

Universidad de Costa Rica
School of Modern Languages
B.A. in English
Section of Grammar and Translation

Course Syllabus

Name: Translation IV	Requirements: LM-0360
Course Code: LM-0361	Co-requirements: None
Credits: 3	Cycle: VI
Schedule: 3 hours / week in-class work 6 hours / week out-of-class work	Classification: Exclusive of the B.A. in English
Level: Third year	Modality: Face-to-face

I. COURSE DESCRIPTION

This is the fourth course of the Translation track, and it has been designed for students enrolled in the B.A. in English program. It aims at providing students with proper guidance and hands-on experience in the translation of digital content and basic interpreting in different modalities. This course highlights the strategies and tools required for translating digital content and interpreting, from English into Spanish and vice versa. This is a face-to-face course. *Mediación Virtual* will be the official platform for submitting documents, presentations, videos, and evaluations.

II. GENERAL OBJECTIVE

By the end of the course, students will be able to develop the competency required for translating digital content accurately and in a bidirectional manner based on the Skopos and transcreation theories, as well as interpreting at a basic level.

III. SPECIFIC OBJECTIVES

By the end of the course, students will be able to

1. identify the different modalities of interpreting.
2. provide sight translation and consecutive interpreting at a basic level.
3. identify the genres and features of digital content from a practical and theoretical perspective.
4. apply localization, transcreation, and Skopos' principles and techniques while translating digital content.
5. use terminological resources and technological tools to translate digital content.
6. recognize the characteristics and parts of a business plan.
7. create a basic business plan for a small translation company.
8. develop the steps of the translation process to deliver a digital content-based translation collaborative project, complying with the required specifications.

IV. CONTENTS

A. Theory

- a. Digital content
- b. Translation, localization, and transcreation
- c. Digital marketing

B. Texts

- a. Include, but they are not limited to, web pages, product descriptions, infographics, leaflets, mobile apps, games, emails, brochures, online stores, social media posts, business plans, presentations.

C. Interpreting

- a. Modalities: consecutive, simultaneous, whispered, liaison or bilateral, relay, remote or distance, and sight translation.

D. Technological tools

- a. Software for image and text editing
- b. CAT tools for digital contents

V. METHODOLOGY

This is a face-to-face course. *Mediación Virtual* will serve as the main platform for uploading course documents, presentations, and videos. **It will also be the official platform for submitting graded assignments unless otherwise indicated by the instructor.**

Students will attend three hours of class per week. Classes will combine the study and analysis of theoretical concepts with their practical application. Both components will therefore be addressed simultaneously through active student participation under the professor's guidance. Students should spend at least six hours per week completing the tasks listed in the course schedule.

Unlike other translation courses, this course includes the study of interpreting; therefore, students are expected to develop and improve their oral skills in both languages. To this end, activities will include discourse analysis, note-taking, dialogue reproduction, and strategies for improving diction and articulation, among others. Pre-interpreting and post-interpreting activities will also be included. These may involve, but are not limited to, studying the context, researching specialized terminology, analyzing students' own recordings and those of others, and receiving peer feedback.

As for the translation component, course activities may include analyzing the translation brief, collecting and analyzing parallel texts during class, completing reading comprehension and terminology exercises, and reviewing other theoretical aspects. Students will also conduct research, identify translation problems and possible solutions, and reflect on the translation strategies used, the challenges encountered, and the solutions proposed.

Readings and exercises will be assigned for discussion in class. Students will work actively, either individually, in pairs, or in small groups, to find appropriate solutions to different types of translation problems. They are expected to ask questions about the problems identified, propose alternative solutions, and provide feedback on their classmates' suggestions.

This course will implement the Skopos and Transcreation Theories as the translation theoretical model. In addition, the course will also emphasize translation as a process that responds to the different relationships between the source text (ST) and the target text (TT) as well as the criteria that translators must analyze when making their decisions.

