

Catalan language for translators and interpreters 2

Code: 101426
ECTS Credits: 6

| Degree | Type | Year | Semester |
|--------------------------------------|------|------|----------|
| 2500249 Translation and Interpreting | OB | 2 | 1 |

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

Jaume Solà Pujols

Prerequisites

The student must be able:

- to prove to have fundamental grammatical knowledge for translating and interpreting.
- to create unspecialized texts of varying typology, in a clear, well structured and reader-appropriate style.
- to understand texts of a certain degree of complexity and of varying typology.

Objectives and Contextualisation

The goal of this subject is to complete the students' grammatical competence in the A language, by enabling them to produce simple specialized texts, and to understand texts with problems of linguistic variation, so as to prepare them for direct and inverse translation.

Upon completing this subject the student must be able:

- to prove to have acquired advanced grammatical knowledge for translating and interpreting.
- to produce simple specialized texts of varying typology, in a clear, well structured and reader-appropriate style.
- to understand complex texts of varying typology, and with problems of linguistic variation.

Competences

- Applying cultural knowledge in order to translate.
- 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 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. Formulating the appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
4. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge for the understanding of a diverse typology of complex written texts with linguistic variation problems.
5. 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).
6. 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).
7. 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.
8. 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

- Consolidating morphosyntactical and lexical knowledge for translating and interpreting.
- Introduction to problems of linguistic variation and style for translating and interpreting.
- Consolidating strategies and techniques for producing simple specialized texts of varying typology.
- Consolidating strategies and techniques for understanding complex texts of varying typology.

Methodology

The tasks in this subject are distributed in the following way:

- 30% of directed tasks:

They correspond to class tasks:

- Introduction to grammatical and textual topics
- Practical exercises
- Directions for supervised work

- 15% of supervised work

Supervised work is intended as that being autonomous but subject to the professor's control.

- Production of texts of varying typologies
- Field work on grammatical problems

- 50% of autonomous tasks.
- Keeping up with classes
- Exercises
- Studying for exams
- Looking for bibliography
- Enlarging knowledge
- 5% evaluation activities
- written exam
- Control of evaluated tasks

Activities

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|-------------------|
| Type: Directed | | | |
| Indications , control y evaluation for supervised activities | 23 | 0.92 | 1 |
| Interactive teaching | 3 | 0.12 | 1, 7, 2, 4 |
| Realization and comentary of exercises in writing tecniques | 23 | 0.92 | 1, 7, 6, 2, 4 |
| Realization and commetary of exercices in grammatical problems | 6 | 0.24 | 1, 6, 4, 8 |
| Type: Supervised | | | |
| Field work | 17 | 0.68 | 1, 6, 3, 8 |
| Writing and text exercises | 10.5 | 0.42 | 7, 2, 3, 4, 8 |
| Type: Autonomous | | | |
| Estudy to prepare the class | 25 | 1 | 1, 6, 3, 8 |
| Preparation for the written exam | 25 | 1 | 1, 7, 2, 3, 4 |
| Search of documentation | 5 | 0.2 | 3 |
| Widening knowledge | 5 | 0.2 | 3 |

Assessment

This information on evaluation, evaluation tasks and their relative weigh is only orientative. It will be specified by the professor at the beginning of the course.

When communicating the provisory final grade, the professor shall inform about the time and place of revision.

Second chance examination is granted to students that have realized 66,6% of evaluation tasks, and that have obtaind a grade of 3,5 or more.

When informing the students of their failing grade, the professor must communicate in writing the procedure of the second chance evaluation. The professor may assign an activity for each failed or undelivered task, or may group several tasks into a single reevaluation activity.

A "non-evaluable" grade will be assigned when the student's submitted evaluation tasks do not reach one fourth of the total evaluation tasks.

In case of irregularities (plagiarism, cheating, supplantation of identity, etc.) in an evaluation task, the grade for this task will be 0. In case these irregularities occur in various evaluation tasks, the final grade will be 0.

