

PROCESS A

NEW COURSE PROPOSAL

SDC #04.05

610

PROPOSAL TITLE Introduction to Spanish Translation  
PI: Marilyn S Feke Email: feke@rowan.edu 3466

DEPARTMENT Foreign Languages and Literatures  
COLLEGE Liberal Arts and Sciences

Liberal Arts & Sciences - ED-1  History - Humanities  Math Sciences  Social Behavioral Sciences  
 UNDERGRADUATE  GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED:

- New or revised course
- Significant revision of course
- Minor curricular changes (e.g., content, format)
- Existing non-gen-ed course
- Non-gen-ed degree requirement
- Minor
- Minor specialization or department track certificate program

THE FOLLOWING FACULTIES REPRESENT APPROVAL

Department Chair: [Signature] Date: 11/31/2005  
 Department Curriculum Chair: [Signature] Date: 2/1/05  
 Assistant Chair: [Signature] Date: 2-10-05

COLLEGE CURRICULUM COMMITTEE

OPEN MEETING Date: 4/02/05 Approved:  Not Approved:   
 Faculty Approval: [Signature]  
 Faculty Approval: [Signature] Date: 3/28/05

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 4/7/05

4/22/05

[Signature]

1105340

DB 4-29-05  
B

LIBRARY RESOURCE FORM  
CURRICULUM PROPOSAL

The purpose of this form is to provide a channel of communication between the library and faculty, changing and designing new courses/programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the course program. The information will also provide rationale for institutional support for library acquisitions efforts and will be completed in a coordinated effort between the course sponsors and the academic department librarian. THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.

- Department Librarian (complete parts A & B)
- Department Head (required to complete parts C & E) (Please notify the librarian in advance)
- Librarian (submit to the Librarian who will complete parts C, D & E)

This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee

A. College Liberal Arts and Sciences Department Foreign Languages and Literatures  
 Librarian Marilyn S. Feke Date January 31, 2005  
 Title Introduction to Spanish Translation  
 Anticipated Date for Course/Program Offering Spring 2006

B. List specific resources that should be acquired to support this course

None

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio, video materials, etc. A summary statement is sufficient.

Professor Marilyn Feke has stated that no additional or specific library resources will be needed for this curriculum. Our library has sufficient resources to support this program including books and electronic databases. We could always order more materials when it is necessary

Name: SHARON L. JOHNSON Sharon Au Librarian Signature Murphy

**Supplement to Curriculum Proposal Library Resource Form  
"Introduction to Spanish Translation"**

The Campbell Library at Rowan University has the following resources to support the new course proposal for "Introduction to Spanish Translation":

- I. Books and Periodicals:
  - a. A library search using the subject heading, "Translating and Interpreting", resulted in a listing of 20 separate book titles.
  - b. A library search using the subject heading, "Translating and Interpreting Periodicals", resulted in a listing of 4 separate titles.
  - c. A library search using the subject heading, "Spanish Language Dialects", resulted in a listing of 2 separate titles.
  - d. A library search using the subject heading, "Spanish Language Dialects Latin America", resulted in a listing of 5 separate titles.
  
- II. Electronic Databases:
  - Academic Search Premier
  - Book Review Digest
  - Books in Print
  - Books out of Print
  - Essays and General Literature Index
  - Ethnic NewsWatch
  - Humanities FT
  - Humanities Full Text
  - JStor
  - Library Literature
  - Literature Online (LION)
  - Literature Resource Center
  - MLA Bibliography
  - Poem Finder (LitFinder)
  - ProjectMuse
  - Story Finder (LitFinder)

## INTRODUCTION TO SPANISH TRANSLATION

### I. Details:

- a. Course Title: Introduction to Spanish Translation
- b. Sponsor(s): Dr. Marilyn S. Feke, Department of Foreign Languages and Literatures
- c. Credit Hours: 3
- d. Course Level: Junior (300 level)
- e. Pre-requisites: Students must take either one of the following:
  - i. Spanish Civilization and Culture (1105.320)
  - ii. Spanish American Civilization and Culture (1105.324)

According to the current organization of the curriculum for the major in Spanish, students must take either one of the two courses listed above as a pre-requisite for all other 300/400 level major courses. Students who successfully pass either one of the two courses listed above will have the Spanish language proficiency and familiarity with Hispanic culture necessary for success in the proposed course, "Introduction to Spanish Translation".

The following outlines the Spanish curricular structure:

- a. Spanish I (1105.101) or an equivalent proficiency, determined by placement testing, is a pre-requisite for Spanish II (1105.102).
  - b. Spanish II (1105.102) or an equivalent proficiency, determined by placement testing, is a pre-requisite for Spanish III (1105.201).
  - c. Spanish III (1105.201) or an equivalent proficiency, determined by placement testing, is a pre-requisite for Spanish Reading and Conversation (1105.211).
  - d. Spanish Reading and Conversation (1105.211) or an equivalent proficiency, determined by placement testing, is a pre-requisite for Spanish Reading and Composition (1105.212).
  - e. Spanish Reading and Composition (1105.212) is a pre-requisite for both Spanish Civilization and Culture (1105.320) and Spanish American Civilization and Culture (1105.324).
- f. Suggested time and scale of implementation:
    - i. Time of implementation: Spring 2006
    - ii. Scale of implementation: One section every three semesters

## II. Curricular Effect:

### a. Offerings:

This course will be offered as a “Spanish Elective” and will not be offered in place of any other Spanish course. Therefore, no other courses will be dropped or offered less frequently as a result of the implementation of this course.

