

# TRANSLATION AND INTERPRETATION, B.A./M.A

## Program Description

The curriculum of the 4+1-year Program in Translation and Interpretation is designed to develop the cognitive and critical abilities of the students. It reflects the diverse corpus of knowledge required not only to master a target language with an advanced degree of proficiency but also to acquire and enhance the vocabulary and techniques for translation as well as interpreting. The course offerings seek to reflect the breadth of skills required for such proficiency and focus on developing students' linguistic, cultural and technical fluency in both English and Spanish.

This program offers undergraduate students, fluent in both Spanish/English languages, interested in pursuing an MA in Translation & Interpretation an accelerated path, with the opportunity to complete both programs of study at the same time while still meeting the same requirements as students who pursue a traditional six-year course of study.

## Degree Earned

Bachelor of Arts (B.A.) with a Major in Spanish

Master of Arts (M.A.) in Translation and Interpretation

Minimum GPA: 3.00

## Student Learning Outcomes

BA in Spanish: at the conclusion of this program, the students will be able to:

- Develop and demonstrate the same level of proficiency as educated native speakers of Spanish and English and transfer messages from one language to another accurately and fluently.
- Recognize and apply the standards of court, health-care, or conference interpreters, as established by nationally recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.
- Provide training in order to allow students to perform to the standards of court, healthcare, or conference interpreters as established by nationally recognized associations in those fields.
- Apply what has been learned in the classroom to real-life working environments through guest speakers, on-site visits, in-class simulations, and the internship experience.
- Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.
- Develop and enhance their linguistic competence and cultural awareness.

## Student Learning Outcomes

MA in Translation and Interpretation: at the conclusion of this program, the students will be able to:

- Develop and demonstrate the same level of proficiency as educated native speakers of Spanish and English and transfer messages from one language to another accurately and fluently.

- Recognize and apply the standards of court, health-care, or conference interpreters, as established by nationally recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.
- Provide training in order to allow students to perform to the standards of court, healthcare, or conference interpreters as established by nationally recognized associations in those fields.
- Apply what has been learned in the classroom to real-life working environments through guest speakers, on-site visits, in-class simulations, and the internship experience.
- Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.
- Develop and enhance their linguistic competence and cultural awareness.

## Progress Chart

- Courses
  - Major: 14 for the B.A., 9-12 for the M.A., depending on the number of undergraduate Spanish classes double-counted.
- Credits
  - Total: 120 credits for the B.A.; 27-36 credits for the M.A., depending on the number of undergraduate Spanish classes double-counted.
- GPA
  - Major: A 3.0 minimum is required for admission to the MA program.
  - Cumulative: A 3.0 minimum is required for admission to the MA program.

## Level One - Core Courses

12 courses and 2 modules required.

## Major Requirements: BA in Spanish

Major requirements include 4 Level Two ILO requirements, *fulfilled through the major*.

Students in this major must complete **14** courses in the Spanish major.

Code	Title	Credits
<b>Level One - Core Courses</b>		
<i>Universal Required Courses</i>		
Students must complete the following 4 courses.		
ILO 8.1: Written Communication ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
ENG 110	College Writing I: Persuasion	3
ILO 5.1: Information Literacy ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
ENG 210	College Writing II: Research	3
ILO 1.1: Understanding Diverse Perspectives ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
FYS 130	First-Year Academic Seminar <sup>1</sup>	3
ILO 2.1: Reflective Thinking and Valuing ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
REL 100	Religion Matters	3
<i>Elective Core Courses</i>		

Students must complete 1 course in each of the following 4 ILOs.

ILO 3.1a: Scientific Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	4
ILO 3.1b: Quantitative Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
ILO 6.1: Technological Competency ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
ILO 8.1a/12.1: Oral Communication/Collaborative Engagement ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
SPN 204 Spanish For Heritage Speakers II or SPN 302 Conversation and Composition II	3
<b>Distinct Discipline Core Courses</b>	
Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)	
ILO 4.1: Critical Analysis and Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
ILO 9.1: Creative and Artistic Expression ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
ILO 10.1: Ethical Understanding and Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
ILO 11.1: Cultural and Global Awareness and Sensitivity ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	3
<b>Universal Required Modules</b>	
Students must complete the following 2 non-credit modules. <sup>2</sup>	
ILO 7.1a ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Health Literacy Module	
ILO 7.1b ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Financial Literacy Module	
<b>Major Requirements</b>	
<b>Level Two</b>	
Students must complete 1 course/learning experience in each of the 4 commitments.	
ILO 2.2: Broader Identity (Capstone Course/Experience) ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Fulfilled within major	3
Select one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Fulfilled within major	3
ILO 8.2b: Effective Expression (Writing-Intensive Course) ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Fulfilled within major	3

