

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

PROPOSAL FOR A MINOR PROGRAM IN TRANSLATION AND INTERPRETING

(Draft proposal- last updated 10/11/2018)

Department of Romance Studies

Proposed start date: Fall 2019

1. PROGRAM DESCRIPTION

Description. The Minor in Translation and Interpreting that will be offered by the Department of Romance Studies at the University of North Carolina in Chapel Hill is designed as a complement for students who wish to attain the specialized skills of translation and interpreting and who are completing any of the following majors:

Romance Languages Major, B.A.- Hispanic Literatures and Cultures

Romance Languages Major, B.A.- Hispanic Linguistics

The Department of Romance Studies hopes to expand this minor in the future, if successful, to include our other Romance Languages (French, Italian, and Portuguese).

Student Profile. Students must be proficient in English, have an intermediate high/advanced proficiency in Spanish, and have significant knowledge background of the cultural, linguistic and literary traditions in each language comprising their language combination.

Registration and Limitations. Students who wish to declare this minor should be majoring in Hispanic Literatures and Cultures or Hispanic Linguistics and should not have declared a different minor in the department. This is an approval required minor.

Completion Requirements. The Minor in Translation and Interpreting is a 15-credit program (minimum). To complete this minor, students must earn a grade of C or higher in each course.¹

Course Requirements. For detailed information on the course requirements, see 6. SUMMARY OF REQUIREMENTS.

Rationale. Developments in globalization, international trade, worldwide communication and technology have dramatically increased the demand for qualified translators and interpreters in all realms, especially in business, technology, communication, marketing, advertisement, government, healthcare, social services, national security, international trade and law. The

¹We understand that this is a higher standard than the current policy in the College of Arts and Sciences in the University of North Carolina at Chapel Hill for a minor. However we feel that this is a minimum grade requirement and that it is warranted due to the skill level expected in Translation and Interpreting. Even though SPAN 300 and the specialized courses in Translation and Interpreting require a minimum grade of C, we would accept a lower grade in the elective course. For more information on the UNC General Education Curriculum and Degree Requirements, visit <http://catalog.unc.edu/undergraduate/general-education-curriculum-degree-requirements/#degreerequirementstext> (last visit: 09/16/2018)

current demand for translation and interpreting professionals outweighs the supply available.² In response to the growing need for professional translators, the proposed minor will provide undergraduate students the background in theory, technical resources, research skills and literary and cultural competency that are necessary to communicate in more than one language and in written and oral form.

Learning Goals. Students will become familiar with the theoretical, practical and ethical aspects involved in translation and interpreting, gain knowledge of the *Standards of Practice, Codes of Ethics* and Language Access Legislation that regulate the profession, and will be aware of the oftentimes-diffuse boundaries between effectively translating as opposed to diverting an intended sense or manipulating important information.

*Learning Outcomes*³. This program will further enhance the following competences in students:

Communicative and textual competence in at least two languages and cultures. This area covers both active and passive skills in the two languages involved, together with increased awareness of textual and discourse conventions in the cultures involved. This competence maps to all 5 SPAN courses.

Cultural and intercultural competence. Culture here refers not only to encyclopedic knowledge of history, geography, institutions and so on of the cultures involved (including the students' own), but also and more particularly, values, myths, perceptions, beliefs, behaviors and textual representations of these as well as increased awareness of issues of intercultural communication, translation and interpreting.

This competence maps to all 5 SPAN courses.

Furthermore, this program will develop and strengthen the following competences in students:

Subject area competence. Basic knowledge of subject areas in which the future translator may work to a degree sufficient to allow comprehension of source texts and access to specialized documentation to solve translation problems. This competence maps to SPAN 351, SPAN 352, SPAN 369 and SPAN 370.

Professional instrumental competence. Use of documentary resources of all kinds, terminological research, information management for these purposes, use of IT Tools for professional practice. Basic notions for managing professional activity: contracts, billing, tax, ethics, professional associations, etc. This competence maps to SPAN 369 and SPAN 370.