### b. Adequacy:

The present staff and resources are adequate for the implementation of this course. In terms of space, one classroom with a seating capacity for 20 students will be needed.

### c. Recommended Library Resources:

See attached Library Resource Form

### d. Short-term Evaluations: N/A

## III. Rationale:

At present, the Department of Foreign Languages and Literatures offers students an excellent preparation in the fundamentals of the Spanish language (speaking, listening, reading, and writing), Spanish Peninsular literature, and Spanish American literature. These curricular elements are important and essential to any reputable college-level program in Spanish.

However, increasing numbers of Rowan University students, aware of the large concentrations of Spanish-speakers living within and around nearby east coast cities and a growing population of Spanish speakers throughout the United States in general, are drawn to enroll in the Spanish offerings of the Department of Foreign Languages and Literatures in order to further their interdisciplinary goals. This growing eclectic group of students hopes to use its knowledge of Spanish for very practical purposes. Populating this diverse group are students of Psychology and Biological Sciences, who feel the necessity of mastering Spanish in order to effectively treat Spanish-speaking patients, students of Law and Justice, who acutely perceive their duty to treat our fellow Spanish-speaking citizens justly in terms of the law, and students of Advertising, Public Relations, Accounting, and Business, who hope to attract and serve Spanish-speaking customers. These interdisciplinary students know that as future job candidates, a developed knowledge of and ability to use Spanish will give them an edge above their competitors.

Students of Rowan’s College of Education form another large group whose members often enroll in the Spanish offerings of the Department of Foreign Languages and Literatures. The majority of these students are training to teach Spanish language courses in New Jersey elementary, junior, and high schools. Among K-12 Spanish language teacher job candidates, beyond the fundamentals of the Spanish language,

an often-sought quality is a background in Hispanic linguistics and practical study of Spanish.

Recognizing this growing demand for practical, non-literary Spanish study, the Department of Foreign Languages and Literatures currently offers courses in Spanish Phonetics and Spanish for Business. The course proposed here, an Introduction to Spanish Translation, would be an important addition to the aforementioned pair of practically-oriented Spanish offerings. Beyond acquiring the basic skills necessary for professional translation, students of Introduction to Spanish Translation may improve their Spanish and English reading comprehension skills, sharpen their insight into the linguistic nature of both Spanish and English, gain knowledge regarding the ways in which both languages communicate cultural values, become acquainted with social and geographical variations in Spanish and English, and acquire experience in translating general material, such as from magazines, newspapers, and letters, and specialized material from the fields of literature, business, medicine, law, and the social sciences.

The fact that Rowan University supports interdisciplinary endeavors is often discussed and is readily apparent through the recognition of faculty opportunities, such as the option to propose interdisciplinary courses funded by the Bildner Grant, and the recent modification of the General Education Curriculum in the College of Liberal Arts and Sciences so that it may offer students greater flexibility. Also of perceptible importance is Rowan University's goal of maintaining the importance of teaching and of expertly preparing students of the College of Education. As explained above, the proposed course, Introduction to Spanish Translation, may work to satisfy the curricular needs of both interdisciplinary students and students of the College of Education, thereby supporting two important goals of Rowan University.

#### IV. Essence of the Course:

##### a. Objectives:

As a result of completing Introduction to Spanish Translation, students will:

- i. Acquire the basic skills necessary for both Spanish to English and English to Spanish professional translation
- ii. Improve reading comprehension skills
- iii. Gain greater insight into the linguistic nature of Spanish and English
- iv. Learn how both languages communicate cultural values
- v. Become acquainted with social and geographical variations in Spanish
- vi. Gain experience in translating both general and specialized material from a variety of fields

##### b. Topical Outline/Content:

The structure of topics for the course will generally follow the structure of topics presented in the two required texts for the class. Also, supplemental readings and

exercises focusing on both Spanish to English and English to Spanish translation will be provided to students.

- i. Hervey, Sándor, Higgins, Ian, & Haywood, Louise M., *Thinking Spanish Translation: A Course in Translation Method: Spanish to English*. London & New York: Routledge, 1995.