Select one ILO from 10.2, 11.2, or 12.2: Active Responsibility ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )	
Fulfilled within major	3
<b>All Other Required Courses</b>	
Required for major in Spanish: 14 courses	
Ten courses in Spanish <sup>3</sup>	30
Four courses in a second language <sup>4</sup>	0-12
SPN 480 Seminar	3
SPN 481 Seminar	3
<b>Free Electives</b>	
In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.	
LIT 250 Selected Topics in Western Literature	3
LIT 150 Modern European And Latin American Writers	3
<b>Total Credits</b>	<b>91-103</b>

Course	Title	Credits
<b>First Year</b>		
<b>First Semester</b>		
BLS 610	Comparative Analysis English/Spanish	3
BLS 617	Technology: Applications in Translation and Interpretation	3
<b>Credits</b>		<b>6</b>
<b>Second Semester</b>		
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 641	Professional Uses of Spanish: Medical	3
<b>Credits</b>		<b>6</b>
<b>Third Semester</b>		
BLS 614	Legal Interpretation	3
BLS 642	Professional Uses of Spanish: Business	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>First Semester</b>		
BLS 615	Health-Care Interpretation	3
BLS 643	Professional Uses of Spanish: Legal	3
<b>Credits</b>		<b>6</b>
<b>Second Semester</b>		
BLS 616	Business Interpretation	3
BLS 703	Internship and Portfolio	3
<b>Credits</b>		<b>6</b>
<b>Third Semester</b>		
BLS Elective		3
BLS Elective		3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>36</b>

## Recommended Course Sequence

### Course Transfer Options for the MA

Code	Title	Credits
SPN 301	Conversation and Composition I	3
SPN 303	Intensive Grammar & Writing	3
SPN 307	Commercial Spanish	3
This course transfers as BLS 642		
SPN 312	Survey of Spanish Literature II	3
SPN 314	Latin American Short Stories	3
SPN 322	Survey of Spanish American Civilization	3

SPN 331	The Foreign Language Classroom	3
SPN 351	Introduction to Bilingual-Bicultural Studies	3
SPN 353	Intro to Medical Interpret	3
SPN 371	Special Topics	3
SPN 373	Special Topics	3
SPN 402	Introduction to Spanish Sociolinguistics	3
SPN 411	Renaissance Literature	3
SPN 419	Cervantes	3
SPN 421	Bilingualism in Spanish-English Speakers: Development and Disorder	3
SPN 423	Introduction to Spanish Dialectology	3
SPN 442	Romanticism	3
SPN 444	Research in SPN I	1-3
SPN 448	The Spanish American Novel	3
SPN 460	Internship	3
SPN 471	Special Topics	3
SPN 480	Seminar	3
SPN 482	Independent Study	1-3
SPN 485	Myths & Legends in Car Lit	3
SPN 489	Adv Grammar & Syntax	3

Students may transfer up to 3 courses from undergraduate to graduate program based on the 4+1 curriculum. SPN 307 (BLS 642), SPN 352 (BLS 610), SPN 353 (BLS 641)

MA Courses: in consultation with the Director of the Hispanic Institute.

Code	Title	Credits
BLS 610	Comparative Analysis English/Spanish	3
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 614	Legal Interpretation	3
BLS 615	Health-Care Interpretation	3
BLS 616	Business Interpretation	3
BLS 617	Technology: Applications in Translation and Interpretation	3
BLS 641	Professional Uses of Spanish: Medical	3
BLS 642	Professional Uses of Spanish: Business	3
BLS 643	Professional Uses of Spanish: Legal	3
BLS 703	Internship and Portfolio	3

## Courses

### SPN 101 Elementary Spanish I

This course is elementary level course designed for students with little or no previous Spanish education or experience. In this course, students will cultivate skills in speaking, listening, reading, and writing in Spanish. In addition to cultivating language skills, students will gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in short simple reading, speaking, and writing activities.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish

*Prerequisites:* Little or no previous Spanish.

### SPN 102 Elementary Spanish II

This course is an elementary level courses designed for students with little or no previous Spanish education or experience. In this course, students will cultivate skills in speaking, listening, reading, and writing in Spanish. In addition to cultivating language skills, students will gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in short simple reading, speaking, and writing activities.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish

*Prerequisites:* SPN 101, equivalent, or departmental placement.

