

Christopher Newport University
SPAN 321 – Spring 2026: Techniques of Translation

MWF 12:00-12:50pm; McMurrin 316

Professor: Dr. Andrea Pauw

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Office: McMurrin 125

Office hours: Mondays and Wednesdays 11:00-12:00 and 1:00-3:00, and by appointment

Prerequisite: SPAN 301 with a grade of C- or higher, or consent of instructor

Course Description

SPAN 321 (Techniques of Translation) is a community-engaged learning course that introduces students to the principles of professional translation (Spanish-English; English-Spanish) through hands-on practice and targeted review of advanced Spanish grammar. Students will apply their translation skills and knowledge of specialized vocabulary to produce Spanish-language versions of health-related materials—including health literacy curricula, brochures on local health services, and a dental care application—in collaboration with two community partners: HELP Inc. and the Hampton and Peninsula Health Districts.

The HELP dental clinic provides affordable dental care to eligible individuals; students will translate the application form to facilitate Spanish-speakers' access to these vital services. In partnership with the Hampton and Peninsula Health Districts, students will translate public health brochures for the Spanish-speaking residents of Hampton Roads. In addition, they will adapt the district's health literacy curriculum to be more culturally competent and accessible to individuals whose primary language is not English. Informed by readings on ESL pedagogy and culturally competent healthcare practices, students will develop Spanish-language "one pagers" for each lesson in the curriculum's Advanced level. Throughout these projects, students will critically reflect on their own positionality and the role of translation in advancing equity and inclusion in multilingual communities.

Required Course Materials

Lunn, Patricia V. and Ernest J. Lunsford. *En otras palabras: Perfeccionamiento del español por medio de la traducción*, 3rd edition. Georgetown UP, 2021. ISBN: 978-1-64712-009-2.

Online dictionaries

Spanish / English: www.wordreference.com

Spanish-only: The Real Academia Española's *Diccionario de la lengua española*: <https://www.rae.es/>

Course Learning Objectives

By the end of the course, students will:

- Produce accurate and accessible Spanish-language translations that demonstrate attention to register, tone, specialized lexicon, and cultural competence
- Create Spanish-language materials that improve understanding of public health services and health-related topics for the Spanish-speaking residents of Hampton Roads
- Evaluate health literacy curricula for cultural appropriateness and accessibility
- Critically reflect on the role of translation in promoting equity and inclusion in multilingual contexts, and articulate the ethical responsibilities of translators working in healthcare
- Demonstrate cultural humility and awareness of their positionality when collaborating with community partners and developing Spanish-language materials

IDEA Learning Objectives

1. IDEA Objective 3: “Learning to apply course material”
2. IDEA Objective 4: “Developing specific skills, competencies, and points of view needed by professionals in the field”
3. IDEA Objective 1: “Gaining a basic understanding of the subject”

Criteria de evaluación

35%	Quizzes
30%	Community-Engaged Learning (CEL) Project
10%	Homework
10%	Reflections
10%	Group Presentation
5%	Performance Reviews

Quizzes (35%)

Students will demonstrate their mastery of course material with short assessments (30 minutes) that focus on vocabulary and grammar. They are not designed to be explicitly cumulative, but familiarity with previous material is expected. Study guides for each quiz will be available on Scholar. There will be one quiz on the assigned readings for the community-engaged learning project.

If you are unsatisfied with a quiz grade (with the exception of the CEL readings quiz), you may correct your responses and bring them to your professor’s office hours. You must be prepared to adequately explain your corrections to her and demonstrate why you made the changes you made. Upon the successful correction and explanation of your answers, you may receive up to 10 points back on the quiz.

You may clarify the meaning of 2-3 unfamiliar words with your professor while taking the quiz, unless they are targeted vocabulary words learned and practiced in class and in assignments. I highly recommend maintaining a vocabulary journal in which you record new words you’ve learned in class, homework, and projects. In addition to writing down the word and its definition, I suggest writing a short sentence in which you use the word in context or develop a phrase to remember its meaning. Merely listing the word’s English translation is not enough for it to become part of your active vocabulary.

Community-Engaged Learning (CEL) Project (30%)

In small groups, students will translate health-related brochures and documents for two community partners. A rubric and further instructions will be available on Scholar. The materials translated for this course are protected under copyright laws. Distribution or reproduction of these materials beyond this class is prohibited.