² US Bureau of Labor Statistics (s.a.a) *Occupational Outlook Handbook*, available at <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> (last visit: 04/18/2018)

³Adapted from PACTE- Procés d'Adquisició de la Competència Traductora i Avaluació, and Kelly (2005: 32-33)

Attitudinal or psycho-physiological competence. Self-concept, self-confidence, attention/concentration, memory, initiative. This competence maps to SPAN 351 and SPAN 352.

Interpersonal competence. Ability to work with other professionals involved in translation and interpreting process (translators, revisers, documentary researchers, terminologists, project managers, layout specialists) and other actors (clients, initiators, authors, users, subject area experts). Teamwork. Negotiation skills. Leadership skills. This competence maps to SPAN 351, SPAN 352, SPAN 369 and SPAN 370.

Strategic competence. Organizational and planning skills, problem identification and problem-solving. Monitoring. Self-assessment and revision. This competence maps to SPAN 351, SPAN 352, SPAN 369 and SPAN 370.

Work Opportunities. Successful translators and interpreters work for an agency, as independent contractors or as part of a larger team in national or international organizations, institutions or associations. Upon completion of the minor, students will be ready to use their inter-cultural and inter-linguistic skills for professional purposes in institutional, academic or other professional contexts (i.e. publishing houses, healthcare centers, courts, schools, social services, marketing, media and communications, journalism, etc.). They will have the foundational knowledge that is necessary to embark upon a regional or national accreditation process (i.e. ATA Certification, Medical Interpreter Certification, etc.), and to pursue graduate studies in Translation, Cultural Studies, Literature, Linguistics or any other field.

2. DEMAND AND ANTICIPATED ENROLLMENT

Demand. Over the past ten years, there has been a steady growth of the Translation and Interpreting industry in the United States. According to the Department of Labor, this growth trend will continue at least over the next ten years. The Department of Labor forecasts indicate that for the 2016-2026 period, the Translation and Interpreting industry will grow by approximately 18%. This projected increase is far beyond the 9% average growth predicted for all other occupations⁴. The Department of Labor forecasts further suggest that the demand for trained interpreters and translators of frequently translated languages such as Spanish will remain particularly strong in the United States. The reasons are the growing international trade and broadening global ties, the ongoing need for military and national security, the proliferation of technological advances, migratory movements, the existence of language access legislation, the proliferation of literary and cultural exchanges and the worldwide spread of online platforms (i.e. Netflix, Hulu, Amazon, Filmstruck, etc.). In response to the growing demands of trained translators and interpreters, over sixty universities in the United States now offer graduate or

⁴ US Bureau of Labor Statistics (s.a.a) *Occupational Outlook Handbook*, available at <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> (last visit: 04/18/2018)

undergraduate programs in Translation⁵. In North Carolina in particular, Wake Forest University is currently offering graduate and undergraduate certificates in Spanish, as well as an MA program. The University of North Carolina in Charlotte is offering a Graduate Certificate in Translation and Duke University has been offering specialized courses in Spanish Translation over the past four years. The increasing need for trained translators and interpreters means that these programs are thriving. Against this backdrop, the minor in Translation and Interpreting at the University of North Carolina at Chapel Hill will bring to the Triangle region the first Translation and Interpreting program specifically designed to complement traditional major programs and bring a wide-range of employment opportunities to current and prospective students. This reflects a unique and pioneering opportunity for the Department of Romance Studies at the University of North Carolina at Chapel Hill.

Anticipated Enrollment. At the University of North Carolina at Chapel Hill, precedents suggest that a program of these characteristics will be successful. For instance, the course *SPAN 369 Translation I* was created in 2006 and has been very popular among students. Since then, this course has been offered every semester with full enrollment. Another indicator of the existing interest in Translation and Interpreting is the creation of the *Translators' Collective*, a student-run group that meets at least twice every semester to hold discussions and workshops on translation. The minor in Translation and Interpreting could well serve as a strong support for this student-run group and vice-versa; the minor could also benefit from engaging in collaborative activities with the *Translators' Collective*. Therefore, based on the enrollment in SPAN 369 and in conversations with interested students, we anticipate that the minor in Translation and Interpreting has the potential both to attract more students to the Spanish majors as well as to increase job opportunities for these students.

Declaring this minor. Students can declare the minor after completing SPAN 300 with a grade of C or above by scheduling an appointment to meet with the program coordinator. The coordinator will add them to a list that she will send to the Academic Advising Program for processing twice yearly, on February 1 and October 1.