### SPN 103 Spanish For Nursing and Health Sciences I

Spanish 103 is the first of a two-semester sequence. It is an introductory-level course designed for nursing and health sciences students with little or no previous Spanish education or experience. The course places special emphasis on the acquisition of health-related vocabulary and basic communication in situations faced by health professionals. The course focuses on developing the four language skills: reading, writing, listening comprehension, and speaking.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish

*Prerequisites:* Nursing and Health Sciences students with little or no previous Spanish

### SPN 104 Spanish For Nursing and Health Sciences II

Spanish 104 is the second of a two-semester sequence. It is an introductory-level course designed for nursing and health sciences students with little or no previous Spanish education or experience. The course places special emphasis on the acquisition of health-related vocabulary and basic communication in situations faced by health professionals. The course focuses on developing the four language skills: reading, writing, listening comprehension, and speaking.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish

*Prerequisites:* SPN 103

#### **SPN 150 Conversation & Culture**

*Number of Credits:* 3

#### **SPN 170 Spanish for Nursing/Health Sci**

*Number of Credits:* 3

#### **SPN 171 Special Topics**

*Number of Credits:* 3

#### **SPN 201 Intermediate Spanish I**

This course is an intermediate level course. Students placed at the intermediate level have generally taken approximately two to three years of high school Spanish or the equivalent. In this course, students will further develop skills in speaking, listening, reading, and writing in Spanish. In addition to developing language skills, students will gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in increased longer reading, speaking, and writing activities.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish.

*Prerequisites:* SPN 102, equivalent, or departmental placement.

#### **SPN 202 Intermediate Spanish II**

This course is an intermediate level courses. Students placed at the intermediate level have generally taken approximately two to three years of high school Spanish or the equivalent. In this course, students will further develop skills in speaking, listening, reading, and writing in Spanish. In addition to developing language skills, students will gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in increased longer reading, speaking, and writing activities.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish.

*Prerequisites:* SPN 201, equivalent, or departmental placement.

#### **SPN 203 Spanish For Heritage Speakers**

This is a two semester course taught in Spanish. The second half is SPN 204. It is specifically designed for Heritage Speakers who have learned Spanish in the home and wish to learn more about their culture and heritage. Students will develop further their competencies in grammar and spelling as well as acquire new vocabulary through readings in different genres. They will continue to develop skills in speaking, listening, reading, and writing. Students will be immersed in the Spanish language and Hispanic cultures through classroom activities and outside assignments.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* These courses are for heritage speakers of Spanish

*Prerequisites:* Departmental placement

#### **SPN 204 Spanish For Heritage Speakers II**

This is a two semester course taught in Spanish. The second half is SPN 203. It is specifically designed for Heritage Speakers who have learned Spanish in the home and wish to learn more about their culture and heritage. Students will develop further their competencies in grammar and spelling as well as acquire new vocabulary through readings in different genres. They will continue to develop skills in speaking, listening, reading, and writing. Students will be immersed in the Spanish language and Hispanic cultures through classroom activities and outside assignments.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 8.1a

*Restrictions:* These courses are for heritage speakers of Spanish

*Prerequisites:* SPN 203 or equivalent

#### **SPN 205 Intermediate Spanish For Nursing and Health Sciences I**

This is an intermediate level I Spanish course designed for nursing and health sciences students. This course is a continuation of Elementary Spanish for Nursing and Health Sciences II and will reinforce and build upon the grammar and vocabulary acquired in that course. Special emphasis will be placed on communicating in Spanish in health related contexts. The course will focus on developing the four language skills: reading, writing, listening comprehension, and speaking.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* This course is not intended for native or heritage speakers of Spanish

*Prerequisites:* SPN 104, equivalent, or departmental placement

### **SPN 206 Intermediate Spanish For Nursing and Health Sciences II**

This is an intermediate level II Spanish course designed for nursing and health sciences students. This course is a continuation of Intermediate Spanish for Nursing and Health Sciences I and will reinforce and build upon the grammar and vocabulary acquired in that course. Special emphasis will be placed on communicating in Spanish in health related contexts. The course will focus on developing the four language skills: reading, writing, listening comprehension, and speaking.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* This course is not intended for native or heritage speakers of Spanish

*Prerequisites:* SPN 205 or departmental placement

### **SPN 250 Conversation & Culture II**

*Number of Credits:* 3

### **SPN 270 Special Topics**

*Number of Credits:* 3

### **SPN 271 Special Topics**

*Number of Credits:* 3

### **SPN 272 Special Topics**

*Number of Credits:* 3

### **SPN 276 Special Topics**

*Number of Credits:* 3

### **SPN 301 Conversation and Composition I**

This course focuses on developing students' conversational and writing skills in Spanish as well as on educating students about the people and cultures of the Spanish speaking world. This course also serves to prepare students for upper division Spanish courses. Grammar is reviewed regularly in these courses in order to enable students to improve their command of grammar and apply grammar appropriately when speaking and writing.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 11

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish

*Prerequisites:* SPN 202, equivalent, or departmental placement.

