

University of Puerto Rico
Rio Piedras Campus
College of Business Administration
Business Communication Department

SYLLABUS

TITLE	:	Translation	
CODE	:	INCO 3011	
HOURS/CREDITS	:	30 hours / 2 credits	
PREREQUISITES:	:	INCO3005 or its equivalent	
COURSE DESCRIPTION:			
<p>TRANSLATION TECHNIQUES FROM SPANISH TO ENGLISH AND ENGLISH TO SPANISH. EMPHASIS ON VOCABULARY, MODALS AND STRUCTURE IN BOTH LANGUAGES AND ITS IMPLICATIONS IN BUSINESS.</p> <p>Face to face, Online and Hybrid course.</p>			
LEARNING OBJECTIVES:			
<p>Upon completion of the course, student will be able to:</p> <ol style="list-style-type: none"> 1. apply translation principles 2. discuss how inaccuracies in a translation can cause communication problems 3. identify structural differences of English and Spanish 4. avoid using false cognates and confusing words 5. use different types of translations 6. translate business documents effectively 7. explore interpretation in several contexts 			
CONTENT OUTLINE & TIME DISTRIBUTION:			
Topic	Time Distribution		
	Face to face	Hybrid	Online
I Introduction to translation Importance in business communication Principles of translation Available sources	2 hours	2 hours (face to face)	2 hours
II. Types of translations Literal Faithful Free	2 hours	2 hours (face to face)	2 hours
III. Translation process Reading and analyzing Drafting Revising and editing Formatting	6 hours	6 hours (2.5 hours face to face and 3.5 hours online)	6 hours

Proofreading			
IV. Translation problems between English and Spanish Structural differences False cognates Confusing words Idiomatic expressions Prepositions and time expressions Specialized terms Cultural adjustment	8.5 hours	8.5 hours (online)	8.5 hours
Examen Parcial	1.5 hours	1.5 hours (online)	1.5 hours
V. Translation techniques Transposition Modulation	2 hours	2 hours (online)	2 hours
VI Revision strategies Reading translation out loud Distancing oneself from the text (lag time) Simultaneously checking the original with the translation Making a back translation of translated text into the source language	4 hours	4 hours (online)	4 hours
7. Introduction to interpreting Importance Principles Application of principles	4 hours	4 hours (online)	4 hours
Total Contact Hours Examen final en horario dispuesto por el Registrador	30 hours Face to face	30 hours (7.5 face to face = 25% y 22.5 online = 75%)	30 hours Online

Textbook:

Newmark, P (1988) A Textbook of Translation. Prentice-Hall, NY.

INSTRUCTIONAL TECHNIQUES:

Students use both English and Spanish as the target language for their business translations. This course is mostly taught as a workshop where students experience hands-on translating, from Spanish to English and English to Spanish, of current business documents such as letters, memorandums, notices, advertisements, call for bids, legal documents, and contracts, among others. Students analyze and discuss the content and the style of the original texts and the translations. Students also conduct research to translate specialized terms and in the process learn to use dictionaries and other reference material. Students will be given sample dialogues from real courtroom proceedings and other real life scenarios to practice simultaneous translation. Students will continuously use and evaluate the available resources on the internet and the English Department's Resource Center. The course will use some of the following instructional techniques:

FACE TO FACE

HYBRID

ONLINE

<ul style="list-style-type: none"> • Lectures • Readings • Group projects • Individual Assignments • Measurement activities • Hands on activities • Oral Presentations 	<ul style="list-style-type: none"> • Online instructional modules • Online readings: Academic Journal • Instructional Videos • Group projects • Individual Assignments • Measurement activities • Hands on activities • Oral Presentations • Live online and recorded videoconferences 	<ul style="list-style-type: none"> • Interactive instructional modules • Online readings: Academic Journal • Instructional Videos • Group projects • Individual Assignments • Measurement activities • Hands on activities • Oral Presentations • Live online and recorded videoconferences • Synchronic conferences
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COURSE RESOURCES AVAILABLE OR/AND REQUIRED:

