

# Discipline-Specific Writing in a Spanish-English Translation Course

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# Spanish-English Translation Course

- undergraduate course
- last year of the Spanish major
- last of three translation-workshop courses
- enrolls 12-24 students

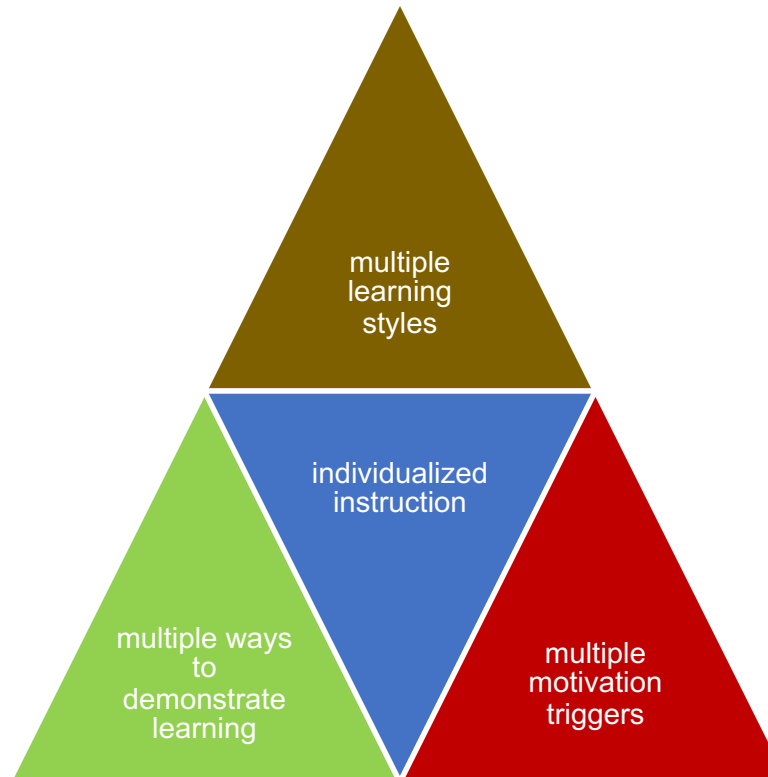


# Theoretical Framework (1): Writing Across the Curriculum (WAC)

- writing develops over time
- writing is discipline-specific
- writing promotes learning



# Theoretical Framework (2): Universal Design for Learning (UDL)



# Writing in a Spanish-English Translation Course

- Assignment #1: Reflection Paper
- Assignment #2: Synopsis of a Scholarly Article



# Assignment #1: Reflection Paper

1. **Task.** Writing a **reflection paper** that includes the following elements:

1.1. A detailed account of the ideas you have discovered so far that reinforce what you already know about the field of translation or about translating, and/or how the course or what you have done has aided in your discovery.

1.2. [...]

2. **How to present the information** [...]



# Assignment #2: Synopsis of a Scholarly Article

1. **Task.** Writing a **synopsis** of the following article:

Aslani, Mahdi, and Bahloul Salmani. "Ideology and Translation: A Critical Discourse Analysis Approach Towards the Representation of Political News in Translation." *International Journal of Applied Linguistics and English Literature*, vol. 4, no. 3, 2015, pp. 80-88.

The synopsis has to include the following elements:

1.1. [...]



# Conclusion

- academic writing is a specialized genre
- L1 writing facilitates reflection on translation processes
- understanding learners' needs in L2 writing through L1 writing
- application to L2 writing assignments





# References

Palmquist, M., P. Childers, E. Maimon, J. Mullin, R. Rice, A. Russell & D. R. Russell. "Fifty years of WAC: Where have we been? Where are we going?" *Across the Disciplines*, vol. 17, no. 3/4, 2020, 5-45.

Dryer, D. B. "Writing is not natural." In L. Adler-Kassner & E. Wardle (Eds.), *Naming what we know*. University Press of Colorado, 2015, 27-29.

Rose, D. & A. Meyer. *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA, Association for Supervision & Curriculum Development, 2002.

Saddler, B., & H. Andrade. "The writing rubric." *Educational Leadership*, vol. 62, no. 2, 2004, 48-52.





**QUESTIONS? PLEASE CONTACT:**  
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**THANK YOU!!**  
**GRAZIE!!**



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