### **SPN 302 Conversation and Composition II**

This course focuses on developing students' conversational and writing skills in Spanish as well as on educating students about the people and cultures of the Spanish speaking world. This course also serves to prepare students for upper division Spanish courses. Grammar is reviewed regularly in these courses in order to enable students to improve their command of grammar and apply grammar appropriately when speaking and writing.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*ILO Met:* Inst. Learning Objective 8.1a

*Restrictions:* These courses are not intended for native or heritage speakers of Spanish

*Prerequisites:* SPN 301 or equivalent

### **SPN 303 Intensive Grammar & Writing**

*Number of Credits:* 3

### **SPN 307 Commercial Spanish**

The purpose of this course is to better enable students to utilize Spanish in business and other professional contexts. The course aims to increase students' workplace vocabulary (ex. vocabulary related to the office, computers, travel, etc. will be covered). Written exercises will include exercises such as business letters and other professional correspondence, as well as short translation exercises. Formality vs. informality, use of proper titles to address people in professional situations, and other issues related to cultural etiquette will be addressed.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302 or equivalent

### **SPN 311 Survey of Spanish Literature I**

This course is an introduction to the study of peninsular Spanish literature from the Middle Ages to the Baroque period. Readings and discussions in Spanish are offered.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 312 Survey of Spanish Literature II**

This course is an introduction to the study of peninsular Spanish literature from the Baroque period to present time. Readings and discussions in Spanish are offered.



*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 313 Survey of Spanish American Literature**

This course involves reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 314 Latin American Short Stories**

This is a survey course in which a wide selection of short stories from the late 19th century through the 21st century will be studied. The goal is to familiarize students with works written by a variety of Latin American authors. Themes such as love, gender roles and discrimination, among others, will be examined.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 321 Survey of Spanish Civilization**

This course provides a cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302 or equivalent

### **SPN 322 Survey of Spanish American Civilization**

This course provides a cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroyalties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204 or SPN 302

### **SPN 330 Second Language Teaching Methods**

Second Language Teaching Methods is a general course in second language acquisition theories and teaching methodologies for students interested in a career in second language teaching - both ESL and foreign language. Students will review and familiarize themselves with the dominant theories of the field by linguists such as Stephen Krashen, Michael Long, Susan Gass, Bill VanPatten, Jim Lantolf, and others. This course provides students the opportunity to weigh the merits of the two competing camps within second language acquisition and apply these theories to their own teaching by creating appropriate lesson plans and testing materials to maximize student learning and outcomes in all of the four language skills—reading, writing, speaking, and listening.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 331 The Foreign Language Classroom**

The Foreign Language Classroom is a course designed for students interested in a career as an immersion teacher of Spanish. The course will prepare students for teaching Pre-K to 4th grade children in the areas of Math, Science, and Social Studies. Through the review of various second language acquisition theories and teaching methods, students will design and present lessons and activities in Spanish targeting specific content areas.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 350 Introduction to Bilingual-Bicultural Studies**

These courses use linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques, and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present-day problems in Puerto Rico and other Caribbean countries will be presented.

*Number of Credits:* 3

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 351 Introduction to Bilingual-Bicultural Studies**

These courses use linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques, and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present-day problems in Puerto Rico and other Caribbean countries will be presented.

*Number of Credits:* 3

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 352 Introduction to Translation and Interpretation**

This introductory translation and interpretation course provides students with an overview of translation theory while providing practice with a variety of texts. Students practice translating from Spanish language to

English and vice versa in different topics. Basic concepts and problems in the area of translation studies are identified and discussed. Students also discuss different types and modes of translation as well as translation strategies and techniques. In addition, students are familiarized with the role and functions of translator and/or interpreter in the process of intercultural communication.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 353 Intro to Medical Interpret**

*Number of Credits:* 3

### **SPN 370 Special Topics**

*Number of Credits:* 3

### **SPN 371 Special Topics**

*Number of Credits:* 3

### **SPN 372 Special Topics**

*Number of Credits:* 3

### **SPN 373 Special Topics**

*Number of Credits:* 3

### **SPN 401 History of The Spanish Language**

This course is a study of the formation of the language, its evolution and phonetic changes from Latin to the present modern pronunciations. Reading and discussion of the early Spanish texts and the development of the language in the early period will be provided.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 402 Introduction to Spanish Sociolinguistics**

This course introduces students to the study of Spanish language variation within its social context. Social factors such as geography, race, gender, age, social class, economics, education, as well as specific linguistic features belonging to certain Spanish speaking communities, will be discussed. Students will familiarize with sociolinguistic research methodology and theory including, but not limited to, sampling of speech community, data collection, types of linguistic variation, and the sociolinguistic variable. In addition to learning about the concepts, questions, and methods associated with sociolinguistic research as they are applied to language, students will discuss and review studies of language variation in different speaking communities. Finally students will examine language contact situations such as Spanish in the United States.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 405 Literature of The Middle Ages**