3. REGISTRATION AND LIMITATIONS

Registration. Initially, we will *not* enforce a cap in the number of students that we will accept in the minor. If the demand requires that we do so, then we will restrict the courses in the minor to students who have declared it, allowing courses to populate based on class standing (senior, junior, sophomore).

Limitations. Continuity in this minor is contingent upon successful completion (C or above) of SPAN 369 and SPAN 351. In addition to the program requirement for registration and continuity mentioned above, students must take at least nine hours of their minor course requirements at the

⁵ATA (s.a. a.) List of Approved Translation and Interpreting Schools, available at http://atanet.org/certification/eligibility_approved.php (last accessed 04/18/2018)

University of North Carolina in Chapel Hill and earn a grade of C or higher in a minimum of 15 hours.

Specialized courses used to satisfy the Translation and Interpreting Minor may satisfy the requirements in other major and minor programs. Students are encouraged to meet with the appropriate advisor in Romance Studies to make sure that these courses count toward other programs offered by the department. The advisors for the majors in Hispanic Literatures and Cultures and Hispanic Linguistics and are listed on the Romance Studies website at <https://romancestudies.unc.edu/advising/>.

4. STUDENT ADVISING

Students interested in this minor should first refer to the sample plan posted in the Catalog of undergraduate programs (<http://catalog.unc.edu/undergraduate/programs-study>) and become familiar with the course program and requirements before contacting the coordinator of the minor in Translation and Interpreting.

5. OVERSIGHT AND RECORD KEEPING

Oversight of this minor will follow the normal academic processes of the Department of Romance Studies. The coordinator of this minor will be responsible for ensuring that students receive appropriate guidance.

6. SUMMARY OF REQUIREMENTS

The requirements for the Minor in Translation and Interpreting at the University of North Carolina at Chapel Hill is outlined below:

*** *Prerequisite SPAN 261*

Total courses: 5

Total credit hours: 15

<i>Courses</i>		
1	SPAN requirement	SPAN 300 Spanish Composition and Grammar Review
2	SPAN advanced courses	SPAN 369 Introduction to Translation + SPAN 351 Spanish Interpreting I
1	additional SPAN	SPAN 370 Spanish Translation II or SPAN 352 Spanish Interpreting II

advanced course

- 1 Elective SPAN course to choose from SPAN course numbered 330 or above, excluding the following courses: SPAN 401, SPAN 402, SPAN 404, SPAN 405, SPAN 414, SPAN 415, and SPAN 601.

This program will be particularly attractive to students in the ROML major in Hispanic Literature and Cultures and in Hispanic Linguistics because two courses in the minor and major can overlap. For the major in Hispanic Literatures and Cultures, these courses are SPAN 300 and an elective. For the major in Hispanic Linguistics, these courses are SPAN 369 and an elective.⁶

Translation Minor	Hispanic Linguistics (HLG)	Hispanic Literatures and Cultures (HLC)
SPAN 261	Required prerequisite	Required prerequisite
Core courses		
SPAN 300	Required	Does not count in major
SPAN 369	Does not count in major	Specialized course (elective)
SPAN 351	Does not count in major	Does not count in major
SPAN 370	Does not count in major	Does not count in major
SPAN 352	Does not count in major	Does not count in major
SPAN course numbered 330 or above	Elective	Elective (cultural diversity or specialized course)
Eligible courses for double counting in the minor and major:	<ol style="list-style-type: none"> 1. SPAN 300 2. elective SPAN course numbered 330 or above. 	<ol style="list-style-type: none"> 1. SPAN 369 2. elective SPAN course numbered 330 or above

Sample Plans for completion of the HLG or HLC major and Translation and Interpreting minor can be found on the following pages.

⁶ We understand that students will need to monitor their hours and course selection closely, and that this will require careful advising on our part and on the part of Academic Advising. The B.A. degree restricts students to no more than 45 credit hours in a single subject. If a student in Spanish completes either the major in Hispanic Linguistics or in Hispanic Literatures and Cultures and this minor, we understand that he/she would have completed 8 courses above 261 (24 hours) for the major, and 5 courses (15 hours) for the minor, a total of 42 hours, excluding the SPAN courses taken prior to 261. Students should overlap the courses permitted if they are close to the 45-hour limit.

