

University of Puerto Rico
Río Piedras Campus
Faculty of Business Administration
Department of Business Communication

SYLLABUS

COURSE TITLE	Translation
COURSE CODE	INCO 3011
CONTACT HOURS/CREDITS	30 hours / Two credits
PREREQUISITES, COREQUISITES, AND OTHER REQUIREMENTS	None

COURSE DESCRIPTION

Study and application of translation techniques from Spanish into English and from English into Spanish. Emphasis is placed on vocabulary, modality, structure, cultural adjustment, and their implications for business communication. The course may be offered face-to-face, in hybrid format, or online.

LEARNING OBJECTIVES

Upon successful completion of the course, students will be able to:

- Apply fundamental translation principles.
- Explain how inaccuracies in translation can create communication problems.
- Identify structural differences between English and Spanish.
- Avoid false cognates, confusing words, and inappropriate literal transfer.
- Distinguish and apply different types of translation.
- Translate business documents effectively in both language directions.
- Explore interpreting principles in business, legal, and other professional contexts.

COURSE CONTENT AND DISTRIBUTION OF TIME

Topic and content	Face-to-face	Hybrid	Online
1. Introduction to translation Importance in business communication; principles; available sources.	2	2 hours (1.5 face-to-face: 1 session of 1.5h; 0.5 online)	2
2. Types of translation Literal, faithful, and free translation.	2	2 hours (1.5 face-to-face: 1 session of 1.5h; 0.5 online)	2
3. Translation process Reading and analysis, drafting, revision, editing, formatting, and proofreading.	6	6 hours (3.75 face-to-face: 2 sessions of 1.5h each + 1 short session of 45 min; 2.25 online)	6
4. English-Spanish translation problems Structural differences, false cognates, confusing words, idioms, prepositions, time expressions, specialized terms, and cultural adjustment.	8.5	8.5 hours (0.75 face-to-face: 1 short session of 45 min; 7.75 online)	8.5
Midterm examination Assessment of course concepts and translation skills.	1.5	1.5 online	1.5
5. Translation techniques Transposition and modulation.	2	2 online	2
6. Revision strategies Reading aloud, lag time, comparison with the original, and back translation.	4	4 online	4
7. Introduction to interpreting Importance, principles, and application in professional contexts.	4	4 online	4

Topic and content	Face-to-face	Hybrid	Online
TOTAL CONTACT HOURS	30	30 (7.5 face-to-face and 22.5 online)	30

Note: In the face-to-face modality, up to 25% of contact hours may be delivered through an alternate (distance) modality, if necessary.

TEXTBOOK

Newmark, P. (1988). A textbook of translation. Prentice Hall.

INSTRUCTIONAL STRATEGIES

Face-to-face	Hybrid	Online
• Lectures • Readings • Group work • Individual assignments • Assessment activities • Practice activities • Oral presentations	• Online modules • Professional articles • Instructional videos • Group and individual work • Assessment and practice • Oral presentations • Asynchronous and synchronous conferences	• Interactive modules • Professional articles • Instructional videos • Group and individual work • Assessment and practice • Oral presentations • Videoconferences and synchronous meetings

MINIMUM REQUIRED OR AVAILABLE RESOURCES

Resource	Face-to-face	Hybrid	Online
Institutional learning management system	Institution	Institution	Institution
Institutional e-mail account	Institution	Institution	Institution
Computer or mobile device with high-speed Internet	Student	Student	Student
Word processor, spreadsheet, and presentation software	Student	Student	Student
Integrated or external speakers	Not applicable	Student	Student
Webcam or mobile camera and microphone	Not applicable	Student	Student

EVALUATION TECHNIQUES

Face-to-face	Hybrid	Online
• Homework: 15% • Exams: 25% • Portfolio: 10% • Oral presentations: 10% • Reflections: 10% • Group project: 20% Attendance and participation: 10% Total: 100%	• Homework: 15% • Exams: 15% • Oral presentations: 10% • Reflections: 10% • Research group projects: 20% • Online forum participation: 10% • Electronic portfolio: 10% Attendance and participation: 10% Total: 100%	• Homework: 20% • Exams: 20% • Portfolio: 10% • Group project: 20% • Online forum participation: 10% • Online oral presentations: 10% • Live online meetings: 10% Total: 100%

REASONABLE ACCOMMODATION

The University of Puerto Rico recognizes the right of students with disabilities to an inclusive, equitable, and comparable postsecondary education. Qualified students are entitled to equal participation and reasonable accommodations or modifications. Students who require an accommodation should notify the professor and promptly submit a request to the Office of Services for Students with Disabilities (OSEI); disclosure of a diagnosis to the professor is not required.