Resources/Equipment	Face to face	Hybrid	Online
Institutional Learning Management System (e.g. Moodle, MS Teams, Google Meet), MS Office 365 Google Apps for Education	Institution	Institution	Institution
Organizational email (upr.edu)	Institution	Institution	Institution
Computer, Tablet or Smartphone with high-speed access to the internet or data plan.	Student	Student	Student
Software (MS Office, Google Suite)	Student	Student	Student
Speakers	NA	Student	Student
Webcam AND Microphone or Smartphone with camera and data plan	NA	Student	Student

EVALUATION TECHNIQUES:

Face to face	Hybrid	Online
Homework..... 20%	Homework..... 20%	Homework 20%
Exams... .. 30%	Exams..... 20%	Exams... .. 20%
Portfolio..... 10%	Oral Presentations. 10%	Portfolio..... 10%
Oral Presentations..... 10%	Reflections..... 10%	Group Project20%
Reflections... .. 10%	Research Group Projects 20%	Online discussion forum participation10%
Group Project.....20%	Online discussion forum participation 10%	Online Oral Presentations 10%
	Electronic Portfolio... .. 10%	Synchronic meetings10%
Total..... 100%	Total.....100%	Total..... 100%

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REASONABLE ACCOMODATION ADA LAW:

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

Under the Comprehensive Educational Services Act for Persons with Disabilities, any student who requires reasonable accommodation must notify the teacher on the first day of class. Students receiving Vocational Rehabilitation services should contact the teacher at the beginning of the semester to plan the reasonable accommodation and the necessary assistance team in accordance with the recommendations of the Office of Student Services (OSEI) of the Student Decan. Also those students with special needs of some type of attendance or assistance should contact the teacher. If a student has a documented disability (whether physical, psychological, learning, or otherwise, affecting academic performance) and would like to request special academic provisions, the student must contact the Student Services with Disabilities Office (OSEI) of the Student Deanship, in order to set an appointment to start the relevant services.

ACADEMIC INTEGRITY

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person's answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws."

To safeguard the integrity and security of the user data, every hybrid and online course will be offered through one of the institutional Learning Management Systems, which use secure connection and authentication protocols. The LMS systems verify your identity by using your institutional username and password (your upr.edu account). It is the user's responsibility to protect their account by not sharing their username or password.

SEX AND GENDER DISCRIMINATION POLICY

"The University of Puerto Rico prohibits sex and gender discrimination in every modality, including sexual harassment. According to "la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno", if a student is being or has been affected by the behavior or conduct related to sexual harassment, s/he can contact the Oficina de Procuraduría Estudiantil, the Decanato de Estudiantes or the Coordinadora de Cumplimiento con Título IX for orientation or to report a complaint."

GRADING SYSTEM

A B C D F

BIBLIOGRAPHY

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- Bovee, & Thill. (2020). Business Communication Essentials. New York: Academic Internet Publishers, Inc.
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Webster's New Collegiate Dictionary 11th edition. (2020). Springfield, MA. Merriam-Webster Inc.

Vox diccionario de bolsa de modismos ingleses para hispanohablantes. (2004). New York: McGraw-Hill.

Electronic references

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Fajardo, Z., Andino Pratts, A., Fernández, L., & Rivera-Aponte, Ángel. (2016). Diseño de un módulo instruccional para promover la efectividad de la competencia de comunicación escrita en las escuelas de negocio. *Revista De Educación De Puerto Rico (REduca)*, (31), 74-106. Recuperado a partir de <https://revistas.upr.edu/index.php/educacion/article/view/13103>

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Smallwood, M. G. (2020). The Need for Cross-Cultural Communication Instruction in U.S. Business Communication Courses. *Business and Professional Communication Quarterly*, 83(2), 133-152. doi:10.1177/2329490620903730

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<https://rgu-repository.worktribe.com/output/322821/building-intercultural-competence-through-virtual-team-collaboration-across-global-classrooms>

Electronic links:

The Business Communication Department YouTube channel.

<https://www.youtube.com/channel/UCfbKOqKid3hSL1GIyJLKLgQ/videos>

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