copy and paste the following statement and place it in your course syllabus. 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 promptly may delay your accommodations. For additional information, go to sfasu.edu/disabilityservices.

Student Wellness and Well-Being

Updated: September 2023
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
sfasu.edu/humanservices/clinics-labs/counseling-clinic
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741