

## Fitxa de l'assignatura

<b>Nom de l'assignatura: Traducció Inversa a l'Anglès B del Castellà</b>		<b>Codi: 22426</b>	
<b>Tipus: Troncal ~ Obligatoria x ~ Optativa ~</b>			
<b>Grau de Traducció i Interpretació ECTS: 4,5 hores/alumne: 115</b>			
<b>Llicenciatura en Traducció i Interpretació Crèdits: 8</b>			
<b>Curs: 2007-2008</b>		<b>Anual</b>	
<b>Àrea: Ciències Humanes</b>			
<b>Llengua en què s'imparteix: Anglès</b>			
<b>Professors</b>	<b>Despatx</b>	<b>Horari de tutories</b>	<b>Correu E</b>
Gr. 1 Olivia Fox	K 0028	dl. 9.30-13.30. dx. 12.30-14.30	<a href="mailto:olivia.fox@uab.es">olivia.fox@uab.es</a>
Gr. 2 Jaqueline Minett	K 1010	dv.12.30-13.30 dv.15.30-16.30	<a href="mailto:Jaqueline.minett@uab.es">Jaqueline.minett@uab.es</a>
Gr. 3 Allison Beeby	K 0018	dl. 10.30-12.30 dx 10.30-12.30 dv.12.30-14.30	<a href="mailto:Allison.beeby@uab.es">Allison.beeby@uab.es</a>

### 1.Objectius:

The main objective of this translation class is to develop students' translation competence, and as a result their translation performance, when translating into a language that is not their mother tongue. Tasks set during the course are designed to develop strategic, communicative, linguistic (grammatical, textual and lexical), socio-cultural and instrumental competencies, and are intended to complement those competencies developed during students' first year of study in their A and B Language, IT, and Documentation classes.

### 2. Continguts:

1. Translation as communication
2. Translation as text
3. Translation and documentation
4. Critical analysis of translated texts
5. Term project

### 3. Bibliografia:

#### Monolingual Dictionaries:

*Collins Cobuild English Language Dictionary – New Edition.* London: HarperCollins, 1995.  
*The BBI Dictionary of English Word Combinations.* Amsterdam/Philadelphia: Benjamins, 1997.  
*Oxford Dictionaries* ( www.bib.uab.es)  
 CASARES, Julio. *Diccionario ideológico de la lengua española.* Barcelona: Gustavo Gili, 1999.  
 SECO, Manuel *et al.* *Diccionario del español actual.* Madrid: Aguilar, 1999. (2 vols)

#### Bilingual Dictionaries:

*Gran diccionario Larousse. Español-Inglés; English-Spanish.* Barcelona: Larousse, 2004.

### 4. Activitats docents

Contents	Dates	Classroom activity (60)	Homework (30)	Learner autonomy (15)	Lecture hours (60)	Student hours (115)	Assessment
<b>Diagnostic test</b>	<b>Sept 28</b>	<b>Translation</b>	-	-	<b>2</b>	<b>2</b>	
<b>1. Translation as communication</b> i)Text in context	Oct.-Dec.	Analysis of different examples of texts in context	Translation of different examples of texts.	Documentation	8 (+2 tutorials)	18	Student portfolio
ii) Discourse analysis	Oct.-Dec.	Analysis of informative, descriptive, argumentative ironic, persuasive, etc. texts.	Translation of Informative , descriptive, argumentative ironic, persuasive, etc. texts	Documentation	4 (+1 tutorial)	9	Student portfolio
iii) Extralinguistic and sociocultural aspects of texts	Oct.-Dec.	Analysis of texts with implicit and explicit extralinguistic/ sociocultural references	Translation of texts with implicit and explicit extralinguistic/ sociocultural references	Documentation	4 (+1 tutorial)	9	Student portfolio
iv) Translation Brief	Oct.-Dec.	Analysis of the same type of text i) produced for different readers ii) for different translation briefs	Translation of texts with different translation briefs for different readers	Documentation	4 (+1 tutorial)	9	Student portfolio

<b>2. Translation as text:</b>	Oct.- Dec.	Contrastive analysis of different genres	Translation of different genres.	Documentation	4 (+1 tutorial)	9	Student portfolio
i) text types							
ii) coherence and cohesion	Oct.-Dec.	Contrastive analysis of cohesion and coherence.	Identification and production of textual coherence and cohesion	Documentation	4 (+1 tutorial)	9	Student portfolio
ii) text norms and conventions	Oct.-Dec.	Contrastive analysis of different types of text conventions (punctuation, paragraphing etc.)	Translation of texts including different types of text conventions (punctuation, paragraphing etc.)	Documentation	4 (+1 tutorial)	9	Student portfolio
<b>Intermediate progress test</b>	<b>Jan.</b>						<b>Student portfolio</b>

