**SPT3805 (W) – Spanish Translation and
Interpretation for Mass Communication**
Spring 2021
Department of Modern Languages and
Literatures

Online!

Instructor:	Dr. Francisco José Fernández Rubiera
Office location:	Remote due to COVID-19
Telephone:	None
Email:	rubiera@ucf.edu
Office hours:	Monday and Wednesday, 9-11:30 only by appointment

Course prerequisites: SPN 3420. If prerequisite not met, instructor must approve your enrollment in this course! Make sure you discuss this issue with your instructor!

Undergraduate catalog course description: Translation and interpretation in mass communication using all forms of Media.

Textbook: None! But students will be required to read the weekly assignments posted on WebCourses, as well as the PowerPoint presentations, covering the different materials. **Note**: Although the readings selected are in English, the whole course content will be covered (and tested) in Spanish!

Goal: This course explores different forms of media translation while posing questions about the role of translation in today's global and digitalized world. It aims to provide students with a grounding in the functioning of audiovisual translation (dubbing, subtitling, voice-over) and translation technology (e.g., localization), while helping them develop critical awareness of the wider cultural and ideological implications of media translation.

Course objectives: This course has the following student learning outcomes/objectives:
1. Familiarize oneself with the practices and functions of translation in global media communication.
2. Understand how media and translation frameworks can help shed light on selected translation forms and practices.
3. Analyze and critically assess the linguistic, and discourse features of media texts.
4. Evaluate the cultural and ideological implications of media translation.
5. Embed the course objectives in an online environment, where students will be required to do weekly online assignments, projects and quizzes planned for the different modules in this course.

Evaluation criteria:

1.	Quizzes (x6)	25%
2.	Discussions	25%
3.	Final exam	25%
4.	Final project	25%
5.	Extra credit (*preséntate* and email)	1+2 = 3%
		= TOTAL 103%

Comments regarding the evaluation criteria for this course:

1. *Quizzes (25%)*: There will be <u>six</u> quizzes, after each of the course modules, to be done online during the term, with submission dates <mark>February 17th</mark>, <mark>March 3rd</mark>, <mark>March 17th</mark>, <mark>March 31st</mark>, <mark>April 11th</mark> and <mark>April 23rd</mark>. Quizzes will open on Monday at 12:01am and close on Wednesday at 11:59pm, except quiz #5 and #6, which will open Friday-Sunday and Wednesday-Friday respectively. Since this course will be carried out exclusively online, <u>no make-ups will be granted (see below),</u> unless proper documentation is provided <u>well in advance</u> (e.g., not the day of the quiz), <u>and consent of instructor obtained</u>.

<u>**Important notes**</u>:
- All online quizzes, midterm and final exams will be proctored using [Respondus and LockDown Browser](#) through Canvas. The first requires a webcam that will be recording you while taking the quizzes and exams. The second is a browser which will block access to other websites (information in the link provided and below). If there is no image for the video, or the image is not clear, <u>you will be granted a zero for that assignment</u>. Please, make sure you take the quizzes and exams in a well-lit area so that you are not penalized.
- The use of class notes and/or any other aids (either online or physical) is strictly prohibited. Using these aids to complete the quizzes exam will grant the student a zero for the quiz or exam. Furthermore, Respondus detects when the test-taker attention is directed to a different place from the screen. If this pattern is detected, the exercise and/or the whole quiz/exam will be granted a zero. If this pattern of behavior is found more than once, the student may be facing reporting to the appropriate parties at the [Center for Academic Integrity](#) in UCF.

2. *Discussions (25%):* You will be required to participate in weekly online discussions (starting on week #2) that will be posted in Canvas. These assignments will open on Wednesday and close on Friday, except the discussion for the last module, which will open on Monday and Close on Wednesday. Please, check Discussions/Assignments in Canvas. Each entry will be graded out of 100 points, divided into 50 points for use of Spanish (i.e., grammar, vocabulary, spelling, punctuation, etc.) and 50 points for content adequacy. The discussions/assignments will be related to the readings covered in each of the modules in order to ensure the students' comprehension of the readings assigned.