- 1) Help, Inc. (<https://helphampton.org/>) provides several services to residents of Newport News and Hampton, including housing and food assistance, as well as low-cost dental care. The organization has requested a Spanish translation of their application for dental services. We will examine examples of medical intake questionnaires and review key medical vocabulary to ensure an accurate translation of the application. Each group will submit multiple drafts of their section of the application.
- 2) In collaboration with the Hampton and Peninsula Health Districts (<https://www.vdh.virginia.gov/hampton-peninsula/>), students will translate educational brochures that increase awareness of key programs and services among the Spanish-speaking community of Hampton Roads. In addition to these brochures, students will help make the district’s health literacy curriculum more accessible for learners with limited English proficiency. After examining examples of programs that merge health literacy and ESL instruction, students will provide short, Spanish-language “one-pagers” for each chapter of the district’s Level 3 (Advanced) curriculum. Students will ensure their assigned chapter is accurately translated and culturally competent.

Homework (10%)

Students will be required to submit short daily assignments on Scholar before the start of class (12:00pm MWF). These will be graded for completion and effort, rather than grammatical accuracy. We will go over the homework assignments in class. The purpose of the short assignments is to ensure you are keeping up with the reading and understanding course material. Late homework will not be accepted. Use of AI or other online translation resources on homework assignments is not permitted and will result in a grade of zero. Students are permitted to use online dictionaries such as Spanishdictionary.com or Wordreference.com to look up individual unfamiliar words.

Reflections (10%)

Students will critically reflect on their experiences collaborating with community partners and on assigned CEL readings. Reflections may be written in Spanish or English in students' own words. A rubric and further instructions are available on Scholar.

Group presentation (10%)

At the end of the semester, students will present their CEL project in groups. Each group will describe the specific translation challenges they faced in the materials assigned to them and how they addressed these challenges. In the presentations, students will reference relevant CEL readings and demonstrate effective critical reflection. More detailed instructions and rubrics will be available on Scholar.

Performance reviews (5%)

Students will complete three self-evaluations on their participation and progress in the course. The rubric is available in Scholar.

Academic Honesty: Violations of Academic Honesty include, but are not limited to: using unauthorized materials during a quiz or exam; copying from another student during a quiz or exam; ****using online translators or unauthorized AI software such as ChatGPT for any assignment, including portfolios and HW assignments****; presenting the work of others, either word-for-word or in any other modified form, as your own. The penalty for cheating on any assignment in this course may range from getting a 0 on the assignment to failing the course, depending on the severity of the case. The instructor will follow the policies and procedures for violations of Academic Honesty outlined in the CNU Student Handbook.

AI and Online Tools:

1. All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT, when working on assignments is forbidden unless otherwise specified in the instructions. The unauthorized use of generative AI will be considered academic misconduct and a violation of the Honor Code. Please note that if unauthorized AI use is detected on an assignment, you will receive a 0 on the assignment and the incident will be reported to CHECS.

Grade Scale

93 - 100 = A	84 - 87 = B	74 - 77 = C	64 - 67 = D
90 - 92 = A-	80 - 83 = B-	70 - 73 = C-	60 - 63 = D-
88 - 89 = B+	78 - 79 = C+	68 - 69 = D+	0 - 59 = F

CLASS POLICIES

1. Attendance: Because class attendance is crucial to the successful completion of this – or any – language class, and because language skill development requires frequent and sustained practice, all

students are required to attend all class sessions. In addition, your active and intelligent participation is an important part of this course, and your involvement in classroom discussions and activities is expected and welcomed. **Excused absences must be supported with written documentation from a physician, officer of the court, law enforcement official, an obituary, an official note of participation in a sanctioned CNU academic or athletic event, or other documentation as your professor deems appropriate on a case-by-case basis.** If you have a chronic health condition that might cause you to miss class, you should meet with your professor during the first week of classes to determine the documentation that is needed to excuse your absences.