This course places emphasis on such works as Cantar de Mio Cid, Poema de Fernán González, and Amadís de Gaula; authors include Berceo, Alfonso X, Juan Manuel, Juan Ruiz, Marqués de Santillana, and los Manrique.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 411 Renaissance Literature**

This course looks at the works of Boscan, Garcilaso, Encina, Nebrija, Torres Naharro, and Lope de Rueda, and such works as Tirant lo Blanc, Celestina, and Lazarillo de Tormes form the basis of this period of literary activity.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 415 Drama of The Golden Age**

This course entails readings, reports, and discussions of the principal dramatists of the Golden Age: Lope de Vega, Tirso de Molina, Calderón, Alarcón, and others.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 419 Cervantes**

This course offers readings and discussions of Don Quixote. Other important works by Cervantes will also be discussed.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

### **SPN 420 Spanish For Speech-Language Pathologists**

This course introduces the double majors in speech-language and hearing science/Spanish to the Spanish vocabulary used during evaluations and treatments of communication and swallowing disorders. It also includes issues related to cross-linguistic and cross-cultural

differences which affect clinical practice. Students will learn about language differences vs language disorders as they critic translated tests and compare them with those normed on Spanish speaking individuals. While using primarily Spanish in this course students will be exposed to a variety of clinical situations. Students will have a better understanding of the difference between interpreter and translators via practical projects.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Restrictions:* Must be a CSD/SPN dual major or CSD major and SPN minor with permission from the instructor

*Prerequisites:* SPN 204, SPN 302 or equivalent

#### **SPN 421 Bilingualism in Spanish-English Speakers: Development and Disorder**

This course is designed for double majors/minors in Communication Sciences and Disorders and Spanish. The course reviews bilingual language acquisition and development, and how the process may vary depending on whether the user is learning the second language simultaneously or sequentially. The topic of bilingualism is discussed from the phonological, lexical, semantic, and syntactical developmental process. The course also includes issues related to cross-linguistic and cross-cultural differences which affect evaluation and treatment of bilingual individuals. Additional topics include the consequences of bilingualism for language, cognition, and the brain.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Restrictions:* Must be a CSD/SPN dual major or CSD major and SPN minor with permission from the instructor

*Prerequisites:* SPN 204, SPN 302 or equivalent

#### **SPN 422 Introduction to Spanish Phonetics and Phonology**

Introduction to Spanish Phonetics and Phonology is a basic course about the production, articulation, and perception of the different sounds of the Spanish language as well as the rules that govern the pronunciation of such sounds. Basic readings and activities will focus on identifying, explaining and transcribing the vowels and consonants of the Spanish language. Students will also review the rules of accentuation in Spanish and how to divide words into syllables.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302 or equivalent

#### **SPN 423 Introduction to Spanish Dialectology**

Introduction to Spanish Dialectology is a basic course. The course reviews the processes of linguistic variations that differentiate geographic dialects of the Spanish language. Some topics include: language variations in Peninsular Spanish, Caribbean Spanish, and Latin

American Spanish. The course will also discuss the varieties of Spanish in the United States as well as the influences from other languages on Spanish.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

#### **SPN 430 Introduction to Hispanic Cinema**

This course presents the main aspects of Hispanic culture and history through various cultural productions that focus on many cinematographic representations and textual sources. The class covers the main social, political, and economic aspects of Hispanic life in various historical periods. The analysis of visual materials and textual sources will help to illustrate the interconnectivity and discontinuity of various periods of history of the contemporary period.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face, Hybrid

*Prerequisites:* SPN 204, SPN 302, or equivalent

#### **SPN 442 Romanticism**

A study of the early 19th century that analyzes works of such authors and poets as Larra, Duque de Rivas, Zorrilla, Espronceda, García Gutiérrez, Hartzenbusch, and Bécquer.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

#### **SPN 443 Poetry of the 19th And 20th Centuries**

This course focuses on the works by Gabriel y Galán, de Castro, Dario, los Machado, Jiménez, Lorca, Guillén, Otero, and Salinas are considered.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204 or SPN 302

#### **SPN 444 Research in SPN I**

This course provides the student with an opportunity to do research with a faculty member. The student and the faculty member agree on the research project before the student registers for the course.

*Number of Credits:* 1-3

#### **SPN 445 Research in SPN II**



This course is a continuation of the 444 research course. It provides the student with an opportunity to continue to conduct research with a faculty member.