VI. EVALUATION

Two in-class evaluations ¹	30%
One out-of-class translation ²	20%
Quizzes / Assignments ³ (minimum 3)	20%
Final project ⁴	30%

1. Each in-class evaluation is worth 15%. Students will complete both translations either individually and/or in pairs during the designated class period, following the professor's instructions.
2. This translation will include an analysis based on the theory studied. This translation may be done in pairs, and it must be upload it to the corresponding folder in *Mediación Virtual*.
3. Each professor will assign specific tasks to evaluate course content. These assignments could include—but are not limited to—short translations, research evidence, exercises, oral presentations, analysis, and editing tasks. The dates for these activities are included in the chronogram; however, they may vary depending on the course needs.
4. The final project is a group assignment consisting of four stages: Stage 1 (5%), Stage 2 (10%), Stage 3 (10%), and Stage 4 (5%).

Notes:

- Each professor will provide detailed instructions for each translation or assignment.
- Late assignments or translations will not be accepted. The submission time recorded in *Mediación Virtual* will be considered the official time. Students are responsible for making sure that the files they submit are complete and accessible. If files are damaged or corrupted and cannot be opened, students will be responsible for this, and this assignment will not be graded.
- Assignments submitted using any means other than *Mediación Virtual* will not be accepted.
- Using any automatic translation motor or any artificial intelligence too—such as ChatGPT, Grammarly—and any other tool applied to translation and not authorized by the professor is considered plagiarism since students would be submitting intellectual works not done by them. Plagiarized work will be penalized according to “Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica,” (articles 4 -40).

VII. BIBLIOGRAPHY

Enríquez Martínez, A. (2021). La Transcreación se pone de moda: estado de la cuestión ilustrado con la Transcreación de la campaña de Stella McCartney Our time has come [Trabajo de fin de grado]. Universidad de Salamanca.

Gillies, A. (2019). *Consecutive Interpreting: A Short Course*. Routledge.

Jiménez Jiménez, A. F. (2018). *Introducción a la traducción: inglés-español*. Routledge.

Leaning, M. (2017). The Nature of Digital Content. En *Media and Information Literacy: An Integrated Approach for the 21st Century* (81-99). Chandos Publishing.

Lobo Ugalde, S. (2015). *Planes de negocio: cuaderno de trabajo de los participantes*. Sistema Nacional de Áreas de Conservación.

Nichols, B. (2015). *Review & Quality Control*. En Nichols, B. (ed.), *The Definite Guide to Website Translation*, (104-107). Lionbridge Technologies.

Seeber, K. G. (2015). Simultaneous Interpreting. En Mikkelson, H. y Jourdenais R. (ed.), *The Routledge Handbook on Interpreting*, (79-91). Routledge.

Silvestre Pavón, J. (2021). Marketing digital para autónomos: no te quedes atrás. *La linterna del traductor*, 22(mayo de 2021), 79-85.

Valli, P. (2019). Fundamentals of Localization for Non-Localizers. En Maylath, B. y St. Amant, K. (ed), *Translation and Localization: A Guide for Technical and Professional Communicators*, (113-132). Routledge.

Wallace. C. (2015). Sight Translation. En Mikkelson, H. y Jourdenais R. (ed.), *The Routledge Handbook on Interpreting*, (144-152). Routledge.

VIII. TIME TABLE

Week	Date	Temas/lecturas/actividades	Evaluaciones
Week 1	August 10 – 14	Course introduction	
Week 2	August 17 - 21	Interpreting	
Week 3	August 24 – 28	Interpreting	
Week 4	August 31– September 4	Interpreting Introduction to business plans	
Week 5	September 7 – 11	Interpreting	Project Phase 1 Business plan
Week 6	September 14 – 18	Interpreting	Quiz / Assignment 1
Week 7	September 21 – 25	Interpreting	
Week 8	September 28 – October 2	In-class evaluation I 15% (Interpreting)	
Week 9	October 5 –9	Digital content Translation	
Week 10	October 12 – 16	Digital content Localization	Project Phase 2 Translation of BP
Week 11	October 19 — 23	Digital content Localization	Quiz / Assignment 2
Week 12	October 26 –30	In-class evaluation II 15% (Traducción)	
Week 13	November 2 – 6	Digital content Transcreation	Project Phase 3 Website
Week 14	November 9 – 13	Digital content Transcreation	Quiz / Assignment 3
Week 15	November 16 – 20	Digital content Transcreation	Out of class translation
Week 16	November 23 – 27	Project Phase 4 Final Oral Presentation	
Week 17	December 9	Grades	

Ampliación: December 17th at 9:00 a.m. (face-to-face)

Note: This course chronogram is tentative and could be modified according to the course needs.