

Collaborative Documentation Project for Translation

Orlando University, Florida, US

Limerick University, Ireland

Paris Diderot University, France

Project commences: 2nd February 2015

Draft of Instructional Document due to Translators: 20th February 2015

Final version of Instructional Document in both English and French (20 points)

due: 20th March 2015*

FOR US STUDENTS Reflective Diary (20 points) due: 20th March 2015

FOR IRISH STUDENTS Reflective Blog: ongoing throughout the semester (see EL6082 assignment specs.)

FOR FRENCH STUDENTS Reflective Diary due: Thursday 16 April 2015

*The writers may decide to make minor revisions to the draft submitted on 20th of February based on feedback they receive from the translators. Only the final versions (English and French) will be graded.

Introduction to the Collaborative Project

This collaborative project will include technical communication students from the University of Limerick, Limerick, Ireland and the University of Central Florida, Orlando, Florida, USA, and translation students from Université Paris Diderot, in Paris, France. The students will be divided into small teams. Every team will have at least one student from each of the three sites (Ireland, US, and France). A list of all team members participating toin the project will be provided online with contact details for every member. Students are also free to contact their team members by any other means they deem appropriate (e.g. Skype, Twitter, or Facebook).

The project will span a total of approximately seven weeks from 2nd February 2015 to 20th March 2015.

IMPORTANT NOTE: During the course of the project, students in each of the three sites will have a break from classes when they may not be available to work on the project. Teams should plan for this downtime when creating the schedule for the project. See the attached relevant academic calendars at the end of this document..

Project Phases

The project will consist of two phrases: 1) a Writing-for-Translation Phase and 2) a Translation Phase.

1. Writing-for-Translation Phase (3 weeks)

During this phase of the project, the writers will work together to write a short set of instructions to help a non-technical audience perform a simple task using a collaborative technology (the parameters for the instructions are described fully under the **Instructional Document** heading of this assignment sheet).

When drafting the instructions, keep in mind that they will be translated (see the translation phase) . The writers should strive to follow the guidelines for translation they have discussed with the translators.

2) Translation Phase (4 weeks)

During this phase of the project, the Paris Diderot students in translation will receive a document they will have to translate. They will have to understand, write, do research, contact the Irish and US writers (technical communicators), and edit their texts. It is a great opportunity for the French students in translation to be able to contact the writers. Since the writers of the texts may have more subject matter expertise on the subject they documented compared to translators, the latter may have a lot of questions to ask the US and Irish students in technical communication. The questions asked might also help technical communicators to improve their documents, to be clearer and more accurate. Questions may show translation difficulties, and answers to the translators' questions will greatly help the process of translation. The Irish and US students should answer the different questions as quickly as possible.

Deliverables

There are two deliverables associated with the project:

- the Instructional Document (team assignment) (English and French versions)
- the Reflective Diary (individual assignment).

Both deliverables are described in detail in this assignment sheet.

Deliverable 1: The Instructional Document (English and French versions)

The documentation project is to write a short set of instructions to help a non-technical audience perform a simple task using a collaborative technology. The instructions should be between 900 and 1200 words in length; the maximum length is 1200 words. They should be written in the imperative, in short simple sentences. The instructions should use simple language and define any unfamiliar terms as needed within the body of the text.

The instructions should be formatted following accepted principles of document design to make instructional material usable and effective. They should include graphics related to the meaning of the instructions, where appropriate.

The instructions should be written and designed as though they will appear online.

The instructions may not be a revision or reframing of existing instructions. They must be **original**. Some possible topics for the instructions are listed in the next section.

List of Possible Instructional Topics

The procedure might be for a task using a technology they are learning about, such as:

- How to create a Facebook account and modify profile or privacy settings.
- How to use the Sulis wiki to collaborate on a document.
- How to use Google Drive/Docs to collaborate on a document.
- How to set-up email on a smart phone.

Collaboration Requirements

The teams should spend part of the first week of the project getting to know one another, selecting a team leader or leaders, discussing the project, preparing guidelines on writing for translation, and planning their schedule for the project.

The teams should establish routines of collaboration at the start of the project. Routines of collaboration are merely set methods for communicating with one another; they include the selection of preferred technologies for various types of communication, guidelines for when/how team members should communicate with one another, and specific meeting dates/times. Students should adhere to the routines of collaboration throughout the duration of the project to ensure a successful outcome.