<u>**Note**</u>: No make-ups will be available, so make sure you complete your discussion within date and time window indicated in Canvas!

3. *Final exam (25%):* The final exam will be online, and it will be comprehensive (i.e., it will include all the materials that have been covered in the course). The final exam will open on Tuesday, <mark>April 27th</mark> at 12:01am and close on Thursday, <mark>April 29th</mark> at 11:59pm. Since this course will be carried out exclusively online, <u>no make-ups will be granted (see below),</u> unless proper documentation is provided <u>well in advance</u> (e.g., not the day of the quiz), <u>and consent of instructor obtained</u>.

<u>**Important notes**</u>:
- All online quizzes, midterm and final exams will be proctored using [Respondus and LockDown Browser](#) through Canvas. The first requires a webcam that will be recording you while taking the quizzes and exams. The second is a browser which will block access to other websites (information in the link provided and below). If there is no image for the video, or the image is not clear, <u>you will be granted a zero for that assignment</u>. Please, make sure you take the quizzes and exams in a well-lit area so that you are not penalized.
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the screen. If this pattern is detected, the exercise and/or the whole quiz/exam will be granted a zero. If this pattern of behavior is found more than once, the student may be facing reporting to the appropriate parties at the Center for Academic Integrity in UCF.

4. ***Final project (25%):*** The final project, which can be carried out either individually or in pairs, will be written in Spanish, and students may choose from one of the following options:

- **Option #1: Dubbing**: The student(s) will select two films of their choice, one whose original language is Spanish and one whose original language is English, and after watching both films in both languages, will create a report that includes:

  - How the dubbing was carried out in general (lip movement and audio are synchronized in both languages, whether the choice of vocabulary items is similar/different in the dubbed version – with examples and the specific time in the films where those differences are to be found).
  - How the various cultural elements that may appear in the films (e.g., idioms, cultural concepts, etc.) are captured in both languages, with examples and the specific time in the films where those cultural elements (and differences, if any) are to be found.
  - Overall conclusion integrating the aspects discussed in the specific module dealing with dubbing are applied to the data observed.

- **Option #2: Subtitling**: The student(s) will select two films of their choice, one whose original language is Spanish and one whose original language is English, and after watching both films in both languages, will create a report that includes:

  - How the subtitling was carried out in general (action/subtitle synchronization in both languages, whether the choice of vocabulary items for the subtitle is similar/different in the two languages – with examples and the specific time in the films where those differences are to be found).
  - How cultural elements that may appear in the films (e.g., idioms, cultural concepts, etc.) are captured in both languages through the subtitles, with examples and the specific time in the films where those cultural elements (and differences, if any) are to be found.
  - Overall conclusion integrating the aspects discussed in the specific module dealing with subtitling are applied to the data observed.

- **Option #3: News/report translations**: The student(s) will select four **translated** pieces of news dealing with cultural aspects, two for the English-speaking world, and two for the Spanish-speaking world. If the cultural concept relates to the Spanish-speaking world, the language in which the selected piece of news must be written in is English, and vice versa (i.e., if the cultural concept relates to the English-speaking world, the piece of news must be written in Spanish). The student(s) will then create a report in which s/he (they) will indicate:

  - What cultural concepts are being discussed, providing the information to describe them – imagine that the reader doesn't know anything about the cultural concept you are describing.
  - How the cultural elements that appear in those translations are captured in a different language – for instance, if the cultural concept you are discussing is from the English-speaking world, how the specific elements for that cultural concept are translated into Spanish, and vice versa.
  - Overall conclusion integrating the aspects discussed in the specific module dealing with news translation are applied to the data observed.

Grade distribution for the final project:

- The student(s) will submit their option for the final project, as well as whether s/he will be doing the final project individually or in pairs (and if so, with whom) by March 8th. (5% of the final grade)
- The student(s) will submit their choice of films or pieces of news – depending on the topic chosen – for the final project (if working in pairs, make sure to indicate both names in the submission, and remember that both students will have to submit it through Canvas) by March 22nd. (5% of the final grade)
- The analysis and discussion will be submitted through Canvas by April 19th. (15% of the final grade).

