



Latin American, Iberian, and Luso-Afro-Brazilian Literatures and Cultures (LAILAB) (Ph.D.)

16:940:501:01 – Index 20789 – (3 credits)

Sara Sáez Fajardo - ss5241@spanport.rutgers.edu

Tuesday 10:00 am – 1:00 pm

Academic Building West, Room 5191, College Avenue Campus

Methodology of Teaching and Research

Methodology of Teaching and Research is a theoretical and practical introduction to Second Language Acquisition (SLA) in the classroom setting. It explores diverse areas of foreign language research and their application to the task of teaching a foreign language. Students will work with a variety of approaches to teach language communicatively, will learn principles of proficiency and will be exposed to SLA theories. The critical reflection of pedagogical practices and language pedagogy are emphasized. The course offers an overview of multiple factors that influence language teaching and learning. It prepares students to evaluate teaching methodologies and to stimulate them to reflect on their own attitudes and approaches to language teaching.

16:940:540:01 – Index 18623 – (3 credits) – cross-listed with 195:519

Prof. Jorge Marcone - jmarcone@spanport.rutgers.edu

Tuesday 3:50 pm – 6:50 pm

Academic Building West, Room 5190, College Avenue Campus

Environmental Humanities: Inter- and Transdisciplinary Issues

The environmental humanities (EH) is an umbrella term for acknowledging conversations about nature and culture that have taken place in philosophy, education, history, literature, film, art, cultural geography, cultural anthropology, etc. at least in the 1970s. It is also a field that performs a deep critique of dominant discourses and narratives (for instance, the economy of growth, extractivism, or the very notion of the Anthropocene) supported by, among other frameworks, queer ecologies and posthumanist and ontological “turns.”

However, EH calls as well for cultivating a synergy of diverse perspectives on social-ecological scenarios that recognizes the insufficiency of approaches that rely almost exclusively on science and economics, and of policies that exclude nonacademic social actors. Like other fields in the humanities recently, EH calls for transdisciplinary work, or collaboration with nonacademic stakeholders in the process of knowledge production,



dissemination, and impact in concrete life experiences. EH, like other forms of public humanities, aspire not only to denounce social-ecological conflicts but to be part of their solution. Can humanities produce knowledge of strategic value for the solution of concrete and particular social-ecological problems? Can it join interdisciplinary/multidisciplinary initiatives? What customs, preferences, moral and spiritual values, identities, memories, ideas of well-being, epistemologies, ontologies, wisdoms, aesthetics, etc. intervene in environmental changes or in the transitions that deal with them?

Though the majority of examples of transdisciplinary research, environmentalist activism, and texts, films and art will be drawn from Latin America and Spain, students from all humanities and social science disciplines are welcome. The language of instruction is English, and texts and films are taught in translation.

16:940:597:01 – Index 20792 – (3 credits)

Prof. Yeon-Soo Kim - ykim@spanport.rutgers.edu

Thursday 2:00 pm – 5:10 pm

Academic Building West, Room 5190, College Avenue Campus

Affect & Care in Diaspora Studies in Spain

In this seminar, we will explore various theoretical ideas within the field of Diaspora Studies. We will examine works by scholars such as Hall, Gilroy, Chow, Clifford, Braziel, Manur, Ponzanesi, Brown, Ong, Stoler, Terada, Kittay, Crenshaw, Berlant, and Ahmed, alongside contemporary Spanish literary and cultural productions. By analyzing a wide range of Spanish texts that recount stories of displacement, including exile, refugee situations, immigration, and other cultural encounters shaped by global processes, we aim to understand how Diaspora Studies are reshaping the field of Spanish Cultural Studies and challenging traditional notions of Spanish identity. Particular emphasis will be placed on how affect theories and feminist ethics of care can help unravel the intricate web of race, gender, sexuality, and class in the construction of minoritized identity. Students will be encouraged to critically analyze other cultural and political contexts of the diaspora and develop their own research within this theoretical framework.

16:940:599:01 - Index 20793

INDEPENDENT STUDY IN SPANISH (3 credits)

Hours by arrangement

Please submit the **Independent Study Registration form** to Flor
(florencia.cerchiara@rutgers.edu)



BILINGUALISM AND SECOND LANGUAGE ACQUISITION (Ph.D.)

16:940:501:01 – Index 20789 – (3 credits)

Sara Sáez Fajardo - ss5241@spanport.rutgers.edu

Tuesday 10:00 am – 1:00 pm

Academic Building West, Room 5191, College Avenue Campus

Methodology of Teaching and Research

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16:940:586:01– Index 20790 - (3 credits)

Prof. Kendra Dickinson – kendra.dickinson@rutgers.edu

Thursday 10:20 am -1:30 pm

Academic Building West, Room 5190, College Avenue Campus

Spanish Language in Social Context

This course is designed to familiarize students with topics related to language use in social contexts in Spanish-speaking communities and to provide a comprehensive introduction to the theoretical frameworks and methods of sociolinguistic research. In particular, we will examine how both social elements – such as language ideologies, race, gender, socioeconomic status, and identity – and linguistic and cognitive mechanisms can influence sociolinguistic variation. In addition to theoretical components, this course will also include hands-on practice in sociolinguistic methods.