- The following is a list of the chapters in the above text:

1. Preliminaries to translation as a process
2. Preliminaries to translation as a product
3. Cultural issues in translation; compromise and compensation
4. The formal properties of texts: phonic/graphic and prosodic problems in translating
5. The formal properties of texts: grammatical and lexical issues in translation
6. The formal properties of texts: sentential, inter-sentential and intertextual issues in translating
7. Literal meaning and translation problems
8. Connotative meaning and translation problems
9. Language variety in texts: dialect, sociolect, code-switching
10. Language variety in texts: social register and tonal register
11. Textual genre as a factor in translation: oral and written genres
12. Genre marking and the crossover between oral and written genres
13. Technical translation
14. Translation of consumer-oriented texts
15. Stylistic editing
16. Contrastive topic and practical: subjunctive expressing purpose/aim versus indicative expressing result/effect
17. Contrastive topic and practical: orders and requests
18. Contrastive topic and practical: pronominalization
19. Contrastive topic and practical: passive and impersonal constructions
20. Summary and conclusion

- ii. Child, Jack, *Introduction to Spanish Translation*. University Press of America, Lanham, MD, 1992.

- The following are important topics appearing throughout the above text:

1. The history of translation
2. An introduction to translation theory
3. Practical problems and translation techniques
4. Cognates
5. Proverbs and idioms

c. Evaluation:

Students will be graded on the basis of the following criteria:

- |                               |     |
|-------------------------------|-----|
| i. Attendance/Participation   | 15% |
| ii. 5 Translation Projects    | 35% |
| iii. Midterm Exam             | 20% |
| iv. Final Translation Project | 30% |

d. Course Evaluation:

The success of Introduction to Spanish Translation will be evaluated in a variety of ways, including student evaluations, reactions of the instructor, and reactions of the Foreign Languages and Literatures Department.

V. Results of Consultations:

- a. Letter of consultation: See attached.
- b. Additional Consultation: See attached.

February 1, 2005

Senate Curriculum Committee  
Rowan University  
201 Mullica Hill Road  
Glassboro, NJ 08028

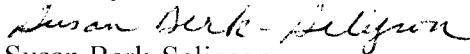
Dear Committee members:

I am writing to enthusiastically support the proposal of Marilyn Feke to offer a new course, "Introduction to Spanish Translation." As someone who has been doing research in the area of Spanish interpreting/translating for a number of years, I see the tremendous utility of studying the subject at the college level. Such a course would be a valuable addition to Rowan University's Foreign Languages and Literatures Department. I have read Professor Feke's course proposal, and highly recommend that the proposed course be approved for teaching. As her former graduate advisor and dissertation director, I am confident that she would do an excellent job at teaching it.

My own expertise in the area of Spanish interpreting/translating comes from my empirical research in this field, which has produced a book on the subject (*The Bilingual Courtroom: Court Interpreters in the Judicial Process*, 2002, the University of Chicago Press), as well as a number of articles, which have appeared in the journals *Linguistics*, *The International Journal of the Sociology of Language*, *Forensic Linguistics*, *The International Journal of Speech, Language and the Law*, *Multiligua*, and *La Raza Law Journal*.

Thank you for considering these comments of support.

Sincerely,



Susan Berk-Seligson

Associate Professor

Center for Latin American & Iberian Studies

Department of Spanish & Portuguese



February 6, 2005

*Department of Geography and Anthropology*

Prof. Marilyn Feke  
Department of Foreign Languages  
and Literatures  
Rowan University

Dear Dr. Feke:

The course you propose on "Introduction to Spanish Translation" is an apposite one given the demand for qualified educators of the Spanish language and other professionals who employ Spanish in legal matters, commerce, and medical practice, to name a few. As a native speaker of Spanish, I appreciate the relevance of this endeavor particularly as we have in New Jersey, and the US, a multitude of cultures that speak Spanish. These cultures do not necessarily share with each other the nuances and variations in their Spanish language specific to their cultures, and geographies. Accurate translations are essential to communicate and reach the diverse Spanish constituents. I believe that your proposed course will provide our students the ability and developed knowledge, as you state, to use Spanish and give them an advantage in their search for professional jobs. But one does not have to be a native speaker to see the benefit to our students. The course would most definitely help our Rowan students to improve their reading, writing, and speaking comprehension, not to mention that they would delve more deeply in the Spanish language as they explore the myriads of ways Spanish speakers express it.

I believe that the proposed course is a definitive "must" and wholeheartedly support it.

Sincerely,

A handwritten signature in cursive script, appearing to read "Maria Rosado".

Maria Rosado, Ph.D.  
Geography and Anthropology Department

**Catalogue Description:**

1105. ....3 s.h.

**Introduction to Spanish Translation**

*(Prerequisite: either 1105.320 or 1105.324)*

Beyond acquiring the basic skills necessary for professional Spanish-to-English and English-to-Spanish translation, students of this course will improve their Spanish and English reading comprehension skills, sharpen their insight into the linguistic nature of both Spanish and English, gain knowledge regarding the ways in which both languages communicate cultural values and become acquainted with social and geographical variations of both languages. In addition, students will acquire experience in translating general material, such as from magazines, newspapers, and letters, and specialized material from the fields of literature, business, medicine, law, and the social sciences.

DB  
4/29/05