

FACULTAT DE TRADUCCIÓ I INTERPRETACIÓ:

B2 ENGLISH COURSE PROGRAMME

Course title	B2 English Language
Code	22084
Degree	Llicenciatura en Traducció i Interpretació
Year / Semester given	1 st year / 2 nd semester, 2009
UAB credits/ ECTS credits	UAB = 6; ECTS = 4.5
Hours	115
Course type	Core subject
Prerequisites	B1 English Language (see programme for details) or its equivalent.
Class taught in	English
Lecturers: <ul style="list-style-type: none">• Office• Email• Telephone• Office hours	Berni Armstrong <ul style="list-style-type: none">• K1006• Berni.armstrong@uab.cat• 93-581-3364• Tuesday / Thursday: 8:30-9:30
	Eamon Butterfield <ul style="list-style-type: none">• K1005• Eamon.Butterfield@uab.cat• 93-581-3363• Tuesday / Thursday: 10:30-11:30
	Karen Metcalfe <ul style="list-style-type: none">• K1006• Karen.Metcalfe@uab.cat• 93-581-3364• Tuesday / Thursday: 10:30-11:30

Stephen Keady

- K1011
- Stephen.Keady@uab.cat
- 93-581-3364
- Tuesday/ Thursday: 11:00 – 11: 30 & 13:30 – 14:00

<i>COURSE</i>	COMPETENCES	OBJECTIVES
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<p>OBJECTIVES</p>	<p>Communicative competence:</p> <p>Includes linguistic, pragmatic, socio-cultural and professional competencies needed by students in direct and inverse translation classes.</p> <p>Linguistic competence:</p> <p>Includes acquired skills regarding the lexical, grammatical, semantic, orthographic and textual aspects of the language.</p> <p>Pragmatic competence:</p> <p>Includes the functional use of linguistic resources needed to understand and produce different speech acts and textual genres.</p> <p>Socio-cultural competence:</p> <p>Includes knowledge related to sociolinguistic conditions of language use (social conventions, politeness structures, etc.) and the culture of the country / countries where the language is spoken.</p> <p>Professional competence:</p> <p>Knowledge of contrastive rhetoric and practical skills related to translation and interpreting.</p>	<p>1. Translation-oriented reading comprehension skills:</p> <p>1.1. Identifying intertextual references</p> <p>1.2. Identifying genres</p> <p>1.3. Identifying ideology</p> <p>2. The ability to summarise written texts:</p> <p>2.1. Identifying/producing text patterns</p> <p>2.2. Identifying/producing discourse markers</p> <p>2.3. Identifying/producing main and secondary ideas</p> <p>2.4. Identifying/producing coherence and cohesion</p> <p>2.5. Awareness of contrastive rhetoric: cultures, genres, grammar and vocabulary</p> <p>3. Translation-oriented writing skills</p> <p>3.1. Producing narrative genres</p> <p>3.2. Producing reports</p> <p>3.3. Producing opinion genres</p> <p>3.4. Producing reviews</p> <p>3.5. Proof reading and correcting texts</p> <p>3.6. Awareness of contrastive rhetoric: cultures, genres, grammar and vocabulary</p>
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	<p>These objectives are also the basis for developing the following transversal competences:</p>
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- Working independently.
- Working as part of a team.
- Analysing, evaluating and synthesising information.

CONTENTS

Part I

Unit 1: Translating Harry Potter

Unit 2: Formal Conventions

Unit 3: All In A Day's Reading

Unit 4: Main Ideas And Details: Writing Summaries

Unit 5: Comparing Summaries

Unit 6: Contrasting Genres And Translation

Unit 7: Comparing Register In Quality And Popular Press

Unit 8: Interpreting Implied Meaning

Unit 9: Genre And Gendre

Unit 10: Intertextuality and Translation

PART II

1. Which wizard beats them all?
2. Writing task: The Five Paragraph Essay
3. Promotional reviews: Ursula Leguin
4. Interview with Rowling
5. Writing task: Advantages and Disadvantages
6. Advice on writing critical reviews
7. Comparing reviews of *Indiana Jones*
8. *The House at Pooh Corner* + Review by Dorothy Parker
9. *The Maltese Falcon* + Review by Dorothy Parker
10. Did Alexander suffer from stress disorder?
11. Writing task: Letter and Narrative
12. The BFG
13. *The Happy Prince*
14. *Little Red Riding Hood*

<i>TEACHING</i>	Mode	Hours	Activity
	Instructor lead class activity	30	Formal instruction
	Tutored class work	30	Supervised class activities
	Assessed class work	3	Final Exam
	Independent assessed work	37	- Assigned and evaluated work, either individual or group oriented. - Self-evaluation
	Independent work (not formally assessed)	15	Independent activities such as: - Reading: novels, press, etc. - Attending cultural events.
	Total	115	

<i>ASSESSMENT</i>	Continual assessment - coursework (40%)
	<p>Continued assessment during the semester will consist of the following written assignments (minimum of 6 – corrected and returned):</p> <ul style="list-style-type: none"> • 2 reading comprehensions • 2 summaries • 2 essays <p>Final Exam (60%)</p> <p>The final exam will reflect the competences worked with during the semester and will consist of three sections, each carrying an equal weight:</p> <ol style="list-style-type: none"> 1. Written comprehension 2. Summary of a written text 3. An essay <p>PLEASE NOTE:</p> <p>Each piece of written work assigned during the semester is part of the continual assessment grade and will not be accepted nor corrected if handed in after the deadline duly assigned by the course instructor.</p> <p>If, for whatever reason, a student believes that they are unable to comply with the continual assessment requirements and wish to be assessed on the final exam alone, then they must inform their instructor in writing within the first two weeks of class. In this event the student must score a 6 / 10 to obtain a passing grade. This applies to both the first and second sittings.</p>

BIBLIOGRAPHY AND	DICTIONARIES
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OTHER SPECIFIC MATERIALS	<p><i>The Collins Cobuild English Language Dictionary</i> (2000) London: Collins</p> <p><i>The BBI Combinatory Dictionary of English</i> (1997) Amsterdam/Philadelphia: John Benjamins Publishing Co.</p> <p><i>Merriam Webster's Collegiate Dictionary</i> (the 10th edition) Springfield: Merriam Webster Incorporated.</p> <p><i>The Concise Oxford Dictionary of Current English</i> (1991) Oxford: Oxford C.P.</p> <p>GRAMMAR REFERENCES</p> <p>Carter, Ronald et al. (2000) <i>Exploring Grammar in Context</i>. Cambridge: CUP</p> <p>Hewings, M. (1999) <i>Advanced Grammar in Use</i> (with answers), Cambridge: CUP.</p> <p>Murphy, R. (1995) <i>English Grammar in Use</i> (with answers), Cambridge: CUP.</p> <p>Swan, M. (1980) <i>Practical English Usage</i>, Oxford: OUP.</p> <p>Quirk, R. and S. Greenbaum (1980) <i>A University Grammar of English</i>, London: Longman.</p> <p>READING:</p> <p><i>Rowling, J.K. Harry Potter and the Philosopher's Stone. London: Bloomsbury.</i></p>
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