

Catalan as a foreign language for translators and interpreters 2

Code: 101428
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

Contact

Name: Xavier Villalba Nicolás
Email: Xavier.Villalba@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The course Idioma català per a traductors i intèrprets 1 must have been passed.

Objectives and Contextualisation

The aim of the course is to provide the students with a medium linguistic competence in Catalan that allows them to communicate in this language, incorporate it as a language of study and to prepare for translation.

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

- understand globally and in detail written texts of different typologies with some complexity about general topics.
- produce written texts about personal or general topics with acceptable grammatical and orthographic adequacy.
- understand oral texts of variable length about personal or general topics.
- produce oral texts about personal or general topics with acceptable correction and fluency.

Competences

- Applying cultural knowledge in order to interpret.
- Applying cultural knowledge in order to translate.
- Producing oral texts in language A in order to interpret.
- Producing written texts in language A in order to translate.
- Understanding oral texts in language A in order to interpret.
- Understanding written texts in language A in order to translate.
- Using documentation resources in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the essential information of clear verbal texts about personal and general topics.
4. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts with a certain degree of complexity.
5. Formulating the appropriate informative needs in order to translate: Knowing the basic (digital and analogue) sources of documentation in order to understand and produce written texts about personal and general topics.
6. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge, and the basic cultural references for the understanding of a diverse typology of written texts of a certain complexity regarding general topics.
7. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics.
8. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Applying strategies in order to produce written texts about personal and general topics.
9. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to produce clear verbal texts about personal and general topics.
10. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand written texts from different fields.
11. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing oral texts about personal and general topics and that are appropriate to their context.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing appropriate written texts about personal and general topics that are appropriate to their context and possess linguistic correctness.
13. Recognising the need to mobilise cultural knowledge in order to interpret: Identifying the need to mobilise cultural knowledge in order to interpret.
14. Solving interferences between the working languages: Solving interferences between the working languages.

Content

- Medium knowledge of vocabulary, morphosyntax, phonetic, and orthography.

-Consolidation of the necessary structures to carry communicative functions like getting or giving information, describing, explaining, expressing tastes, and so on.

- Global and detailed comprehension of written texts of different typologies with some complexity about general topics (narrative, descriptive, expository, argumentative, instructive).

- Production, with grammatical and orthographic acceptability, of written texts on personal and general topics.

- Comprehension and production, with an acceptable degree of correction and fluency, of oral texts of variable length on personal and general topics.

Methodology

Classes are taught in Catalan.

In addition to in-class activities, where reading, writing, speaking and listening skills are practiced, homework will include regular grammar excercises, reviewing vocabulary and structures, writing and translating texts periodically, and reading and writing the essay on specified readings.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises of oral comprehension (listening)	9	0.36	2, 9, 3
Exercises of speaking	8	0.32	2, 7, 11, 14
Exercises of written comprehension	9	0.36	1, 10, 4
Lectures	19.5	0.78	2, 1, 10, 9, 8, 7, 4, 3, 5, 6, 12, 11, 13, 14
Writing exercises	9	0.36	1, 8, 12, 14
Type: Supervised			
Checking of documentary sources	6	0.24	5
Grammar exercises	21	0.84	1, 5, 6
Preparation and revision of the essay on written texts	15	0.6	1, 10, 8, 4, 5, 6, 12, 13, 14
Reinforcing exercises	12	0.48	2, 1, 10, 9, 8, 7, 4, 3, 12, 11, 14
Study and progressive recap	21	0.84	2, 1, 10, 9, 8, 4, 3, 5, 12, 13
Type: Autonomous			
Writing assignments	14	0.56	1, 8, 12, 14

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

Assessment activities

- (a) 15%: writing and speaking activities, comprehension of oral and written texts and grammar exercises.
- (b) 15%: Essay based on readings that will be specified during the semester.
- (c) 30%: intermediate test: applying grammar, and speaking and writing skills (speaking, one third; writing, two thirds).
- (d) 40%: final test: applying grammar, and speaking and writing skills (speaking, one third; writing, two thirds).

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Reviewing

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Except activities (a) and (c), students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct.

Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final test: applying grammar and speaking and writing skills	40%	2	0.08	2, 1, 10, 9, 8, 7, 4, 3, 12, 11
Guided essay based on specified readings	15%	1.25	0.05	1, 10, 8, 4, 5, 6, 12, 14
Intermediate test: applying grammar and speaking and writing skills	30%	2	0.08	2, 1, 10, 9, 8, 7, 4, 3, 6, 12, 13, 14
Speaking and writing activities	15%	1.25	0.05	2, 1, 10, 9, 8, 7, 4, 3, 12, 11, 14

Bibliography

The basic textbook of the course will be: Josep Anton Castellanos *Quadern. Normativa bàsica de la llengua catalana. Amb exercicis autocorrectius*. (7a ed. Bellaterra: Institut de Ciències de l'Educació de la Universitat Autònoma de Barcelona, 1998. Other materials both in print and online will be provided as well, either in class or through "Campus Virtual".

At the beginning of the semester a detailed list of references, materials and links for individual work will be provided.