In a class that meets 3 times per week, **EACH** unexcused absence beginning with the **fourth** will result in the automatic lowering of the final course grade by one step (A- to B+, B+ to B, etc.). **Students with 12 or more absences will receive an F. Although the maximum automatic penalty for absences (fewer than 12) will be a full letter grade from the final grade (A to B, B to C, etc.), poor attendance will also lower the class participation grade and could negatively impact assignment and test grades.**

There will be no make-ups without proper documentation. This is a policy for all Spanish classes at CNU and is not negotiable. If exceptional circumstances prevent you from taking a test or a written assignment on the day when it is scheduled, please obtain the instructor's permission in advance in order to make up the test or the assignment, and please make it up within three business days.

2. *Tardiness* Students are expected to arrive on time and to stay for the entire class period unless they have a documented excuse. In classes that meet 3 days a week, 4 late arrivals and/or early departures of more than 10 minutes without a documented excuse will count as 1 unexcused absence. In classes that meet twice a week, 3 late arrivals and/or early departures of more than 10 minutes without a documented excuse will count as 1 unexcused absence.

3. In the event of an absence, it is the exclusive responsibility of the student to keep track of any material turned in during that absence and to submit this material immediately upon returning to class. Additionally, it is the exclusive responsibility of the student to inform himself/herself of any materials handed out during that absence and to request those materials upon returning to class.

Academic Honesty:

Academic honesty is fundamental to the mission of a university. Cheating, plagiarism and any other violations of the Honor Code will result in a failing grade on the assignment or the course (depending on the severity of the offense). Violations will also be reported to the Center for Honor Enrichment and Community Standards (CHECS).

The Christopher Newport University Honor Code:

"On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

University Statement on Diversity and Inclusion:

The Christopher Newport University community engages and respects different viewpoints, understands the cultural and structural context in which those viewpoints emerge, and questions the development of our own perspectives and values, as these are among the fundamental tenets of a liberal arts education.

Accordingly, we affirm our commitment to a campus culture that embraces the full spectrum of human attributes, perspectives, and disciplines, and offers every member of the University the opportunity to become their best self.

Understanding and respecting differences can best develop in a community where members learn, live, work, and serve among individuals with diverse worldviews, identities, and values. We are dedicated to upholding the dignity and worth of all members of this academic community such that all may engage effectively and compassionately in a pluralistic society.

If you have specific questions, suggestions, or concerns regarding inclusion on campus, please contact belonging@cnu.edu.

Disabilities/Accessibility:

In order for a student to receive an accommodation due to a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you have a diagnosed disability, please contact Jacquelyn Barnes, Director of Accessibility & Care Team Support in Student Affairs (594-7160) or email careteam@cnu.edu to discuss your needs. You may visit <https://cnu.edu/life/acts/accessibility/> to request accommodations or view additional information.

In order to provide access to educational programs in the best manner possible, students with documented disabilities should notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with the reasonable accommodations approved and directed by the Office of Student Affairs. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

Success

I want you to succeed in this course and at Christopher Newport. I encourage you to contact me during office hours or schedule an appointment to discuss course content or ask questions. If I become concerned about your course performance, attendance, engagement, or well-being, I will contact you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Student Success as well as other departments when appropriate. If you are an athlete, the Assistant Director of Student-Athlete Success Services will be notified. Someone from the Center for Student Success will contact you to set up a plan for success and connect you with the appropriate resources. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

Academic Support:

The Center for Student Success (CSS) provides numerous free resources to help students succeed in their courses. These resources include individual peer tutoring and group/test review sessions. Student Success Coordinators and Student-Athlete Academic Success Coaches can meet with you regularly to discuss your plan for getting your coursework done while balancing your extracurricular activities. They can help you to develop individualized study skills, create time management plans, prepare for exams and papers, etc. The Center also houses the Alice F. Randall Writing Center. Writing consultants

can help you at any stage of the writing process, from invention to development of ideas, to polishing a final draft.

You may contact the Center for Student Success to request a tutor, meet with a writing consultant, or make an appointment to talk with a staff member about study skills and strategies. The Center is located in Christopher Newport Hall, first floor, room 124. You may email studentsuccess@cnu.edu, call (757) 594-7684, or visit <https://my.cnu.edu/studentsuccess/>.

Public Health

The university will provide guidance on public health issues and students will be expected to comply with university protocols.

