

Catalan language for translators and interpreters 1

Code: 101281
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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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

Teachers

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Prerequisites

Understand and produce oral and written texts in Catalan, of a certain complexity, about general topics and from a wide range of areas and registers.

Objectives and Contextualisation

- The function of the course is to consolidate the grammar competence of the student in Catalan and to train him to produce non-specialized texts and to understand texts of a certain complexity in order to prepare him/her for the direct translation and the reverse translation.

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

- Demonstrate basic knowledge of grammar to translate and interpret.
- Produce non-specialized texts of various types, in a clear, well-structured way and with a style suitable for the reader to whom they are intended.
- Understand texts of a certain degree of complexity of various types.

Competences

- Producing written texts in language A in order to translate.
- 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. 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.
3. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informative needs in order to translate non-specialised texts in standard dialect.
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 non-specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
5. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand a diverse typology of written texts (narrative, descriptive, expository, argumentative and educational type texts) with a certain degree of complexity.
6. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of non-specialised written texts that are appropriate to their context and possess linguistic correctness.
7. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the necessary (digital and analogue) documentation sources in order to understand and produce a diverse typology of non-specialised written texts and with a certain degree of complexity.

Content

- Basic linguistic notions for the study of the Catalan language.
- Use of relevant consultation tools for the autonomous study of the Catalan language.
- Orthotypographic, morphosyntactic and lexical knowledge to translate and interpret.
- Strategies and techniques for the production of non-specialized texts of various types (narrative, descriptive, expository, argumentative and instructive).
- Strategies and techniques for comprehending texts with a certain degree of complexity of various types (narrative, descriptive, expository, argumentative and instructive).

Methodology

1. Theoretical explanations

Exposition and discussion of grammatical and textual problems from the normative point of view.

2. Directed work

The teacher's lessons are accompanied by practical exercises to reinforce the theoretical explanations and develop the planned competencies and skills. The student will also have to solve problems (text correction). These activities will be corrected and discussed in the classroom.

3. Supervised work

The student must do individually or in groups several tasks of producing written texts.

4. Autonomous work

The student prepares the directed and supervised activities by doing exercises, consulting documentary sources and reading the texts proposed by the teaching staff.

5. Diagnostic tests are also performed to assess the learning process.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Correction and comment of exercises	30	1.2	1, 5, 4, 2, 3, 7, 6
Diagnostic tests	5.5	0.22	1, 5, 4, 2, 3, 7, 6
Lectures	40	1.6	1, 5, 4, 2, 3, 7, 6
Text production	3	0.12	1, 4, 3, 7, 6
Type: Supervised			
Exercises of reading comprehension and text production of diverse typology	22.5	0.9	1, 5, 4, 2, 3, 7, 6
Type: Autonomous			
Looking up documentation sources	10	0.4	1, 5, 4, 2, 3, 7, 6
Preparation for tests	35	1.4	1, 5, 4, 2, 3, 7, 6
Reading of a short text of diverse typology	2.5	0.1	1, 5, 2, 3, 7
Reading of complex texts of diverse typology (two or three books)	30	1.2	1, 5, 2, 3, 7
Solving exercises and problems	35	1.4	1, 5, 4, 2, 3, 7, 6

Assessment

The tasks and projects that the student carries out during the course allow to evaluate the coordinated application of diverse competences. Apart from a series of spelling tests (10%), the following activities are part of the assessment: an essay produced in the classroom on some aspect of a compulsory reading previously done (10%), a formal text of diverse typology (10%), and a writing produced in the classroom on a subject proposed by the educational team (20%). Commenting on a short text of various types is of strictly diagnostic value. The assessment of grammar skills is done by means of two tests (20% + 30%).

If the teacher deems it appropriate, he / she can suggest that the students make an editorial report as a voluntary activity. This activity will be used to clarify the student's grade, as long as they have passed the course.

In the exercises of textual production the grammatical and orthotypographic correction, the richness and the precision of the vocabulary and the expressive resources, the suitable application of cultural knowledge, the use of the professional tools that the student has available are especially valued. (dictionaries, grammars, orthotypography manuals, encyclopedias), the coherence of the discourse and its adaptation to the typology and the situation posed. In activities that involve a prior reading, the ability to analyze and understand is also specifically assessed.

Assessment activities submitted after the deadline will not be accepted.

The information on the evaluation, the type of evaluation activity and its weight on the course is for information purposes. The teacher responsible for the subject will specify it at the beginning of teaching.

Revision

At the time of handing in the final grade prior to the minutes, the teacher will communicate in writing a date and time of review. The review of the various assessment activities will be agreed between the teacher and the student.

Recovery

Students who have taken part in activities whose weight is equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted average grade of 3.5 or more will be able to access the recovery. .

At the time of delivering the final grade prior to the course report, the teacher will communicate in writing the recovery procedure. The teacher can propose a recovery activity for each activity failed or not presented or can group several activities into one.

Consideration of "non assessable"

A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject.

Irregularities in assessment activities

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final grade of the subject will be 0.

Assessment activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from recovery.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercises of reading comprehension and text production of diverse typology	30%	3	0.12	1, 5, 4, 2, 3, 7, 6
Test of orthographic competence	10%	1	0.04	1, 4, 6
Test of sentence correction and of nominal and verbal morphology	20%	1.5	0.06	1, 5
Test of text correction and of pronominalization	30%	1.5	0.06	1, 3
Written text in group	10%	4.5	0.18	1, 5, 4, 2, 3, 7, 6

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