

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Teachers

Yolanda Rodríguez Sellés
Elisabeth Gibert Sotelo
Cristina Ortiz Rodriguez

Prerequisites

Students will be able to:

- Demonstrate basic grammatical knowledge in order to translate and to interpret.
- Produce no specialized texts of different types, in a clear way, well structured and with a style appropriate to the intended audience.
- Understand different typological texts which present certain degree of difficulty complex texts of different types and with problems of linguistic variation.

Objectives and Contextualisation

The function of the subject is to complete the grammatical competence of students in language A and train them to produce straightforward specialized texts and understand texts with problems of linguistic variation in order to prepare them for direct and inverse translation.

At the end of the course students will be able to:

- Demonstrate advanced grammatical knowledge in order to translate and to interpret.
- Produce simple specialized texts of different types, in a clear way, well structured and with a style appropriate to the intended audience.
- Understand complex texts of different types and with problems of linguistic variation.

Competences

- Producing written texts in language A in order to translate.
- Understanding written texts in language A in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of complex written texts with problems of linguistic variation.
3. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of non-specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
4. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
5. Implementing strategies in order to understand written texts from different fields: Applying strategies in order to understand a diverse typology of complex written texts (narrative, descriptive, expository, argumentative and educational type texts) with problems of linguistic variation.
6. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing a diverse typology of basic specialised written texts that are appropriate to their context and possess linguistic correctness.

Content

- Deepening the morphosyntactic and lexical knowledge in order to translate and interpret.
- Introduction to the knowledge of linguistic and stylistic variation problems to translate and interpret.
- Deepening strategies and techniques for the production of simple specialized texts of various typology.
- Deepening strategies and techniques for the comprehension of complex texts of various typology.

Methodology

The learning of this subject by the students is distributed as follows:

- 30% of directed activities

These directed activities must be guided by a predetermined time schedule, which requires the classroom management of a teacher.

- 15% of supervised activities

Supervised activity is understood as the one that the teacher schedules for students to work autonomously, under the supervision of the teacher. These activities help prepare and review the tasks that students perform throughout the course.

- 50% of autonomous activities

Such activities take account of the hours devoted to study and production of papers, in group or individually, by the students.

- 5% evaluation activities

The teacher will evaluate this subject *on an ongoing basis* by performing mandatory marked activities.

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Master classes	12	0.48	1
Realization of reading comprehension activities	12	0.48	1, 5, 2
Realization of writing production activities	12	0.48	1, 4, 3, 6
Resolution of exercises	9	0.36	1

Type: Supervised

Supervision and revision of written activities	16	0.64	1, 4, 3, 6
Supervision and revision of exercises	6.5	0.26	1

Type: Autonomous

Expansion of knowledge	11.75	0.47	1, 5, 2
Preparation of exercises	14.5	0.58	1
Preparation of reading comprehension activities	14.25	0.57	1, 5, 2
Preparation of writing production activities	17.25	0.69	1, 4, 3, 6
Search for documentation	17.25	0.69	1

Assessment

Assessment

The information concerning student evaluation, the type of evaluation activities and their relative weighting in the final mark is a general orientation only. This information will be specified at the beginning of the course by the professor responsible for the subject.

In order to pass the subject the student must carry out the following evaluable activities and achieve a grade average equal to or greater than 5.0:

1. Evaluation activity of written production (I): variation and textual adaptation.
2. Evaluation activity of written production (II): argumentation
3. Evaluation activity of written production (III): narration and description
4. Text analysis evaluation activity.

Also, all non-evaluable activities that the teacher considers appropriate must be submitted on the scheduled date. These exercises, although not part of the summative evaluation of the course (reason why they have not assigned a percentage of the final grade), will be taken into consideration in the evaluation process of the subject. With them, it is intended to assess the demonstrated development of knowledge and aptitudes that the subject involves.