GUIDELINES FOR THE INTEGRATION AND USE OF ARTIFICIAL INTELLIGENCE (AI)

Under Academic Affairs Circular 8, 2024-2025, the use of AI tools is permitted in accordance with institutional and course-specific guidelines. Students must disclose and document any use of AI and explain how it contributed to the work submitted. AI may not be used to misrepresent authorship or to submit non-original content without proper attribution.

ACT 220-2024: ACADEMIC AGREEMENTS FOR UNIVERSITY ATHLETES

Act 220-2024 recognizes the right of certified student-athletes to request reasonable academic adjustments during training or competition periods authorized by the Interuniversity Athletic League (LAI). Official documentation and a written academic agreement are required.

STUDENT ATTENDANCE

Academic Senate Certification 111 (2023-2024), Río Piedras Campus, requires each course to state clear standards for attendance, punctuality, participation, and make-up work. It addresses excused absences, the Attendance Census, appeals, and procedures for extended absences.

ACADEMIC INTEGRITY

Article 6.2 of the UPR General Student Regulations (Board of Trustees Certification 13, 2009-2010) identifies academic dishonesty, including fraud, plagiarism, unauthorized copying, impersonation, and facilitating such conduct. Academic Senate Certification 64 (2022-2023) further affirms honesty, respect, responsibility, and academic rigor in teaching, learning, and research. Violations are subject to disciplinary action. Users must also protect their institutional credentials.

POLICY AND PROCEDURES FOR ADDRESSING SEX- OR GENDER-BASED DISCRIMINATION

Pursuant to Governing Board Certification 107, 2021-2022, the University promotes a safe environment and establishes procedures for addressing discrimination based on sex, gender, or pregnancy; sexual harassment; sexual violence; domestic violence; dating violence; and stalking.

GRADING SYSTEM

A, B, C, D, and F.

EMERGENCY CONTINGENCY PLAN

If an emergency or class interruption occurs, the professor will continue the course through distance or online modalities, in accordance with institutional directives, and will communicate with students through institutional e-mail or other available channels.

BIBLIOGRAPHY

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).
- Bovée, C. L., & Thill, J. V. (2017). Business communication today (14th ed.). Pearson.
- Bovée, C. L., & Thill, J. V. (2020). Business communication essentials. Pearson.
- Cheesebro, T., O'Connor, L., & Rios, F. (2019). Communicating in the workplace. Pearson.
- Gilbert, J. B. (2017). Clear speech: Pronunciation and listening comprehension in North American English. Cambridge University Press.
- Jarman, B. G., & Russell, R. (2008). Gran diccionario Oxford: Español-inglés, inglés-español. Oxford University Press.
- Larson, M. L. (1998). Meaning-based translation: A guide to cross-language equivalence. University Press of America.
- Mikkelsen, H., & Jourdenais, R. (2018). The Routledge handbook of interpreting. Routledge.
- Newmark, P. (1988). A textbook of translation. Prentice Hall.
- Thill, J. V., & Bovée, C. L. (2019). Excellence in business communication. Pearson.
- Knight, M. (2020). Pandemic communication: A new challenge for higher education. *Business and Professional Communication Quarterly*, 83(2), 131-132.
- Lind, S. J. (2020). Low-resource digital video: A pedagogical necessity for modern business communication. *Business and Professional Communication Quarterly*, 83(1), 110-128.
- 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.
- Swartz, S., Barbosa, B., & Crawford, I. (2020). Building intercultural competence through virtual team collaboration across global classrooms. *Business and Professional Communication Quarterly*, 83(1), 57-79.

ELECTRONIC RESOURCES

Business Communication Department YouTube channel; Purdue Online Writing Lab; Merriam-Webster Dictionary; Cambridge Dictionary; WordReference; and selected bilingual terminology databases. Electronic resources should be reviewed and updated each semester.

Last updated: May 2026