During the -Writing-for-TranslationøpPhase (the first phase), the writers (Irish and US team members) should contact their French translators team members with queries about writing for translation. They should use their feedback, to develop a well-written draft of the procedural text.

During the -TranslationøpPhase (the second phase), the translators (French team members) should contact the writers with queries about the English draft of the procedural text, in order to complete the translation. The writers may decide to make minor revisions to the draft submitted on 20th of February based on feedback they receive from the translators.

Writing-for-Translation Phase (3 weeks)

During this phrase of the project, the writers will work together to write a short set of instructions to help a non-technical audience perform a simple task using a collaborative technology (the parameters for the instructions are described fully under the Instructional Document heading of this assignment sheet).

When drafting the instructions, keep in mind that they will be translated. The writers should strive to follow the guidelines for translation they have discussed with the translators.

Translation Phase (4 weeks)

During this phase of the project, the Paris Diderot students in translation will receive a document they will have to translate. They will have to understand, write, do research, contact the Irish and US writers (technical communicators), and edit their texts.

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to ask the US and Irish students in technical communication. The questions asked might also help technical communicators to improve their documents, to be clearer and more accurate. Questions may show translation difficulties, and answers to the translators' questions will greatly help the process of translation. The Irish and US students should answer the different questions as quickly as possible.

Deliverable 2: The Reflective Diary (20 points)

All students will have to keep a reflective diary. The requirements of this assignment differ for Irish, US, and French students. Instructors will issue separate, more detailed guidelines for this assignment (some guidelines are provided at the end of this document). Throughout the project, students must keep reflective diaries (e.g. blogs) describing each instance of collaboration and reflecting on what they are learning from the project and from their teammates. Students should document any challenges they experience and how they overcome them. Students should also comment on the tools they are using to collaborate and how beneficial (or otherwise) they are for the project. The blog entries should be *reflective* rather than narrative in nature.

The reflective diary is an individual requirement. Each student must keep his/her own reflective diary. Students are free to use whichever diary or blog tool they like (e.g. Wordpress or Blogger) but they must give their instructors access to the diary. Students should post at least two entries every week, for the duration of the project. Ideally, the entries should be categorized under suitable topics (e.g. collaboration tools or writing for translation). Students should also link to any other blogs and websites they identify that are relevant to the project.

Some blogs that students may find interesting include:

- <http://idratherbewriting.com/>
- <http://thecontentwrangler.com/blog/>
- <http://www.techwr-l.com/>
- <http://edublogs.org/community/>
- <http://blogs.adobe.com/techcomm/>

Specific Instructions for US students (Students in ENC 4262):

You should have a minimum of twelve blog entries throughout the course of the Collaborative Project (two per week). Of course, you may have more than twelve entries. In your final blog entry, you should include a brief wrap-up report on the project. Be sure to discuss these topics in your final entry:

- Your impressions of working in a virtual team (including whether or not you would wish to do so again)
- The most valuable things you learned from doing the project
- New skills you developed during the course of the project

- A brief description of the leadership structure in your team and an evaluation of how effective the team leadership was
- Things you would do differently in future projects, if any

Specific Instructions for Irish students (Students in EL6082):

Students are required to maintain a reflective blog throughout the semester for module EL6082. For the duration of this collaboration project, students' blog entries must reflect their experiences. Further details regarding this assignment will be posted online at a later date.

Specific Instructions for French students

The project will be assessed on the following bases:

- 50% of the final note for the translation
- 50% of the final note for the reflective diary.

Academic Calendar for University of Central Florida Spring 2015

The semester is 16 weeks long. No classes are held during spring break, and students may not be available via email during that time period.

Classes Begin: 12th January 2015

Spring Break: 9th March through 15th March 2015

Classes End: 29th April 2015

NOTE: The project commences during Week 4 of the semester and ends during Week 10.

Academic Calendar for University Paris Diderot

The semester is 12 weeks long. French students have two breaks during the semester.

Classes Begin: 23rd January 2015

Break: 21st February to 2nd March **and** between 18th April to 4th May 2015

Classes End: 10th May 2015

Academic Calendar for the University of Limerick, Spring 2015

The semester is 15 weeks long (12 weeks of classes).

Classes Begin: 26th January 2015

St. Patrick's Day/ Public Holiday: 17th March

Easter Break: 30th March to 6th April

Classes End: 24th April 2015

NOTE: The project commences during week 2 of the semester and ends during week 8.