

**Literary and Editorial Translation B (German) - A**

Code: 105024  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	0

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: No  
Some groups entirely in Spanish: No

## Prerequisites

At the beginning of the course, the student will be able to:

- Demonstrate that he / she possesses knowledge about the methodological principles that govern translation, professional and instrumental aspects, and the contrastive problems of the linguistic combination.
- Apply these knowledge to solve translation problems of specialised scientific, technical, economic, administrative and legal genres .
- Integrate knowledge to form judgments on issues related to the translation of specialised scientific, technical, economic, administrative and legal genres.
- Articulate information, ideas, problems and solutions related to the translation of specialised scientific, technical, economic, administrative and legal genres.

## Objectives and Contextualisation

The aim of this course is to develop problem-solving skills when proofing translations and translating a range of editorial text genres. By the end of this course students should be able to:

Demonstrate knowledge and understanding of the methodological principles governing the translation of editorial texts, proofing translations, professional and instrumental aspects, and contrastive problems for this language combination.

Apply this knowledge to solving translation problems when translating a range of editorial text genres and proofing translations.

Combine different areas of knowledge when taking decisions about questions related to translating editorial texts and proofing translations.

Convey information, ideas, problems and solutions related to translating editorial texts and proofing translations.

Apply their skills so that they can work with greater autonomy in future specialised translation studies.

## Competences

- Applying cultural knowledge in order to translate.
- Applying topic-based knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- Understanding written texts in a foreign language in order to translate.
- Understanding written texts in language A in order to translate.
- Using documentation resources in order to translate.
- Using technological 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. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve literary translation problems.
3. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve non-literary editorial translation problems.
4. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the creation of a literary translation and carrying out the assigned tasks.
5. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the creation of a non-literary editorial translation and carrying out the assigned tasks.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of literary texts.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-literary editorial texts.
8. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of literary translator.
9. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of non-literary editorial translator.
10. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate literary texts.
11. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate non-literary editorial texts.
12. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate literary texts.
13. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate non-literary editorial texts.
14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce literary written texts with specific communicative purposes.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-literary texts from the publishing business with specific communicative purposes.
16. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend literary texts.
17. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend non-literary editorial texts.
18. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate literary texts.

19. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate non-literary editorial texts.
20. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve literary translation problems.
21. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate literary texts.
22. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate non-literary editorial texts.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing literary written texts that are appropriate to their context and possess linguistic correctness.
24. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-literary editorial texts that are appropriate to their context and possess linguistic correctness.
25. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know the different types of literary translation problems and errors.
26. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know the different types of problems and errors of non-literary editorial translation.
27. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the labour market of literary translation.
28. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the labour market of non-literary editorial translation.
29. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies needed to solve literary translation problems.
30. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies needed to solve problems of non-literary editorial translation.
31. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve literary translation problems.
32. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve non-literary editorial translation problems.

## **Content**

The employment field in the publishing sector: conditions, types of jobs, sectorial associations, etc.

Revision of translations as a professional assignment for the translator.

Resolution of problems of translation of literary texts, humanistic texts and texts aimed at a non-specialist readership, academic texts, travel guides, etc.

Use of the technological tools and sources of specific documentation for editorial translation.

Use of dictionaries, glossaries, specialised databases and parallel texts appropriate to editorial translation.

## **Methodology**

An active methodology is used, including activities of various types. The instruments of the Virtual Campus of the UAB are used and / or any other virtual environment for teaching and learning.

Possible methodologies:

-Carrying out translation tasks

-Carrying out translation projects

- Resolution of exercises
- Presentations of individual / group work
- Discussions (face to face or in forums)
- Cooperative learning techniques

The didactic activities are organized in three categories, according to the degree of autonomy required of the student:

- Guided activities according to a set time schedule and requiring a teacher's face-to-face direction.
- Supervised activities requiring more or less sporadic supervision by a teacher.
- Autonomous activities in which the student is required to organize his / her time and effort autonomously (individually or in groups).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Realization of translation activities	30	1.2	1
Type: Supervised			
Preparation of translations and other works	57	2.28	1, 3, 2, 19, 18, 17, 16, 14, 15, 7, 6, 28, 27, 26, 25, 30, 29, 9, 8, 13, 12, 11, 10, 20, 24, 23, 5, 22, 21, 32, 31
Type: Autonomous			
Knowledge ampliation	30	1.2	22, 21

## Assessment

Continuous assessment is used.

Possible assessment activities:

Execution of real or simulated translation tasks, or tasks related to relevant aspects of translation.

Completion of translation projects.

Reports / forums about translations or tasks related to relevant aspects of translation.

Newspapers / files / reflective reports on the learning process or on the process of preparing translations.

Student's folder.

The above information on assessment, the type of assessment activities and their weighting in the subject is for guidance purposes only. Full information will be given at the beginning of the course by the teacher responsible for the subject.

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written

notification of the date and time for reviewing assessment activities. The review of the various assessment activities must be agreed between the teacher and the student.

#### Missed or failed assessment activities

Students who have participated in the subject 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. Class participation assessment is excluded from this mechanism.

When publishing the final grades prior to entering them on the students' transcripts, the teacher will notify students in writing of the retake/compensation procedure. The teacher may set a single retake activity for each missed or failed activity, or a single retake activity to cover a number of missed or failed assessment activities .

In the event of a student's assessment activities accounting for only 25% or less of the subject's final grade, their work will be recorded on their transcript as "not assessable" .

#### Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, identity theft, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the event 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
Other exercises	20%	15	0.6	17, 16, 28, 27, 13, 12, 22, 21
Proof of execution of translation tasks	40%	3	0.12	1, 3, 16, 12, 11, 10, 20
Realization of translation projects	40%	15	0.6	1, 3, 2, 19, 18, 17, 16, 14, 15, 7, 6, 28, 27, 26, 25, 30, 29, 9, 8, 13, 12, 11, 10, 20, 24, 23, 5, 4, 22, 21, 32, 31

### Bibliography

It will be provided by each teacher as the syllabus develops.