16:940:588:01– Index 20791 - (3 credits)

Prof. Nuria Sagarra - nuria.sagarra@rutgers.edu

Monday 8:30 am – 11:30 am

Academic Building West, Room 5190, College Avenue Campus

Neurolinguistics of Bilingualism

Neurolinguistics is the study of the neural mechanisms in the human brain underlying the comprehension, production, and acquisition of a language, through the study of the neurobiology of language. This course focuses on the bilingual brain during language processing. Part 1 covers neuroanatomy (networks of neurons in the brain), neurophysiology (ways for these networks to be active), neuroethology (comparing neural networks involved in human language to those in birds, mammals and primates), and neurogenetics (genes related to human language). Part 2 provides an introduction to research methods commonly used in language research: event-related potentials (ERPs) and functional magnetic resonance (fMRI). Fundamental concepts are put into practice at a tour to an ERP lab and an fMRI lab and via hands-on ERP lab assignments (e.g., data collection). Part 3 focuses on how bilinguals process sounds (phonetics, phonology), words (lexical access, lexical semantics, morphology), and sentences (morphosyntax, syntax), how bilinguals make predictions in a non-dominant language, and how memory modulates language acquisition and processing. Part 4 addresses bilingualism in atypical populations. Graduate Course Schedule Fall 2023 This course will be of particular interest to students of cognitive psychology, neuroscience, linguistics, language acquisition, bilingualism, or medicine who wish to learn about the specific needs of patients in a multilingual society.

16:940:599:01 - Index 20793

INDEPENDENT STUDY IN SPANISH (3 credits)

Hours by arrangement

Please submit the **Independent Study Registration form** to Flor
(florencia.cerchiara@rutgers.edu)



M.A. IN TRANSLATION AND INTERPRETING

16:940:563:01 – Index 14029 (3 credits)

Prof. Miguel Jiménez - jimenez.miguel@rutgers.edu

Wednesdays 5:40 PM – 7:00 PM/ Hybrid – Some meetings online

1 Spring Street, Room 403, New Brunswick

Theory and Practice of Translation

Prerequisite: 16:940:502 or equivalent, or permission from program coordinator.

Introduction to translation studies. Application of linguistic and literary theory to translation. Problems of equivalence. Translation quality assessment. Practice in nonliterary and literary translation, including narrative, poetry, and theater. Required for the M.A. in Translation/Interpreting.

01:617:535:01, Index 14027 – Cross-listed with 940:477

Prof. Miguel Jiménez - jimenez.miguel@rutgers.edu

Mondays 5:40 pm – 8:40 pm

Room 403, 1 Spring St, Downtown NB

Court Interpreting

Intensive practice in interpreting of courtroom and other legal procedures. Development of bilingual legal glossary. Review of New Jersey and federal standards for interpreters.

Prerequisite: 01:940:401 and 01:940:475. Graduate students can attend class in person or synchronous remote.



16:940:669:01, Index 20794 (1- 6 credits)

Prof. Miguel Jiménez - jimenez.miguel@rutgers.edu

By arrangement

Practicum in Translation

Prerequisite: Completion of twenty-four credits of course work and comprehensive examination, 16:940:502 or other advanced translation course. A credit hour is equivalent to 3 hours of work per week.

Extensive practice in translation under faculty supervision and in consultation with a bilingual expert in the subject area of each translation assignment. Introduction to the use of lexical management/computer-aided translation tools. Primary emphasis on medical translations for use in area hospitals and other health care facilities, but assignments in other subject areas are also possible. One credit is equivalent to three hours of work per week.



M.A.T. IN SPANISH

16:940:565:01 – Index 14030 (3 credits) – Cross-listed with 940:478 and 940:563

Prof. Miguel Jiménez, jimenez.miguel@rutgers.edu

Wednesday 5:40 pm – 8:40 pm

Room 403, 1 Spring St, Downtown NB - Grad students can attend the classes in-person or synchronous remote.

Language Learning, Translation and Translation Theory

Translation and interpreting have become what is known as the “fifth skill” in the world language classroom (Colina and Lafford 2017), and they offer the possibility of expanding the cultural and communicative mediation skills of students. New translation technologies are now part of the daily lives of world language students. This course presents an overview of the main theoretical and practical approaches to introduce translation and interpreting in the world language classroom. It introduces students to the main paradigms and language mediation possibilities that translation and interpreting offer, such as contrastive, communicative or cultural approaches, “translanguaging”, transcreation, as well as modalities such as subtitling and song translation for language acquisition. It also focuses on the latest advances in language and translation technologies that are revolutionizing language acquisition, such as neural machine translation (NMT), generative large language models (GLLMs) (ChatGPT or Google Bard), AI applications and Automatic Speech Recognition (ASR). Students will be able to (1) understand different theoretical translation paradigms and how they can be incorporated in the language classroom, (2) translate a range of texts that can then be adapted to different pedagogical needs, (3) prepare didactic units that include translation and interpreting, as well as to (4) critically understand the many uses of the latest advances in language technologies in the foreign language instruction.

Core Curriculum Courses

16:617:500:91 – Index 19740 (3 credits)

Douglass Crouse - crousedc@gmail.com

On-campus meetings at Rutgers New Brunswick - 1 Spring St, room 403

Saturdays, 8:30 am-12:00 pm (10/03, 11/07, 11/30/2026)

Contact info@tlc.rutgers.edu to register.



Methods of World Language Teaching (K-12)

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.

16:617:504:90 – Index 19705 (3 credits)

ONLINE

Jose Pan

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

Assessment in the World Language Class (K-12)

This course is designed to provide a firm foundation in and understanding of performance-based assessment and rubric design. The focus is the development of tasks to be used in teachers' classes during the school year. Through a consideration of backwards design and authentic assessment, teachers learn to develop tasks that set realistic expectations for their students, and how research and theory on language proficiency help us to understand the stages of developing linguistic acquisition. This knowledge will inform the strategies and techniques that lead to authentic assessment of language use. Conducted in English.

16:617:599:90 – Index 19706 (3 credits)

John Allen - jea52@njaes.rutgers.edu

ONLINE

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

Teaching Portfolio Project

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.
