



March 1, 2016

Dear Colleagues,

I am writing to provide a departmental perspective on the ASC Service Learning proposal entitled "Press 1 for English, Oprima 2 para español: Translation and Interpretation in the Latino Community." This course proposal responds to numerous curricular priorities in the Department of Spanish and Portuguese. In this letter, I will address those priorities.

First, a course dealing specifically with translation and interpretation is sorely needed to complement and enhance our curricular offerings in Spanish for the professions. We currently offer course in Spanish for Business and Spanish for healthcare professionals but have not yet designed a complementary course to build skills and knowledge about translation and interpreting in community contexts. The proposed course will fill this void in departmental offerings for Spanish majors and minors. As such, the course will fit very well within our suite of undergraduate elective offerings at the 4000 level.

Second, a course dealing specifically with translation and interpretation uniquely addresses several of the learning goals defined in our revised Curriculum Map for the BA in Spanish. The course specifically contributes to the following goals at the advanced level:

Goal	Description	Translation and Interpretation course contribution
Goal C	Students in linguistics courses demonstrate understanding of processes inherent to distinct subdomains of language	The proposed course in translation and interpretation engages students in theoretical and practical aspects of translation and interpreting that will highlight key lexicogrammatical and pragmatic features of Spanish that emerge in the context of linguistic mediation
Goal E	Students engage in interdisciplinary approaches to the study of diverse literatures, cultures and languages	The proposed course in translation and interpretation invites students to consider ethical and sociological



		perspectives on linguistic mediation
Goal G	Students develop oral/aural and written, receptive and expressive linguistic abilities in Spanish and Portuguese	The SL component of the proposed translation and interpretation course provides a unique opportunity for students to improve their oral and written communication abilities in Spanish in a high stakes environment. The SL implementation strategy, furthermore, provides for feedback from multiple sources including end users.

Finally, the proposed course is an excellent complement to the Department of Spanish and Portuguese's existing SL suite of courses. The Department currently offers two SL courses: Spanish 2367S and Spanish 5689S. Spanish 2367S is a second writing course designed to introduce students to experiential learning with the local Spanish speaking community. The extent of community engagement in this course is equivalent to 15 hours. Spanish 5689S, our signature SL course, is an intensive experiential learning opportunity in which students work individually with one of over a dozen active community partners for a total of 70-100 hours. Students in this course participate in a variety of learning tasks including translation and interpretation. The proposed course would serve as a bridge between these courses and would ensure that students enrolling in 5689S have sufficient exposure to translation and interpretation theory and practice to effectively serve the community partners. The proposed course would also enhance the overall suite of SL courses by providing an intermediate community engagement experience between the 15 hours required in Spanish 2367S and the 70-100 hours required in Spanish 5689S.

In sum, the proposed course is line with overall departmental initiatives and makes substantial contributions to existing departmental curriculum. If approved, this course will be offered continuously as a permanent part of the department's elective courses and as an essential component in its suite of SL courses.

Sincerely,

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## 2016 Application Form for ASC Grants for New Service-Learning Course Proposals

Application Deadline: **March 1, 2016**

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood ([hood.82@osu.edu](mailto:hood.82@osu.edu)), Executive Assistant to Associate Executive Dean Steven Fink.

### 1. Working Title of Course Proposal

**Press 1 for English, *Oprima 2 para español*: Translation and Interpreting in the Latino Community**

### 2. Applicant Information

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### 3. Course Description

- Provide general description of course goals of proposed undergraduate course.

Press 1 for English, *Oprima 2 para español*: Translation and Interpreting in the Latino Community is an upper division experiential learning course designed to introduce undergraduate Spanish majors and minors to the linguistic and sociolinguistic dimensions of translation and interpreting in community settings in the United States. Students in this course will develop language skills to provide effective translation and interpretation services in community contexts, become familiar with technological tools utilized to facilitate translation and interpretation tasks, understand the role of the interpreter in different types of social interactions, and articulate the ethical theories and dilemmas that emerge in translation and interpreting.

- Provide general description of content of proposed undergraduate course.

The course is organized around four comprehensive 3 week modules that include 1) contrastive linguistics and linguistic mediation, 2) technology interventions in linguistic mediation, 3) linguistic mediators in social context, and 4) the ethics of linguistic



mediation. Module 1 will address grammatical, lexical, and sociopragmatic differences between English and Spanish and discuss the implications of these contrasts for both translation and interpreting. Module 2 will familiarize students with technological tools used to streamline translation and interpretation processes and will point out the appropriate use and limitations of these tools. Module 3 will address issues of protocol and organizational positioning of interpreters in various professions. The module will discuss the distinctions between dedicated and dual-role interpreters in a variety of contexts including health care, education and the criminal justice system. Module 4 will present codes of ethics adopted by translators and interpreters and explore their theoretical underpinnings as well as their application in a variety of case studies.

- Provide general description of service-learning component of the course.

SL is embedded in each of the modules of the course. In Module 1, students will apply their knowledge of linguistic contrasts between English and Spanish to specific challenges in the translation of communications between a school district and Spanish speaking parents. Students will be required to reflect on these applications and provide both reinforcement and challenges to the linguistic and sociolinguistic theories discussed in class. In Module 2, students will utilize various translation technologies to assist in translation activities, reflect on the efficacy of the tools, and propose best practices in their utilization in community interpreting. In Module 3 and 4, students will use the knowledge gained in class to critically reflect on experiences of translation and interpretation in a school district setting. Students will provide interpreter services during parent-teacher conferences and reflect on their own organizational positioning, both from the perspective of the teachers as well as from the perspective of the parent, and on the ethical challenges that emerged in the encounters.