*Number of Credits:* 1-3

#### **SPN 448 The Spanish American Novel**

This course introduces students to the development of the contemporary Latin American novel through an analysis of the sociological and literary aspects of the work of various leading authors. Special attention is denoted to works by and about women. Class discussions and examinations will be given in Spanish.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

#### **SPN 457 The Spanish Novel of the 19th And 20th Centuries**

This course provides reading and discussion of Spanish authors, their ideology and philosophies: Fernn Caballero, Galds, Valera, Po Baroja, Alas, Cela, Delibes, and Goytisolo.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

#### **SPN 460 Internship**

During the academic semester, students will work in placements for a field experience directly related to the student's career interests in the Greater Philadelphia/ New Jersey Latino Community. The purpose of this course is to expose students to the professional settings so that they may be able to understand how their Spanish are vital in the workplace as well as beneficial to the community.

*Number of Credits:* 3

*When Offered:* Fall, Summer, Spring

*How Offered:* Face to Face, Hybrid, Online

*Prerequisites:* SPN 302 or SPN 204

#### **SPN 470 Special Topics**

*Number of Credits:* 3

#### **SPN 471 Special Topics**

*Number of Credits:* 3

#### **SPN 472 Special Topics**

*Number of Credits:* 3

#### **SPN 480 Seminar**

Topics of investigation will vary from semester to semester.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Prerequisites:* SPN 204, SPN 302, or equivalent

#### **SPN 481 Seminar**

Topics of investigation will vary from semester to semester.

*Number of Credits:* 3

*Prerequisites:* SPN 204 or SPN 302

#### **SPN 482 Independent Study**

*Number of Credits:* 1-3

#### **SPN 483 Independent Study**

*Number of Credits:* 3

#### **SPN 485 Myths & Legends in Car Lit**

*Number of Credits:* 3

#### **SPN 488 Lit of Lat Amer Youth**

*Number of Credits:* 3

#### **SPN 489 Adv Grammar & Syntax**

*Number of Credits:* 3

#### **Course Transfer Options for the MA**

Students may transfer up to 3 courses from undergraduate to graduate program based on the 4+1 curriculum. SPN 307 (BLS 642), SPN 352 (BLS 610), SPN 353 (BLS 641)

#### **BLS 500 Urban Spanish I**

These five (5) courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level.

#### **BLS 501 Urban Spanish Series**

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

**BLS 502 Urban Spanish Series**

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

**BLS 503 Urban Spanish Series**

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

**BLS 504 Urban Spanish Series**

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

**BLS 505 Urban Spanish Series**

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

**BLS 506 Puerto Rico: Lang & Cult II**

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

**BLS 508 Workshops and Symposia**

Offered only during the Summer I session (May-June), this course consists of a series of symposia and practical workshops presented by specialists chosen from bilingual schools, the fine arts, medical agencies, law enforcement facilities, and social agencies as well as from local universities, including La Salle. (\*In English\*)

**BLS 511 Language and Culture of Puerto Rico I**

This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings. (In Spanish)

**BLS 512 Language and Culture of Puerto Rico II (Summer I Session)**

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

**BLS 520 Field Experience in the Latino Community**

During the academic year, each student works in placements in a field experience directly related to his or her profession in the Greater Philadelphia/New Jersey Latino community. Teachers assist in bilingual schools; police in districts in bilingual neighborhoods; and social workers in social agencies dealing with Latinos, etc.

**BLS 570 Special Topics****BLS 571 Conflict of Cultures****BLS 574 Intro To Grad Res & Wrtnng****BLS 575 Special Topics****BLS 600 Dynamics of Cross-Cultural Communication**

The major objectives of this course are to develop and understanding of the process of second language acquisition in school, and to develop an appreciation of diverse cultural backgrounds in multicultural classrooms, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication in schools and the community. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication.

**BLS 601 Techniques of Teaching English to Speakers of Other Languages**

The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

**BLS 602 History of Spain and the Americas**

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis is placed on such topics as Puerto Rico's special relationship with the United States, Latino populations (e.g., Cuban, Dominican, Mexican, and Central American) in the United States, and the historical relationship between Latino and Anglo communities.

**BLS 603 Literature of Spanish America**

This course is designed to familiarize the student with Spanish American culture and literature as seen through major literary works. Students read novels, short stories, essays, and poetry from the pre-Columbian period to the 21st century. A cultural, sociological, and literary approach is emphasized in order to explore Spanish America's diverse societies.

**BLS 604 Cultural Pluralism and Minority Groups in the U.S.**

Focusing on the ethnicity, language, and cultural and social stratification of minorities, with an emphasis on that of Latinos, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

**BLS 605 Curriculum and Development of Bilingual Programs**

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff, and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

**BLS 606 Making Language Connections through Content in ESOL and Bilingual Classrooms**

The major objective of this course is to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, and "learning to learn" methods. The curriculum includes an analysis of academic language in content and texts and provides for a discussion of metacognitive processes and strategies that may be used in the classroom. Additionally, the role of learning styles and multiple intelligences is examined together with the rationale for and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