Second chance evaluation is excluded for evaluation tasks where irregularities have occurred.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---------------------------------|-----------|-------|------|------------------------|
| 2 essays and 1 text elaboration | 30% | 2 | 0.08 | 1, 7, 5, 2, 3, 4 |
| Field work | 30% | 2.5 | 0.1 | 1, 7, 5, 2, 3, 4 |
| Final exam | 40% | 3 | 0.12 | 1, 7, 6, 5, 2, 3, 4, 8 |

Bibliography

The bibliography is divided into the following sections:

a) Descriptive and theoretical grammar

The following bibliography is at the basis for the grammatical theory and description used throughout this course. It is conceived for occasional (not systematic) consultation by the student. The most complete descriptive reference is Solà (2008).

Bosque, Ignacio (1989) *Las categorías gramaticales*. Madrid: Síntesis.

Hernanz, M. Lluïsa; Brucart, José M. (1987) *La sintaxis. (1) Principios teóricos. La oración simple*. Barcelona: Crítica.

Ramos, Joan Rafael (1990) *Introducció a la sintaxi. Anàlisi categorial i funcional de l'oració simple*. València: Tàndem Edicions.

Solà, Joan (coord.) (2008) ***Gramàtica del català contemporani***. Barcelona: Empúries [1a ed.: 2002].

Vilà Pijoan, Carme (1990) *Sintaxi bàsica del català*. Barcelona: Barcanova.

b) Description and norm

The bibliography in this section has a non merely descriptive orientation: it resorts to description as a basis for discussing the norm and characterizing an oral and written standard. It addresses aspects that are developed along the course: tensions between norm, standard and usage.

Fabra, Pompeu (1918) *Gramàtica catalana*. Barcelona: Aiguà: 1981.

<https://publicacions.iec.cat/repository/pdf/00000044%5C00000005.pdf>

Ferrater, Gabriel (1981) *Sobre el llenguatge*. Barcelona: Quaderns Crema.

Solà, Joan. (1972) *Estudis de sintaxi catalana*. Barcelona: Edicions 62.

Solà, Joan. (1987) *Qüestions controvertides de sintaxi catalana*. Barcelona: Edicions 62.

Solà, Joan. (1994) *Sintaxi normativa: estat de la qüestió*. Barcelona: Empúries.

c) Normative grammar

This bibliography constitutes the reference basis for clearly establishing the consensus norm, which is presupposed to be mastered by the student on the basis of the previous course *Llengua catalana per a traductors i intèrprets 1*. It must be emphasized, though, that this knowledge must always be complemented by habits of systematic consultation.

Badia i Margarit, Antoni M. (1962) *Gramàtica catalana*. Madrid: Gredos.

Badia i Margarit, Antoni M. (1994) *Gramàtica de la llengua catalana. Descriptiva, normativa, diatòpica i diastràtica*. Enciclopèdia Catalana.

Badia, Jordi; Brugarolas, Núria; Torné, Rafel; Fargas, Xavier (1997) *El llibre de la llengua catalana*. Barcelona: Castellnou Edicions.

Costa, Joan; Nogué, Neus (coord.) (2006) *Curs de correcció de textos orals i escrits: Pràctiques autocorrectives*. 3a ed. rev. [1a ed. 1998]. Vic: Eumo, Universitat de Vic.

Fabra, Pompeu (1956) *Gramàtica catalana*. Barcelona: Teide.

<http://ocpf.iec.cat/obres/34gramatica56.pdf>

Institut d'Estudis Catalans (2016) *Gramàtica de la llengua catalana*. Barcelona: Institut d'Estudis Catalans.

Summary of innovations:

https://www.iec.cat/Comunicacio_IEC/dossier_premsa_Gramatica.pdf

Institut d'Estudis Catalans. (2018). *Gramàtica essencial de la llengua catalana*. Barcelona: IEC.

<https://geiec.iec.cat/>

Mas, Marta; Vilagrasa, Albert (2012) *Gramàtica catalana de la A a la Z*. Barcelona: Publicacions de l'Abadia de Montserrat.

Mestres, J. M. et al. (2007) *Manual d'estil de la redacció i l'edició de textos*. 3a ed. act. i ampl. [1a ed. 1995]. Vic/Barcelona: EUMO/UB/UPF/Ass. RosaSensat.

<https://estil.llocs.iec.cat/>

Ruaix, Joan (2000) *Català complet / 2: Morfologia i sintaxi*. Reimpr. corregida [1a ed. 1998]. Moià: J. Ruaix