Important notes:

- Dates are final, and no make-ups or late submissions will be allowed in the absence of a valid and previously approved excuse.
- Make sure to follow the instructions indicated, as well as the rubrics in the assignment in Canvas!

5. *Extra credit: Preséntate (financial aid assignment) (1%):* In a short video uploaded to Discussions, introduce yourself to the class and indicate what your objectives are in this course in Spanish. Deadline for submission: Friday, January 15th by 11:59pm. To receive full credit, **reply to the introduction video of two of your classmates in Spanish**.

6. *Extra credit: Email acknowledgment (2%):* The contents of this syllabus will only be discussed during the first week of classes. Thereafter, the instructor will not discuss any aspect related to the contents found herein. Each student is required to send either an email (rubiera@ucf.edu) or a message through Canvas, deadline Monday, January 18th by 11:59 pm stating that s/he has read, understood and abides by the contents included in this syllabus. Doing so will grant the student a 2% of extra credit. No credit will be given if the email is sent at a later date than January 18th.

Grade scale:

100% - 93%: A	76.9% - 73%: C
92.9% - 90%: A-	72.9% - 70%: C-
89.9% - 87%: B+	69.9% - 67%: D+
86.9% - 83%: B	66.9% - 63%: D
82.9% - 80%: B-	62.9% - 60%: D-
79.9% - 77%: C+	59.9% - 0%: F

Important information and policy statements:

Academic Integrity:

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of

record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult UCF's Academic Integrity.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see here.

Accessibility Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, before requesting accommodations from the professor.

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2372;

sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.
The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.

Campus Safety Statement:

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version here.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see here (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video: You CAN Survive an Active Shooter.

Copyright:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only.

COVID-19:

To protect members of our community, everyone is required to wear a facial covering (UCF's policy here) inside all common spaces including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the **Golden Rule** for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students registered with Student Accessibility Services should speak with their instructor and should contact **sas@ucf.edu** to discuss specific accommodations for this or other courses.

Deployed Active Duty Military Students:

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Diversity and Inclusion Statement:

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Inclusivity Statement

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community, I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course

Financial Aid Statement:

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete **Assignment #1 (Preséntate)** in WebCourses by the end of the first week of classes or as soon as possible after adding the course, but no later than **Friday, <mark>January 15th, by 11:59 pm.</mark> Failure to do so may result in a delay in the disbursement of your financial aid.**

Flexibility and Accountability:

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions. Therefore, I ask that you inform me in writing (email or Canvas) of any class absences, missed or late assignments, or days where you will be attending the class but won't be able to make meaningful contributions (by having your cameras and microphones on and participating in our class activities).

Make-up Exams and Assignments:

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy here.

Religious Observances:

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy here.

Respondus and LockDown Browser:

Respondus is a test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment. It is your responsibility to ensure that you will have access to a computer with a webcam. Integrated with Respondus, quizzes and exams will be taken using LockDown Browser, which is a web browser that prevents access to other internet sources while taking the quiz/exam. To download this browser, you may access it here.

For you to practice test taking with Respondus and LockDown Browser, you will find an ungraded practice quiz in the course Canvas which will be open and available throughout the semester. Please, make sure you take the practice quiz before accessing the quizzes and final exam to ensure you familiarize with this software.

Title IX:

Title IX's implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance, so Title IX applies to UCF's programs – and, by extension, provides protections to UCF students. More information here.

WebCourses (a.k.a. Canvas):

WebCourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates and your instructor. Under the "Discussions" section, you will have a designated forum section. My recommendation is to check WebCourses every day for updates from your teammates or myself.

Withdrawal from course:

According to UCF's academic calendar, the withdrawal deadline for Spring 2021 is Friday, March 26th, 2021 @ 11:59 pm.