Sample Plan for a major in Hispanic Linguistics and a minor in Translation and Interpreting

This plan assumes a placement of SPAN 203 on the Foreign Language placement test. Student placement and plans may vary.

First Year		Hours
<u>SPAN 203</u>	Intermediate Spanish I ^H	3
<u>SPAN 204</u>	Intermediate Spanish II ^H	3
Hours		6
Sophomore Year		Hours
<u>SPAN 261</u> (major and minor) or <u>SPAN 267</u>	Advanced Spanish in Context or Advanced Spanish in Context for Heritage Learners	3
<u>SPAN 300</u> (major and minor)	Spanish Composition and Grammar Review ^H (overlap major/minor)	3
Hours		6
Junior Year		Hours
<u>SPAN 360</u> (major) or <u>LING 360</u>	Introduction to Hispanic Linguistics or Introduction to Hispanic Linguistics	3
SPAN --- (major)	Specialized Hispanic linguistic course #1	3
SPAN 351 (minor)	Spanish Interpreting I	3
SPAN 369 (minor)	Introduction to Translation	3
SPAN --- (major and minor)	Elective course #1 (see requirement list; can overlap with minor)	3
Hours		15
Senior Year		Hours
<u>SPAN 376</u> (major) or <u>LING 376</u>	Phonetics and Phonology or Phonetics and Phonology	3
<u>SPAN 414</u> (major) or <u>SPAN 416</u> or <u>PORT 401</u>	Languages of Spain I or Languages of the Americas I or Beginning Accelerated Brazilian Portuguese I	3
SPAN 370 (minor) or SPAN 352	Spanish Translation II or Spanish Interpreting II	3
SPAN --- (major)	Specialized Hispanic linguistic course #2	3
SPAN --- (major)	Elective course #2 (see requirement list)	3
Hours		15
Total Hours		42

H Honors version available. An honors course fulfills the same requirements as the nonhonors version of that course. Enrollment and GPA restrictions may apply.

Sample Plan for a major in Hispanic Literatures and Cultures and a minor in Translation and Interpreting

This plan assumes a placement of SPAN 203 on the Foreign Language placement test. Student placement and plans may vary.

First Year		Hours
SPAN 203	Intermediate Spanish I ^H	3
SPAN 204	Intermediate Spanish II ^H	3
Hours		6
Sophomore Year		
SPAN 261 (major and minor) or SPAN 267	Advanced Spanish in Context or Advanced Spanish in Context for Heritage Learners	3
SPAN 301 (major) or SPAN 302	Introduction to Literary and Cultural Analysis or Literary and Cultural Analysis for Heritage Learners	3
Hours		6
Junior Year		
SPAN 300 (minor)	Spanish Composition and Grammar Review ^H	3
SPAN 3— (major and minor)	Cultural diversity course #1 (SPAN 338, 340, 344 and can overlap with minor)	3
SPAN 371 (major)	Studies in Spanish Literature	3
SPAN 369 (major and minor)	Introduction to Translation (Counts as Specialized course #1 in major and required in minor)	3
SPAN 351 (minor)	Spanish Interpreting I	3
Hours		15
Senior Year		
SPAN 373 (major)	Studies in Latin American Literature	3
SPAN 3—(major)	Cultural diversity course #2 (SPAN 338, 340, 344)	3
SPAN --- (major [and minor, if elective not already satisfied])	Specialized course #2 (can overlap with minor if not already satisfied by cultural diversity requirement)	3
SPAN --- (major)	Specialized course #3	3
SPAN 370 (minor) Or Span 352	Spanish Translation II Or Spanish Interpreting II	3
Hours		15
Total Hours		42

^H Honors version available. An honors course fulfills the same requirements as the nonhonors version of that course. Enrollment and GPA restrictions may apply.

7. COURSE DESCRIPTIONS

SPAN 261. Advanced Spanish in Context. 3 Credits.