In the correction of the activities, it will be taken into account that a sufficient degree of skills acquisition has been obtained, according to the expected learning outcomes established in the Teaching Guide. In order to pass the subject, it is essential to master the rules; therefore, when evaluating the aforementioned activities, spelling errors, the incorrect use of punctuation marks, lexical and morphosyntactic errors will be penalized according to the following indications:

errors	deduction of points	errors	deduction of points
1	0,5	4	2,75
2	1	5	4
3	1,75	6	suspens automàtic i no se segueix llegint l'exercici

Review

At the time of giving the final grade, before publishing the acts, the teacher will communicate in writing a date and time of re-evaluation. The revision of the various evaluation activities will be agreed between the teacher and the student.

Missed/failed assessments activities

Students who have submitted evaluation activities whose weight amounts to at least 66.6% (two thirds) or more of the final grade and who have obtained a weighted grade of 3.5 or more will have the right to be re-evaluated. At the time of giving the final grade, before publishing the acts, the teacher will communicate in writing a date and time of re-evaluation. The teacher can both propose a re-evaluation activity for each activity suspended or not submitted or gather various activities. If the re-evaluation test is passed, the final grade of the course is 5, regardless of the grades obtained before.

Classification as "not assessable"

A "Not-evaluable" will be assigned when the evaluation evidence provided by the student equals a maximum of one quarter of the total grade of the subject.

Misconduct in assessment activities

In cases of irregularity (plagiarism, copying, identity theft, etc.) in an evaluation activity, a mark of "0" will be given. If such a case is detected over more than one of the evaluation activities then the student will be given a final mark of "0" for the subject.

Evaluation activities in which irregularities have occurred (such as plagiarism, copying, identity theft) are excluded from re-evaluation.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation activity of written production (I): variation and textual adaptation.	25%	2	0.08	1, 5, 4, 3, 2, 6
Evaluation activity of written production (II): argumentation	25%	2	0.08	1, 5, 4, 3, 2, 6
Evaluation activity of written production (III): narration and description	25%	2	0.08	1, 5, 4, 3, 2, 6
Text analysis evaluation activity	25%	1.5	0.06	1, 5, 2

Bibliography

Basic bibliography

Cassany, Daniel (1995). *La cocina de la escritura*, Barcelona, Anagrama.

It is a writing handbook in which the author delves into the rudiments of writing, valid for all types of texts. This work talks about the strategies to search, order and develop ideas; the text structure as well as the tricks to dazzle the reader.

Sánchez Lobato, Jesús (**coord.**) (2006). ***Saber escribir***, Madrid, Aguilar.

It is a reference work essential for anyone who intends to consolidate the use of written language; Since, as it says in the back cover of this work, "*Saber escribir* has been created with the intention of helping to write, to expand the procedures of generation and precision of ideas, to select the right elements of union, to relate the topic with the expression, the register and the chosen style, and of learning to apply the techniques of revision and correction of any text".

Complementary bibliography

ADAM, Jean Michel - LORDA, Clara Ubaldina (1999). *Linguística de los textos narrativos*, Barcelona: Ariel.

BASSOLS, Margarida - TORRENT, Anna Maria (1997). *Modelos textuales. Teoría y práctica*, Barcelona: Octaedro.

BUSTOS GISBERT, José Manuel (1996). *La construcción de textos en español*, Salamanca: Ediciones Universidad de Salamanca, Manuales Universitarios, 62.

CALSAMIGLIA BLANCAFORT, Helena - TUSON VALLS, Amparo (1999). *Las cosas del decir. Manual de análisis del discurso*, Barcelona: Ariel.

CASADO VELARDE, Manuel (1993). *Introducción a la gramática del texto del español*, Madrid: Arco/Libros.

FUENTES RODRIGUEZ, Catalina - ALCIADE LARA, Esperanza R. (2002). *Mecanismos lingüísticos de la persuasión*, Madrid: Arco/Libros.

FUENTES RODRIGUEZ, Catalina (1996). *Aproximación a la estructura del texto*, Málaga: Librería Agora.