**BLS 607 Art and Culture of Spanish America**

This course traces the history of art in the Spanish Caribbean, emphasizing the major influences on its evolution and contemporary manifestations. Taino, Spanish, and African contributions to art in Puerto Rico, Cuba, and the Dominican Republic will be explored in detail and in all expressive forms: paintings, broadcasting, cinematography, theater, and popular culture. (In Spanish)

**BLS 608 Research Methods in TESOL**

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public schoolbased) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

**BLS 609 Language Study for Educators**

This course serves as a practical foundation in linguistics and its subbranches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds, and moves gradually through to morphology, syntax, semantics, and pragmatics, and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

**BLS 610 Comparative Analysis English/Spanish**

This course studies the comparative/contrastive grammar in the English-Spanish language pair. The course includes intensive practice in reading comprehension, "skim, scan, main idea, key words", sequence of events, usage, error detection, synonyms, and most common translation problems in terms of grammar, vocabulary, idioms, and slang. Registers of speech are also explored.

**BLS 611 Fundamentals of Interpretation**

This course introduces the basic skills of interpretation: public speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students learn terminology research and professional skills: general business practices and ethics. Practicum emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

**BLS 612 Consecutive Interpretation and Sight Translation**

This course builds on the practical and theoretical foundation laid in BLS 611, 'Fundamentals of Interpretation'. In consecutive interpreting, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. The course reinforces the ability to perceive essential meaning and introduces note-taking techniques. It emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Note taking and sight translation are introduced in the latter part of the course. Prerequisite(s): BLS 611

**BLS 613 Simultaneous Interpretation**

In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style.

**BLS 614 Legal Interpretation**

This course further develops the skills in consecutive interpretation with note taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses and produce interpretations that would be of acceptable quality in a professional setting. Students are introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom strives to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students refine their note-taking skills, and special attention is given to develop stamina and maintain concentration while under stress in the courtroom. Assessment takes into account both accuracy and fluency in delivery.

**BLS 615 Health-Care Interpretation**

This course provides information on the health-care system in the United States, medical terminology, code of ethics for medical interpreters, and use of interpreters in health-care situations. In consecutive interpreting, students continue to enhance their memory and note-taking skills. They work on detecting and correcting problems from the listening stage to the delivery stage. In simultaneous interpreting, students work on polishing their delivery and language register. In sight translation, students become familiar with the different forms used in hospitals and health-care centers. Peer-assessment and self-assessment are encouraged in order to bring awareness of the importance of self-monitoring in interpreting. Furthermore, this course discusses current issues in health-care interpreting and provides information for further development in the profession.

**BLS 616 Business Interpretation**

This course introduces simultaneous interpreting with text, so that students learn to use visual or written materials appropriately to enhance their accuracy and completeness when interpreting. Conference interpreting is practiced in class, with students carrying on research and preparation for "conferences," including compilations of glossaries and topic research. A code of ethics for conference interpreters is discussed, as well as booth etiquette. In consecutive interpreting, students continue to develop their note taking skills and interpret longer utterances without interruption. Speech production aspects such as voice, fluency, and pacing are assessed as well. Material for practice comes from diverse business areas such as banking, finance, world economic issues, and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade peer exercises, and provide self-assessment. The purpose of these assignments is to develop confidence and assertiveness in students and resources for them so they are able to deal with nuances of meaning and accuracy in interpretation while delivering the interpretation smoothly and naturally in their target language.

**BLS 617 Technology: Applications in Translation and Interpretation**

This course analyzes current tools to enhance and speed the translation process. These tools include word processors as well as CAT (computer-assisted translation), voice-recognition, and proofreading tools. The course explores and discusses their practical applications and features in terms of pricing, productivity, user-friendliness, quality output, and compatibility with other tools. The course examines simultaneous interpretation and video and telephonic interpreting in terms of both the software and hardware available to perform these types of interpreting and the job opportunities for interpreters in these growing areas. The course also introduces students to new fields in which translation and interpretation skills are being applied, such as subtitling, web and software localization, and voice-over, along with the tools needed to work in these fields. Students will become familiar with tools and resources to aid them in launching a translation and interpretation business and in keeping current with new advances in the industry.

**BLS 620 Independent Study**

Independent study in Caribbean history, language, or literature must be approved by the Director of the program.

**BLS 630 Special Topics****BLS 631 Special Topics****BLS 632 Special Topics****BLS 633 Special Topics****BLS 634 Special Topics****BLS 635 Myths and Legends in Caribbean and Latin American Literature****BLS 637 Special Topics****BLS 639 Advanced Spanish Grammar and Syntax**

This course is designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. It includes intensive oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world. (\*In Spanish\*)

**BLS 640 Translation Studies: Theory and Practice**

The first stage of this course is theoretical. Examining statements on the art of translation acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems heightens awareness of the challenges of working interculturally and independently. Reading essays on the process of translation helps students understand what the field of translation studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories helps students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage. The second stage of this course is practical. Newspaper articles are examined as examples of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type complement the individual work done outside of class.