- Provide general explanation of how service-learning activities will contribute to the course goals.

The SL activities envisioned for this course are essential to meeting the course goal of introducing students to the practices of translation and interpreting in the community. All SL activities are structured around the provision of translation and interpretation services in a local school district. This community context will provide students multiple opportunities to reflect on the particular challenges of linguistic mediation in the community setting and its wider social and political significance.

- Optional: Should you happen to already have a tentative syllabus (with course number), please provide it.

#### **4. Community Focus and Reciprocity**

- Identify and provide a brief profile of the intended community partner(s). (If a specific partnership has not yet been confirmed at the time of the grant proposal, provide a clear explanation of the kind of community partner(s) being sought and provide some

examples of appropriate candidates for community partner(s).) *Community partners must be tax-exempt nonprofits or organizations with an easily identified public service component to their mission.*

The ideal community partner for this project would be a local school district with a significant population of English language learners. I have already begun initial conversations with Hilliard City Schools (8.9% LEP, 6.7% Hispanic), Whitehall City Schools (16.3% LEP, 19.6% Hispanic), and South-Western City Schools (15.1% LEP, 14.2% Hispanic). These districts routinely request translation and interpretation assistance from their Spanish instructional staff which places significant pressure on these teachers. Because Spanish language educators are not trained specifically in translation and interpretation, furthermore, the quality of communication between the school district and non-English speaking parents may be compromised. This project attempts to address these problems by providing a district with a group of talented advanced Spanish students from OSU to assist with translation and interpretation needs of the district.

- Describe the community partners' participation in the development of the service project.

The community partner will play a critical role in the development of the course. Community partner participation in the development of the service learning project is grounded in three principles: Alignment, Feedback, and Assessment.

Alignment: The general course structure has been conceived as four flexible curricular modules. Together with the community partner, we will assess the translation and interpretation needs of the district and sequence the curricular modules in a way that aligns with the translation and interpretation tasks that students will be asked to engage in over the course of the semester.

Feedback: The community partners will work in collaboration with faculty in the design of course reflection activities. Together we will strive to develop reflection activities that result in products that benefit the school district. These products might include attractive videos, websites and/or roundtable discussions. Collaborative development of reflection activities will ensure the development of student reflection products that meet both the course objectives and serve the needs of the school district in advancing its own engagement agenda.

Assessment: The community partners will develop assessment tools to measure the effectiveness of student translation and interpretation work that will be shared with faculty in order to improve classroom instruction and other preparatory activities.

- How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?

The service project included in this proposal responds to the priorities and stated goals of the districts we have entered into dialogue with. Hilliard City Schools, for

example, launched a plan in 2013 for creating and sustaining culturally responsive schools. The Many Faces: One CommUNITY project seeks to develop standards, training and conditions in support of culturally responsive schools throughout the district. Our project responds specifically to the “conditions” dimension of the plan by developing and sustaining systems of communication between the district and non-English speaking parents. Whitehall and South-Western City Schools have not yet engaged in this type of planning, however, they have indicated the need to move in this direction. The proposed project has the potential of advancing the conversation in these districts around the creation of sustainable communication systems.

All districts have also mentioned the contribution of this initiative to Statewide District performance metrics included in the Ohio School Report Cards. The Gap Closing metric measures the academic performance of specific demographic groups of students, including Hispanic and Limited English Proficiency students. The Ohio Department of Education has stipulated that a school or district cannot get an A on this measure if one of its groups is not reaching the goal set for all students. Initiatives to improve engagement with parents of Hispanic and Limited English Proficiency students will contribute to improved performance on this Statewide performance metric.

- Describe the anticipated community benefit and impact of the service project.

The service project will provide multiple benefits to the community and to the partners. First, the project will alleviate current pressures on Spanish teachers in the district to provide translation and interpretation services. Second, the project will provide the partnering district with high quality services informed by the most up-to-date theories and assisted by the most advanced technological tools. Finally, the project will create a bridge for the partnering school district to improve its engagement with the parents of its English Language Learner students.

The service project promises to have an important impact both for the community partner and for the Department. For the community partner, it will provide a mechanism to improve performance on State mandated metrics and to improve engagement with its community. For the Department, it will expose Spanish majors and minors to knowledge and skills that are currently not represented within the curriculum and it will integrate the Department’s outstanding undergraduate students within a local school district thus showcasing the impressive quality of education within the Department of Spanish and Portuguese.

## **5. Letter of Support from Department Chair**

- Letter should provide departmental support for offering the service-learning course on a continuing basis once approved.

- Letter should also address how the course plays into the department's curriculum. For example, will course be an elective that will count toward the major? Will it request General Education status?

### **Additional Tips for ASC Service-Learning Grants**

- ASC Service-Learning grant recipients will be encouraged to sign up for the Service-Learning Course Design Institute offered by the Office of Service-Learning and the University Center for the Advancement of Teaching (UCAT) in May 2016. (Exact dates to be determined.) This 18-hour institute will provide prospective instructors of service-learning courses with tools, time, and support to integrate service-learning effectively in the curriculum. It will also provide guidance on how to effectively assess service-learning courses. Any questions about the Service-Learning Course Design Institute may be directed to Ola Ahlqvist, Office of Service-Learning, 247-7997 ([ahlqvist.1@osu.edu](mailto:ahlqvist.1@osu.edu)).
- Applying for an ASC Service-Learning grant does not preclude faculty from applying for other funding. For example, the **Office of Service-Learning** offers its own service-learning course grants. See [information and instructions](#). (Their deadline is Wednesday, **February 3, 2016**. Please note that the S-L Course Design Institute is required for recipients of the course grants issued by the Office of Service-Learning.)