

Translation

Code: 100214
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	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: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

Students are expected to have a level of English equivalent to a C2 of the Common European Framework of Reference for Languages (CEFR), meaning they should be able to understand complex texts and recognize implicit meaning. They are also expected to be able to express themselves fluently and to use English adequately in diverse social, academic and professional situations.

INFORMATION FOR INTERNATIONAL STUDENTS

This is a translation course (English & Spanish /Catalan). Only those students with an excellent command of Spanish or Catalan (preferably both) can take it. All those interested should contact the teacher before enrolling.

Objectives and Contextualisation

Students will be faced with a variety of texts in order to ensure that different lexical areas and grammatical problems are covered. Differences in genres and audiences will also be covered. To this aim, we will analyze several genres that can range from literary translation to audiovisual or technical translation. Classroom methodology will be based on individual and group work and special attention will be placed on the analysis of texts in order to identify problematic areas.

Competences

English Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Generate innovative and competitive proposals in research and professional activities.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Using the acquired knowledge in order to solve problems related to any professional activity in the field of the English language, specially to the teaching.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

Learning Outcomes

1. Applying the acquired knowledge about intercultural communication to professional contexts where several languages come into contact.
2. Applying the acquired methodologies of work planning to work in an environment in the English language.
3. Applying the acquired scientific and work planning methodologies to the research in English.
4. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
5. Carrying out (direct and back translation) between English and Catalan/Spanish, paying attention both to the form and function of the text.
6. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
7. Demonstrate sound knowledge of the topics within the study of Linguistics.
8. Drawing up texts in English that are correct and appropriate to a variety of relatively specialised topics in academic and professional contexts.
9. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
10. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
11. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
12. Produce new professional initiatives.
13. Understanding and reflecting on relatively specialised authentic texts in English in various academic and professional fields.
14. Understanding relatively specialised authentic audio material in English about topics in several academic and professional fields.

Content

UNIT 1. Introduction to translation: Translation as a product and as a process

UNIT 2. The translation of specific linguistic aspects

UNIT 3. The translation of specific registers

UNIT 4. The translation of cultural concepts

In this subject, gender perspective will be taken into account in the following aspects:

- 1) Making students aware of the sexist uses of language, and provide non-sexist alternatives.
- 2) Not allowing a sexist use of language in the students' oral and written contributions.

- 3) Guaranteeing in the classroom an atmosphere respectful with the diversity and plurality of ideas, people and politics.
- 4) Avoiding gender stereotypes in examples.
- 5) Including gender-related material in the following units: morphology and lexicon.
- 6) Including texts about gender in the compulsory readings.
- 7) Writing, in the references, the full names of authors, instead of only the initial.

Methodology

The teaching methodology is based on:

- Directed (33% - 2 cr)
- Supervised (17% - 1 cr)
- Autonomous (33% - 2 cr)
- Assessment (17% - 1 cr)

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical Lessons	20	0.8	2
Theoretical Lessons	30	1.2	3, 12
Type: Supervised			
Translation activities	25	1	1
Type: Autonomous			
Oral presentation (preparation)	20	0.8	4, 11
Readings	30	1.2	4, 11

Assessment

The final grade will be calculated as follows:

- Problem-based assignment 1: 15%
- Problem-based assignment 2: 15%
- Problem-based assignment 3: 15%
- Problem-based assignment 4: 15%
- Oral presentation: 20%
- Homework, in-class activities and progression: 20%

Important issues

- 1) All activities are COMPULSORY.
- 2) The minimum grade required to form average is 4.
- 3) The handing in of 30% of items excludes the possibility of obtaining a No avaluable as a final grade of the course.
- 4) The level of English will be taken into account when correcting exams and in the final assessment.
- 5) In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Reassessment

Re-assessment for this subject requires a content-synthesis test, for which the following conditions are applicable:

- The student must previously have obtained an average overall grade equal to or higher than 3.5.
- The student must previously have passed 60% of the subject's assessment requirements.
- The maximum grade than can be obtained through re-assessment is 6.

Evaluation Activities Excluded from Reassessment

The following activities are not eligible for reassessment: homework and in-class activities, and oral presentation. Activities in which there has been some irregularity will also be excluded from reassessment.

NOTA BENE

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Homework, in-class activities and progression	20 %	5	0.2	10, 13, 9, 6, 5, 8
Oral presentation	20 %	4	0.16	3, 4, 13, 6, 11
Problem-based assignment 1	15%	4	0.16	2, 3, 1, 7, 10, 13, 14, 6, 12, 11
Problem-based assignment 2	15%	4	0.16	2, 3, 1, 7, 10, 13, 14, 6, 12, 11
Problem-based assignment 3	15%	4	0.16	2, 3, 1, 4, 7, 10, 13, 14, 6, 12
Problem-based assignment 4	15%	4	0.16	2, 3, 4, 7, 10, 13, 14, 9, 6, 12

Bibliography

Books about translation

Ainaud, Jordi, Espunya, Anna & Pujol, Didac (2003): *Manual de traducció anglès-català*. EumoEditorial:Barcelona.

Beeby, Allyson (1996). *Teaching Translation from Spanish to English: Worlds beyond Words*. Universtiy of Ottawa Press.

Haywood, Louise M. et al. (2008). *Thinking Spanish Translation*. London: Routledge.

Monolingual English dictionaris

Collins Cobuild Dictionary. 1987. London: Collins.

Webster's New English Dictionary. 1972. New York: Simon and Schuster.

Monolingual Spanish/Catalan dictionaries

María Moliner - *Diccionario de Uso del Español*. 1987. Madrid: Gredos.

Manuel Seco - *Diccionario de Dudas y Dificultades de la Lengua Española*. 1998. Madrid: Espasa Calpe.

Diccionario de la Real Academia Española. 1992. Madrid: Espasa Calpe.

Diccionari de la Llengua Catalana. Segona edició, DIEC2. Institut d'Estudis Catalans. <http://dlc.iec.cat/>

Bilingual dictionaries

Collins Spanish-English, English-Spanish. 2000. Barcelona : Grijalbo; Glasgow : HarperCollins.

Collins Electronic Dictionary - Bilingual Dictionary. 2002. Paris : Softissimo.

The Oxford Spanish Dictionary: Spanish-English, English-Spanish by Beatriz Galimberti Jarman, Roy Russell, Nicholas Rollin, Carol Styles Carvajal. 2008. Oxford UniversityPress.

Specific references for each unit will be provided throughout the semester.

Software

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