Calendario de trabajo tentativo

Fecha	Tema(s)	Lecturas y tareas
Semana #1 11 – 17 de enero	Presentación del curso y sus componentes	**Lectura**: Programa del curso y Canvas **Tarea:** *Preséntate* (1% crédito extra): 15 de enero

Semana #2 18 – 24 de enero	Tema 1: Traducción en los medios de comunicación: un mundo globalizado I	**Lectura**: Cattrysse, P. (2001) – y PPT en Canvas **Tareas**: 1. Correo de programa (2% crédito extra): 18 de enero 2. Discusión #1: 22 de enero
Semana #3 25 – 31 de enero	Tema 1: Traducción en los medios de comunicación: un mundo globalizado II	**Lectura**: Remael, A. (2001) – y PPT en Canvas **Tarea**: Discusión #2: 29 de enero
Semana #4 1 – 7 de febrero	Tema 1: Traducción en los medios de comunicación: un mundo globalizado III	**Lectura**: Cronin, M. (2003), pp. 8-24 – y PPT en Canvas **Tarea**: Discusión #3: 5 de febrero
Semana #5 8 – 14 de febrero	Tema 1: Traducción en los medios de comunicación: un mundo globalizado IV	**Lectura**: Cronin, M. (2003), pp. 25-41 – y PPT en Canvas **Tarea**: Discusión #4: 12 de febrero
Semana #6 15 – 21 de febrero	Tema 2: Traducción audiovisual: doblaje y subtitulado I	**Lectura**: Pettit, Z. (2004), pp. 25-32,– y PPT en Canvas **Tarea**: Prueba #1: 17 de febrero
Semana #7 22 – 28 de febrero	Tema 2: Traducción audiovisual: doblaje y subtitulado II	**Lectura**: Pettit, Z. (2004), pp. 33-38,– y PPT en Canvas **Tarea**: Discusión #5: 26 de febrero
Semana #8	Tema 3: Traducción comercial I	**Lectura**: De Mooij, M. (2004), pp. 179-189 – y PTT

1 – 7 de marzo		**Tarea**: Prueba #2: 3 de marzo
Semana #9 8 – 14 de marzo	Tema 3: Traducción comercial II	**Lectura**: De Mooij, M. (2004), pp. 189-198 – y PTT **Tareas**: 1. Proyecto final (parte #1): 8 de marzo 2. Discusión #6: 12 de marzo
Semana #10 15 – 21 de marzo	Tema 4: Globalización y traducción de las noticias I	**Lectura**: Bielsa, E. (2016), pp. 196-204 – y PTT **Tarea**: Prueba #3: 17 de marzo
Semana #11 22 – 28 de marzo	Tema 4: Globalización y traducción de las noticias II	**Lectura**: Bielsa, E. (2016), pp. 205-211 – y PTT **Tareas**: 1. Proyecto final (parte #2): 22 de marzo 2. Discusión #7: 26 de marzo
Semana #12 29 marzo – 4 de abril	Tema 5: La traducción de la tecnología I	**Lectura**: Pym, A. (2004), pp. 1-15 – y PTT **Tarea**: Prueba #4: 31 de marzo
Semana #13 5 – 11 de abril	Tema 5: La traducción de la tecnología II	**Lectura**: Pym, A. (2004), pp. 16-28 – y PTT **Tarea**: Discusión #8: 9 de abril Prueba #5: 11 de abril
Semana #14 12 – 18 de abril	Spring break (no hay clase)	

Semana #15 19 – 25 de abril	Tema 6: La ética en la traducción	**Lectura**: Pym, A. (2003) – y PTT **Tareas**: 1. Proyecto final (parte #2): 22 de marzo 2. Discusión #9: 21 de abril 3. Prueba #6: 23 de abril
Semana #16	****** EXAMEN FINAL: Online ****** **Fecha de entrega: 29 de abril**	

Asociaciones:

http://atanet.org/index.php

SPT3805: Spanish Translation and Interpretation for Mass Communication – Spring 2021