Course Materials:

All content created and assembled by the faculty member and used in this course is to be considered intellectual property owned by the faculty member and Christopher Newport University. It is provided solely for the private use of the students currently enrolled in this course. To ensure the free and open discussion of ideas, students may not make available any of the original course content, including but not limited to lectures, discussions, videos, handouts, and/or activities, to anyone not currently enrolled in the course without the advance written permission of the instructor. This means that students may not record, download, screenshot, or in any way copy original course material for the purpose of distribution beyond this course. A violation may be considered theft. It is the student's responsibility to protect course material when accessing it outside of the physical classroom space.

CHANGE TO AUDIT STATUS & WITHDRAWAL

THE LAST DAY TO ADD/DROP OR ELECT AUDIT STATUS IS FRIDAY, JANUARY 16, 2026.

THE LAST DAY TO WITHDRAW OR ELECT PASS/FAIL IS FRIDAY, MARCH 20, 2026.

Calendario de trabajo

Este calendario está sujeto a cambios.

Las actividades y lecturas se deben completar ANTES de la clase en que se han asignado. Se espera que los estudiantes lleguen a clase preparados con la tarea.

ENERO

12 lunes	Introducción al curso
14 miércoles	Refranes y cognados falsos <ul style="list-style-type: none"> ● Leer pp. 3-5 y 8-11 de <i>En otras palabras</i> ● Ejercicio 2, p. 10 ● Actividad p. 9 (“Estudie los falsos amigos...”)
16	Spanish-speakers in Hampton Roads + Community-Engaged Learning

viernes	<ul style="list-style-type: none"> ● Cianna Morales, “Language barriers: A stressful struggle” (Scholar) ● “Benefits” and “Dispositions” chapters from the <i>Student Companion to Community-Engaged Learning</i> (Scholar) ● Reflexión
19 lunes	NO HAY CLASE - MLK DAY
21 miércoles	El léxico y el tiempo presente <ul style="list-style-type: none"> ● Ejercicio 4, p. 11 (Cognados falsos) ● Leer pp. 13-17 ● Terminar con las preguntas repartidas en clase el viernes, 1/16
23 viernes	Health Literacy and Cultural Humility <ul style="list-style-type: none"> ● Visit from Matthew Stearn, Executive Directory of Help, Inc. ● Leer pp. 65-71 ● Actividad p. 67 (“He aquí unos contrastes...”)
26 lunes	La impersonalidad y el presente <ul style="list-style-type: none"> ● Leer pp. 47-50 ● Actividad p. 50 (“Escriba dos traducciones...”) ● Hoja de práctica: El presente simple vs el presente progresivo (Scholar)
28 miércoles	La impersonalidad <ul style="list-style-type: none"> ● Leer pp. 89-90 ● Hoja de práctica (Scholar)
30 viernes	Quiz 1 <ul style="list-style-type: none"> ● Groups for the CEL project

FEBRERO

2 lunes	El lenguaje médico <ul style="list-style-type: none"> ● Leer pp. 90-93 ● Actividades p. 92 (“¿Cómo se llama...?” y “Inevitablemente...”) ● Actividad p. 93 (“Finalmente...”)
4 miércoles	El lenguaje médico <ul style="list-style-type: none"> ● Ejercicio 2, pp. 95-96 ● Ejercicio 3, p. 96
6 viernes	Health Literacy and ESL <ul style="list-style-type: none"> ● Visit from Sam Schaefer, MPH (Hampton & Peninsula Health Districts) ● F. Soto Mas et. al., “A Multisite Community-Based Health Literacy Intervention for Spanish Speakers” (Scholar) ● Reflexión
9 lunes	PERFORMANCE REVIEW 1 El lenguaje médico

