

**Programme 2008-09**

<b>Subject Title: English B1</b>			<b>Code: 22059</b>
<b>Type: Obligatory</b>			
<b>Degree in Translation and Interpretation</b>		<b>ECTS:</b>	<b>4·5</b>
<b>Official <i>Llicenciatura</i> in Translation and Interpretation Credits:</b>			<b>6</b>
<b>Course:</b>	<b>1st</b>	<b>Term: Winter Term</b>	
<b>Area: English</b>			
<b>Subject Taught in English:</b>			
<b>Lecturers:</b>			
<b>Lecturer</b>	<b>Office</b>	<b>Office Hours</b>	<b>E-Mail</b>
Berni Armstrong	1006	Tues & Thurs 10:30-11:30	<a href="mailto:Berni.Armstrong@uab.es">Berni.Armstrong@uab.es</a>
Geoff Belligoi	1005	Tues 15:30- 16:30 Thurs 13:30-14:30	<a href="mailto:Geoff.Belligoi@uab.es">Geoff.Belligoi@uab.es</a>
Eamon Butterfield	1005	Tues & Thurs 8:30- 9:00. & 11:00 - 11:30	<a href="mailto:Eamon.Butterfield@uab.es">Eamon.Butterfield@uab.es</a>
Karen Metcalfe	1006	Wednesday 11:00- 13:00	<a href="mailto:Karen.Metcalfe@uab.es">Karen.Metcalfe@uab.es</a>

**Description**

**1. Objectives of the course:**

The course is designed to further students' understanding and appreciation of a variety of texts written in English with particular emphasis on aspects of comprehension that are essential for translators.

**2.**

**Translation oriented reading strategies:**

- 1) Pre-reading activities: using extra-linguistic knowledge to make predictions.
- 2) Interacting with texts and making meaning: combining extra-linguistic and linguistic knowledge (textual markers, coherence and cohesion)
- 3) Scanning for specific information
- 4) Making meaning for translation
- 5) Contrastive rhetoric: Contrasting cultures, genres, grammar and vocabulary

**Summarising written texts:**

- 1) Common patterns of text organisation (textual markers, coherence and cohesion)
- 2) Main and secondary ideas
- 3) The point of view of the author and the expectations of the reader
- 4) Formal conventions: punctuation and capital letters

5) Contrastive rhetoric: Contrasting cultures, genres, grammar and vocabulary

**Writing activities:**

- 1) Pre-writing activities: creativity/organisation
- 2) Documentation
- 3) Writing for a purpose
- 4) Revising and editing, grammar and punctuation
- 5) Contrastive rhetoric: Contrasting cultures, genres, grammar and vocabulary

**3. Bibliography:**

**Dictionaries**

\*\*\* *The Collins Cobuild English Language Dictionary* (2000) London: Collins  
*The BBI Combinatory Dictionary of English* (1997) Amsterdam/Philadelphia: John Benjamins Publishing Co.

*Merriam Webster's Collegiate Dictionary* (the 10<sup>th</sup> edition) Springfield: Merriam Webster Incorporated.

*The Concise Oxford Dictionary of Current English* (1991) Oxford: Oxford Clarendon Press

**Grammar Books**

\*\*\* Carter, Ronald et al. (2000) *Exploring Grammar in Context*. Cambridge/New York: Cambridge University Press

\*\*\* Hewings, M. (1999) *Advanced Grammar in Use* (with answers), Cambridge: Cambridge University Press.

Murphy, R. (1995) *English Grammar in Use* (with answers), Cambridge: Cambridge University Press.

Swan, M. (1980) *Practical English Usage*, Oxford: Oxford University Press.

Quirk, R. and S. Greenbaum (1980) *A University Grammar of English*, London: Longman.

\*\*\* We strongly recommend that you buy these books. They will be an invaluable long-term investment for you, both as a student and as a professional

**Required Reading**

*Each teacher will confirm a book you should read during the semester.*

*Confirmed so far:*

*Fielding, Helen, The Diary of Bridget Jones London: Picador  
 (Eamon Butterfield's Group)*

**4. Methodology:**

Method	Hours employed	Activities
Classes with lecturer	30	Formal Teaching
Supervised Tutorials	30	Directed practical sessions
Evaluation session	3	Final Exam
Autonomous Marked Work	37	Assignments, evaluations, both as individuals and in groups. Self-assessments.
Other Autonomous Work	15	Reading novels, the press, etc, Attending cultural events.
<b>Total</b>	<b>115</b>	

Students will follow a genre and task-based syllabus which will cover, among other areas, :

- 1) Learning language as a prelude to translation:
- 2) Interacting with texts, translation-oriented reading and writing for a purpose;  
Writing grammatically correct, functionally appropriate texts.
- 3) Learning through language about translation, culture and civilisation
- 4) Learning about language for translation (conscious reflection and understanding): contrasting cultures, rhetoric, genres and language systems.

**5. Competences to be developed**

Competence	How competence will be developed
Communicative	Exploration of the skills necessary to fully understand texts written in English with orientation towards problems that may arise in translating such texts into Spanish or Catalan.
Linguistic	Studying lexical, grammatical, semantic, orthographic and extra-linguistic aspects of texts.
Pragmatic	Identification and production of text types, genres, etc.
Socio-Cultural	Exposure to a variety of texts demonstrating different aspects of this question.
Professional	Acquisition of the translation oriented English reading and writing skills needed for direct and inverse translation classes in the 1st and 2nd years.

## Evaluation

<b>Evaluation Method</b>	<b>Details</b>	<b>Weight (%)</b>
Continuous Assessment	Students will be assessed throughout the semester on their written homework (the minimum requirement is six pieces of work corrected by the teacher): 2 Reading Comprehension exercises; 2 summaries; 2 tests (Correcting a text (grammar, spelling and punctuation)).	40%
Final Examination	The final examination will include: A reading comprehension exercise; A written summary of a written texts; Correcting a text (grammar, spelling and punctuation)	60%

### IMPORTANT NOTE:

\*\*\*\*IF YOU KNOW THAT YOU WILL NOT BE ABLE TO COMPLY WITH THE COURSE WORK, YOU MUST COMMUNICATE THIS FACT TO YOUR TEACHER IN WRITING BY THE END OF OCTOBER 2008.\*\*\*\*

Students who do not comply with the course work requirements:

1. Students who inform their teacher IN WRITING within the time limit (end of October 2008) can take the final exam, but they must then attain at least 60% to pass.
2. Repeaters who have previously passed the course work can present their graded work from that course for consideration as a substitution for the required continuous assessment component. Repeaters who have NOT done the course work must pass all parts of the exam with 60%.
3. The above regulations apply to ALL sittings of the exam.