<b>3. Translation and documentation</b>	Feb.-May	Analysis of the process of documentation and text production using new technologies.	Translation of texts using documentation and IT resources (online dictionaries, parallel texts, etc).	Documentation	4 (+1 tutorial)	9	Student portfolio
<b>4. Critical analysis of translated texts</b>	Feb.-May	Critical analysis of translated texts.	Critical analysis of translated texts	Documentation	4 (+1 tutorial)	9	Self assessment (report)
<b>5. Term Project</b>	Feb.- June		Group translation of different text types for different audiences	Documentation, translation, work in multilingual, multicultural context, use of IT, documentation, etc.	8 (+2 tutorials)	25	Assessment of project and presentation
Final assessment	June				2	2	Student portfolio

## 5. Competències

Competence developed	Indicators
1. Communicative competence	<ul style="list-style-type: none"> <li>- ability to understand the communicative function of a text written in Spanish</li> <li>-ability to produce a meaningful, grammatically correct and well-structured text in English which fulfils the communicative function required</li> </ul>
2. Translation Competence	<ul style="list-style-type: none"> <li>- ability to satisfy client expectations (fulfil the translation brief) as well as reader expectations (textual conventions and communicative function)</li> <li>- ability to make appropriate decisions to ensure expectations are fulfilled</li> <li>- ability to understand/ fulfil the communicative function of a text</li> <li>- ability to differentiate between, and to produce, texts of different types (genre, discourse)</li> <li>- ability to produce texts that conform to to conventions of text, genre, coherence and cohesion, tone and register in the English language</li> <li>-ability to recognise, and correctly interpret, extralinguistic references in a text.</li> </ul>
3. Creativity	<ul style="list-style-type: none"> <li>- ability to provide creative solutions to problems of translation/communication</li> </ul>
4. Instrumental competente	<ul style="list-style-type: none"> <li>- ability to use new technologies/appropriate software in translation</li> </ul>
5. Interpersonal Skills	<ul style="list-style-type: none"> <li>- ability to work in a group</li> <li>- ability to design and manage project work;</li> <li>- ability to solve unforeseen problems, situations, demands.</li> </ul>
6. Intercultural Skills	<ul style="list-style-type: none"> <li>- ability to work in a multicultural environment</li> <li>- ability to recognise cultural differences</li> <li>- ability to solve problems of communication between cultures</li> <li>- ability to deal with difficult situations as a result of cultural differences</li> </ul>
7. Learner autonomy	<ul style="list-style-type: none"> <li>- ability to obtain data and documentation for the purposes of translation</li> <li>- ability to manage data</li> <li>- ability to organise and plan project work</li> <li>- ability to design and manage project work</li> <li>- ability to solve problems</li> <li>- ability to think critically.</li> </ul>

## 6. Avaluació - juny

Assessment	Competencies assessed	(%)
Written translations/ progress test	<p><b>Competencies assessed:</b>            Communicative competence            Translation competence            Instrumental competence            Creativity</p> <ul style="list-style-type: none"> <li>- ability to satisfy client (fulfil the translation brief) and reader expectations (communicative function)</li> <li>- ability to understand and fulfil the communicative function of a text</li> <li>- ability to recognise and to produce a written text which conforms to conventions of text, genre, coherence and cohesion, tone and register in the English language</li> <li>- ability to comprehend/produce a text making appropriate use of cultural and/or field-specific terminology</li> <li>- ability to provide appropriate/creative solutions to problems of translation/ communication</li> <li>- ability to produce a text in English with acceptable sentence structure, use of vocabulary, grammar, etc.</li> <li>- ability to document oneself effectively, and to produce a text using appropriate software and technological resources</li> </ul>	Coursework/ Progress Test (February): 30%
Translation - under exam conditions in multimedia classrooms (June)	Communicative competence Translation competence Instrumental competence Creativity	Translation: 40%
Term Project and presentation in class	Communicative competence Translation competence Instrumental competence Creativity	Term project: 30%

## Avaluació - setembre

Assessment	Competencies assessed	(%)
Translation - under exam conditions in multimedia classrooms	Communicative competence Translation competence Instrumental competence	Translation: 100%