	<ul style="list-style-type: none"> • Ejercicio 4, p. 96 • Ejercicio 5, p. 97
11 miércoles	<p>El infinitivo y ser/estar</p> <ul style="list-style-type: none"> • Leer pp. 39-43 • Actividad p. 43 (“Traduzca estas frases...”) • Ejercicio 1, p. 44
13 viernes	<p>BORRADOR: SET 1 OF CEL PROJECT</p> <ul style="list-style-type: none"> • Désiré Lie et. al., “What Do Health Literacy and Cultural Competence Have in Common? Calling for a Collaborative Pedagogy” (Scholar) • Reflexión
16 lunes	<p>Quiz 2</p> <ul style="list-style-type: none"> • Emily Baumgaertner et. al., “Migrants are Skipping Medical Care, Fearing ICE, Doctors Say” (Scholar) **Read in English and Spanish, taking note of key medical vocabulary
18 miércoles	<p>El indicativo y el subjuntivo</p> <ul style="list-style-type: none"> • Leer pp. 55-57 • Actividad p. 57 (“Traduzca los infinitivos...”)
20 viernes	<p>VERSIÓN 2: SET 1 CEL PROJECT</p> <p>NO HAY CLASE HOY - LA PROFESORA TIENE UNA CONFERENCIA</p>
23 lunes	<p>Health Literacy and ESL</p> <ul style="list-style-type: none"> • National Center for Cultural Competence, “Una guía para seleccionar y adaptar materiales de promoción de la salud de una manera adecuada en los aspectos de cultura, de idioma y de comunicación” (Scholar) • Lekas et. al., “Rethinking Cultural Competence: Shifting to Cultural Humility” (Scholar) • Reflexión
25 miércoles	<p>El indicativo y el subjuntivo</p> <ul style="list-style-type: none"> • Ejercicios 1 y 2, p. 61 • View examples of health literacy + ESL curriculum (Scholar)
27 viernes	<p>El indicativo y el subjuntivo</p> <ul style="list-style-type: none"> • Ejercicio 3, p. 62 <p>Quiz 3 on CEL Project Readings</p>

MARZO

2-6 marzo	DESCANSO
9	El indicativo y el subjuntivo

lunes	<ul style="list-style-type: none"> • Actividad con formularios médicos (Scholar)
11 miércoles	<p>Los mandatos formales</p> <ul style="list-style-type: none"> • Actividad con formularios médicos (Scholar)
13 viernes	<p>BORRADOR: SET 2 OF CEL PROJECT</p> <ul style="list-style-type: none"> • Reflexión <p>NO HAY CLASE HOY - LA PROFESORA TIENE UNA CONFERENCIA</p>
16 lunes	<p>PERFORMANCE REVIEW 2</p> <p>Los mandatos formales</p> <ul style="list-style-type: none"> • Campañas de salud
18 miércoles	Quiz 4
20 viernes	<p>VERSIÓN 2: SET 2 OF CEL PROJECT</p> <ul style="list-style-type: none"> • Reflexión <p>El pretérito vs el imperfecto</p>
23 lunes	<p>El pretérito vs el imperfecto</p> <ul style="list-style-type: none"> • Leer pp. 21-23 • Actividad, p. 22 (“Observe cómo...”)
25 miércoles	<p>El pretérito vs el imperfecto</p> <ul style="list-style-type: none"> • Ejercicio 5, p. 28
27 viernes	<p>BORRADOR: SET 3 OF CEL PROJECT</p> <ul style="list-style-type: none"> • Reflexión
30 lunes	<p>El pretérito vs el imperfecto</p> <ul style="list-style-type: none"> • Actividad con un historial médico (Scholar)

ABRIL

1 miércoles	Quiz 5
3 viernes	<p>El lenguaje de los negocios</p> <ul style="list-style-type: none"> • Leer pp. 79-84 • Actividad p. 82 (“Lea las frases...”) • Ejercicio 1, p. 85
6 lunes	<p>VERSION 2: SET 3 OF CEL PROJECT</p> <ul style="list-style-type: none"> • Reflexión
8 miércoles	<p>El lenguaje de los negocios</p> <ul style="list-style-type: none"> • Ejercicio 3, pp. 86-87

10 viernes	PERFORMANCE REVIEW 3 El lenguaje de los negocios <ul style="list-style-type: none"> Ejercicio 5, p. 88
13 lunes	Quiz 6
15 miércoles	BORRADOR: SET 4 OF CEL PROJECT <ul style="list-style-type: none"> Reflexión
17 viernes	Translation workshop: Bring drafts of your CEL translations to class for peer review and consultations with Profesora Pauw
20 lunes	VERSIÓN 2: SET 4 OF CEL PROJECT
22 miércoles	Presentaciones grupales
24 viernes	Presentaciones grupales
27 lunes	Translation workshop: Bring your completed portfolio of CEL translations to class for peer review and consultations with Profe. Pauw