Spanish 261 is a fifth semester course that uses literature, film, and culture as a basis for reviewing grammatical concepts, developing writing competency, and improving overall communication skills in intermediate Spanish students. The course focuses on refining the four language skills of reading, writing, speaking, and listening by using authentic written, visual, and oral texts. By the end of the semester, students will have completed a writing portfolio with a variety of written samples and will have completed a significant amount of comprehension-based activities of literary and cultural texts. This course is the prerequisite for all Spanish minors and majors at UNC. Prerequisite, SPAN 204.

SPAN 300. Spanish Composition and Grammar Review. 3 Credits.

Intensive grammar review and composition designed to improve accuracy and develop writing skills, using process and task-oriented approaches. Honors version available. Prerequisite: SPAN 255 or 261.

SPAN 369. Introduction to Translation. 3 Credits.

Theory and practice of translation through a dual approach of conceptual readings and classroom discussion and workshops in interdisciplinary fields. Emphasizes cultural role of the translator as mediator. Prerequisite: SPAN 261 or 267, and 300.

SPAN 370. Spanish Translation II. 3 Credits.

Translation as product and process. Examines the concept of cultural fluidity in 21st-century translation theory vis-à-vis 20th-century notions of untranslatability. Refines translation skills in cultural, financial, legal, literary, medical, and technical domains. Emphasis on expanding written proficiency and refining style. Prerequisite: SPAN 369.

SPAN 351. Spanish Interpretation I. 3 Credits.

Introduces the profession of interpreter: main interpretation models, history and theory, use of cognitive processes in developing skills, ethical standards, and best practices. Emphasis on expanding communicative and cultural competency while applying strategies in business, conference interpretation, education, health care, law, and law enforcement. Prerequisite: SPAN 261 or 267, and 300.

SPAN 352. Spanish Interpretation II. 3 Credits.

Refines interpretation skills through continued study of theory and best practices in varied professional contexts. Focuses on enhancing linguistic competence, sight-translation, and mnemonic strategies. Increases cultural sensitivity to issues interpreters face in business, conference interpretation, education, health care, the hospitality industry, law, and social services. Prerequisite: SPAN 351.

Excluded courses

SPAN 401. Beginning Accelerated Spanish. 3 Credits. Required preparation, proven competence in another foreign language. Covers first-year material in one semester. Emphasis on

speaking and grammar. May not be used to satisfy the Foundations foreign language requirement. Students may not receive credit for both SPAN 401 and SPAN 100, 101, 102, 105, or 111. Grading status: Letter grade.

SPAN 402. Intermediate Accelerated Spanish. 3 Credits. Covers second-year material in one semester. Continued development of all skills. Spanish 402 prepares students for more advanced courses. May not be used to satisfy the Foundations foreign language requirement. Students may not receive credit for both SPAN 402 and SPAN 203, 204, or 212. Requisites: Prerequisite, SPAN 102, 105, 111, or 401. Grading status: Letter grade.

SPAN 404. Elementary Spanish for Health Professionals. 3 Credits. Distance course requiring access to the Internet. Focuses on communication within the context of Latino/a immigrant culture in health care settings. Students may not receive credit for both SPAN 404 and SPAN 102 or 105. Grading status: Letter grade.

SPAN 405. Intermediate Spanish for Health Care Professionals. 3 Credits. Distance course requiring access to the Internet. Focuses on improving communication within the context of Latino/a immigrant culture in health care settings. This course is equivalent to SPAN 203 (Intermediate Spanish I) and therefore fulfills the foreign language requirement. Students may not receive credit for both SPAN 405 and SPAN 203. Requisites: Prerequisite, SPAN 102 or 404. Gen Ed: FL. Grading status: Letter grade.

SPAN 414. Languages of Spain I. 3 Credits. Study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera (Basque), Galician. Repeat rules: May be repeated for credit. 6 total credits. 2 total completions. Grading status: Letter grade.

SPAN 415. Languages of Spain II. 3 Credits. Continuation of the study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera, Galician. Requisites: Prerequisite, SPAN 414. Repeat rules: May be repeated for credit. 6 total credits. 2 total completions. Grading status: Letter grade

SPAN 601. Spanish for Reading. 3 Credits. For students with no background in Spanish or those needing a review of grammatical structures and vocabulary in preparation for the reading knowledge exam for graduate students (FLPA). Grading status: Letter grade