**BLS 641 Professional Uses of Spanish: Medical**

The topics and linguistic skills covered in this course include the following: vocabulary, oral practice (Spanish-English and English-Spanish), ethnical norms, health-care practices in the U.S., the Hispanic culture of the patient, role-playing, writing of a short medical script, observation at a local hospital with bilingual services, and supplemental readings on specific diseases or community health problems.

**BLS 642 Professional Uses of Spanish: Business**

This course provides students the opportunity to translate a variety of texts, with emphasis on current world economic and financial issues, international trade, and business and economic forecasts. Students learn to apply basic concepts of economics and business to real-world texts, thereby improving their command of the technical terminology of these fields. Texts include printed and online promotional and informational material, as well as various types of business correspondence and transactions. The course covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes sequential logic in note taking and accurate terminology in delivery.

**BLS 643 Professional Uses of Spanish: Legal**

A series of legal documents are analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding. Deeds, lease agreements, liens, living wills, and powers of attorney, all commonly used documents in the U.S. today, are translated. Students learn how to communicate efficiently with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony (for example, letters or statements from clients), students practice basic skills of court translation. Attention is given to registers of speech (slang, police jargon, legal terms, or norms for courtroom testimony). Typical sessions of client counseling and contract negotiations are simulated in teams for classroom practice.

**BLS 651 Master's Project/Thesis**

A supervised, individual project that may be related to the student's fieldwork in the Latino community is the required capstone experience in the M.A. program. All project topics must relate to the mission and goals of the Bilingual/Bicultural Studies program.

BLS 670 Special Topics

BLS 671 Urban Economics

BLS 673 Caribbean Literature

BLS 674 Special Topics

BLS 675 Con Soc Sci Research In PR

BLS 676 Cuban Literature

BLS 677 Cont Caribbean Fiction

BLS 678 Texto En Contexto: A Panorama of Present-Day Puerto Rico Through Selected Texts

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean island nation's social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines, literary genres, and popular cultural forms. Among the social sciences covered are sociology, anthropology, economics, and political science. Literary genres covered include poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. (\*In Spanish\*)

BLS 701 Internship

Upon the conclusion of all other courses in the program, each student is required to complete an internship in one of the following venues: (1) the state courts in Pennsylvania or New Jersey, as openings are available; (2) a health-care institution such as Einstein Hospital or the Shriners Hospital; (3) an international business where translation and/or interpretation is required of the intern; or (4) a translation and interpretation company providing such services to the public, corporations, courts, or health-care organizations. The student has the ability to establish his/her preference. However, the preference voiced is subject to the availability of intern openings at the time. Each student is assigned a faculty supervisor who monitors the kind of translation/interpretation being conducted by the student and determines if it is appropriate to the development of skills needed for the student. Equally, the faculty member is in a position to assess whether the student is putting into practice the skills and theories learned during his/her coursework. The internship last an entire semester, and a minimum of 100 hours of actual service is required. Service is defined as translation/interpretation time, exclusive of any other associated duties.

BLS 702 Master's Thesis/Project

This is a supervised, individual thesis/project that must be related to the field of translation and/or interpretation. It requires a quality research paper that could explore the linguistic, sociolinguistic, communication dynamics, applications of learned theories, and other matter related to the investigation of translation and interpretation in a general sense or, more particularly, in a specialized linguistic field in legal, business and health-care translation/interpretation. The project is the required capstone experience of all graduate students in the M.A. in Translation/ Interpretation program. All students are assigned a faculty adviser to direct his/her thesis/project.

BLS 703 Internship and Portfolio

This course is required for the completion of the MA in Translation and Interpretation English/Spanish. The candidate will conduct a supervised internship of 60 hours and prepare a final on-line portfolio. The project may focus on the application of particular techniques of translating as well as interpreting, and on the analysis of particular issues related to the translation/interpretation fields.

BLS 751 TESOL Master Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program. Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB. A Project/Thesis Manual is available to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via e-mail at montesin@lasalle.edu, by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141. Students may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at lamas@lasalle.edu or by phone at 215.951.1209.

## Program Contact Information

Hayman Hall, room 128  
hispanicinstitute@lasalle.edu  
(215) 951-1209

## Staff Contact Information

Kelly Daily, Ph.D.  
Chair, Department of Communication and Humanities  
Communication Center 223  
daily@lasalle.edu (hispanicinstitute@lasalle.edu)  
(215) 951-1221

J. Manuel Gomez, Ph.D.  
Director of the Hispanic Institute  
Hayman Hall, room 128  
hispanicinstitute@lasalle.edu  
(215) 951-1209