

**Fundamentals of cultural mediation in translation
and interpreting B (English)**

Code: 101449
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	1

Contact

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Use of Languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Deborah Jane Rolph Rolph
Fiona Megan Kelso

Prerequisites

On starting this course students should be able to:

Understand a range of specialised texts with a certain level of complexity from a wide range of areas (CEFR-FTI C1.3.)

Produce written texts of different types with a certain level of complexity from a wide range of areas and different styles. (CEFR-FTI C1.1.)

Understand oral texts of different types from a wide range of areas and appreciate stylistic and geographical differences. (CEFR-FTI C1.3.)

Produce oral texts of different types with a certain level of complexity from a wide range of areas and different styles. (CEFR-FTI B2.4.)

Required level of language: English: Level C1.3 CEFR (European Framework of Reference for Languages)

Objectives and Contextualisation

The main objective of this subject is to give students basic knowledge of the language B culture necessary to enable them to translate and interpret texts.

On completing this course students should be able to:

Demonstrate that they have knowledge of different cultural aspects of language B. Apply this knowledge for interpreting cultural references related to language B.

Competences

- Applying cultural knowledge in order to interpret.
- Applying cultural knowledge in order to translate.
- Working in a multicultural context.

Learning Outcomes

1. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate.
2. Implementing strategies to acquire cultural knowledge in order to interpret: Implementing strategies to acquire cultural knowledge in order to interpret.
3. Implementing strategies to acquire cultural knowledge in order to translate: Implementing strategies to acquire cultural knowledge in order to translate.
4. Incorporating cultural knowledge in order to solve interpretation problems: Incorporating cultural knowledge in order to solve interpretation problems.
5. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems.
6. Possessing cultural knowledge in order to interpret: Possessing cultural knowledge in order to interpret.
7. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.
8. Recognising the need to mobilise cultural knowledge in order to interpret: Identifying the need to mobilise cultural knowledge in order to interpret.
9. Working in a multicultural context: Effectively interceding between one's own culture and the foreign one.
10. Working in a multicultural context: Recognising several strategies in order to make contact with people from a different culture.
11. Working in a multicultural context: Recognising the cultural and social diversity as a human phenomenon.

Content

Translation competence is composed of different sub-competences. In order to be a good translator it is not enough just to have a good knowledge of the source and the target language (communicative competence), but also to have a good knowledge of the cultural references that are underlying in the working languages (inter-cultural competence).

This competence is made up of knowledge about the patterns of communication and behaviour, stereotypes and lifestyle norms, on the one hand, and specific knowledge of the cultural reality of the UK and the USA, on the other. It therefore includes historical and geographical denominations, names, social structures, institutions and politics, among other things, as well as significant dates and places in each of these two areas. Students are expected to be able to recognise specific cultural markers in texts and carry out the corresponding interpretation of them in terms of meaning and connotation. Students are also expected to develop a critical capacity when faced with cultural and social stereotypes in a text (particularly in press articles, tourist texts, literary, political and historical texts, etc.).

1. Geographical, demographic, socio-political and organisational aspects of the USA.
2. Geographical, demographic, socio-political and organisational aspects of the United Kingdom.
3. Outstanding places and objects that are relevant to the national, social and cultural memory of each area.
4. Patterns of communication and behaviour, stereotypes and rules. Values, beliefs and attitudes.
5. Social conventions and rituals, Interpersonal relations. Body language.

Methodology

Teaching methodology

Broaden sociocultural competences in language B (English) and develop intercultural competences for translation and interpreting.

This subject includes theoretical and practical activities to resolve specific problems in the analysis of cultures for translation. All of the activities involved in this subject will be carried out on the basis of a number of different texts.

Formative activities:

- a) Consideration of the typical intercultural problems (B-A) involved in real texts, with the identification of the corresponding manifest or tacit cultural references:
- b) Systematisations of the foundations of linguistic mediation through expansion, reformulation or explication of the sociocultural content;
- c) Production of the genres specific to the university degree course (e.g. abstract, summary, working guide, oral presentation, text analysis, essay) on intercultural and traductological topics in language B.

Note:

The tasks based on real, current texts may be modified throughout the course either to include the most topical subjects or as a result of specific teaching and learning needs, detected through the continual assessment. The definitions and exact number of tasks will depend on the specific needs of the students, always in line with the number of hours stipulated for the type of activity.

You are advised to read and keep up to date with all course content and instructions which appear on the Campus Virtual (Moodle) for this subject.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral production exercises: the summary and oral analysis of a current text with reformulation or explication of sociocultural contents	13	0.52	2, 4, 8, 6
Carry out oral comprehension activities and tasks to identify manifest or tacit cultural references	13.5	0.54	2, 4, 8, 6, 9
Specific lectures and activities of reading comprehension and tasks to identify manifest or tacit cultural references	13	0.52	3, 1, 5, 7
Specific lectures and realization of written production activities making explicit sociocultural contents	13	0.52	3, 1, 5, 7
Type: Supervised			
Exercises of written production: reformulation or explication of the sociocultural contents of a written / oral/audivisual text	7.5	0.3	2, 3
Oral production exercises: reformulation or explication of the sociocultural contents of an oral / written text	7.5	0.3	2, 3
Type: Autonomous			
Preparation of specific genres of the university degree (ex. abstract, summary, work script, textual analysis, review) on topics of a (inter-) cultural and traductological nature	37.5	1.5	3, 1, 5, 7, 9, 10, 11

Assessment

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.

Review

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

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
Continuous assessment (UK): class/homework exercises	20	1.5	0.06	3, 1, 5, 6, 9, 10, 11
Continuous assessment (USA): class/homework exercises	20	1.5	0.06	3, 1, 5, 6, 9, 10, 11
Continuous assessment: Oral presentation on a topic related to the content	20	1.5	0.06	2, 4, 5, 8, 6, 7, 9, 10, 11

Final assessment (UK): Written exam analysis and content	20	2	0.08	3, 1, 5, 6, 9, 10, 11
Final assessment (USA): Written exam analysis and content	20	2	0.08	3, 1, 5, 6, 9, 10, 11

Bibliography

Dossiers for the subject on the Campus Virtual (Moodle):

Bibliography and other information for classwork/homework will be announced by the teacher on the Campus Virtual (Moodle)