

TRANSLATION AND INTERPRETING (M.A.)

16:617:531:A1 – INDEX 01851 (1.5 credits)

Dr. Laura Ramírez Polo, ramirez.laura@rutgers.edu

Asynchronous Content ONLINE

05/28/2024 - 07/05/2024

COMPUTER ASSISTED TRANSLATION

This course conducted in English requires near-native competence in two languages and basic knowledge of translation techniques. Discussion of translation memory, storage of term bases, and file maintenance for CAT tools. Introduction to major CAT software. Students may work in the second language of their choice but must email instructor with their language combination in translation before registering.

01:940:476:B1, INDEX 05343 (1.5 credits)

Ana Solis

Asynchronous Content ONLINE

05/28/2024 - 07/05/2024

Prerequisite or co-requisite: 940:401 and 940:475.

MA and graduate students need to **add a G prefix when registering** for the course to be counted towards degree.

LEGAL TRANSLATION

Practice in sight and written translation of legal documents, court records, and language of courtroom procedures. Spanish-English and English-Spanish.

TEACHING K-12 (M.A.T)

16:940:580:G1 – INDEX 05472 (3 credits)

Iván Andreu Rascón

Asynchronous Content ONLINE

07/08/2024 - 08/02/2024

SOUNDS OF SPANISH

"Sounds of Spanish" is a course ideal for those interested in bilingualism, particularly aimed at professionals in education, linguistics, and cognitive studies. It delves into bilingual phonetics and phonology, focusing on the processing of sounds in both Spanish and English. The course encompasses a wide range of Spanish dialects, including US Spanish, Peninsular Spanish with its standard and regional dialects, and Latin American varieties.

The program is especially beneficial for language educators, providing strategies for teaching Spanish pronunciation. Participants gain a thorough understanding of the contemporary variants of Spanish, particularly those prevalent in the U.S. The curriculum covers a variety of topics such as the articulatory system, sound production, classification of vowels and consonants, phonetic transcription, mental representation of sounds, dialectal variation and accent, and sound change processes. This approach equips learners with the knowledge and skills necessary to understand and teach the phonetic and phonological aspects of Spanish in a bilingual context.

16:617:590:H1 – INDEX: 05478 (3 credits)

Prof. Kendra Dickinson

One online synchronous meeting per week, Thursday 2-4PM via zoom. All other coursework asynchronous. Taught in English.

07/08/2024 - 08/14/2024

SEMINAR: TOPICS IN WORLD LANGUAGE TEACHING – SOCIAL JUSTICE IN THE CLASSROOM

This course explores the multifaceted relationship between social justice principles and language teaching practices. The course begins by examining foundational theories and

concepts related to social justice, linguistics, and education, providing students with a foundational understanding of the intersectionality of language and societal structures. Key topics include linguistic diversity, language ideologies, power dynamics in language use, language policy and planning, and the role of language in perpetuating or challenging social inequalities. Throughout the course, students engage in in-depth discussions and analyses of case studies, research findings, and real-world examples that illustrate the complexities of social justice in the language classroom.

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Core Curriculum Courses

METHODS OF WORLD LANGUAGE TEACHING (K-12) (3 credits)

16:617:500:C1 – INDEX: 00877

Douglass Crouse

Online with one in-person meeting, 7/20 - 1 Spring St. New Brunswick

05/28/2024 - 07/19/2024

Prerequisite: 617:502.

Contact Patty Blum (pblum@tlc.rutgers.edu) to register, which is by special permission.

This section is open to prospective teachers who are seeking certification. Find registration information for this course [here](#).

Methods of teaching world languages to English speakers in grades K-12. Emphasis on curriculum development, uses of technology, and software applications. Review of theoretical resources. Taught in English with language-specific group sessions.

TEACHING PORTFOLIO PROJECT (3 credits)

16:617:599:T1 – INDEX: 01164

ONLINE

Karen Sánchez & John Allen

Contact Patty Blum (pblum@tlc.rutgers.edu) for a Special Permission Number to register.

A three-credit individual project that is to be completed and presented to the student's two-person committee following the completion of the twenty-seven credits of course work. The portfolio reflects the student's individual teaching situation as well as the application of theory and practice from course work taken at the WLI. It entails the preparation of four thematic units utilizing the communicative approach to language. Two units are to be based on the textbook and teaching situation of the candidate; the other two units are to be 'dream' units, in which the candidate develops age-appropriate materials that would be the ideal.
