

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

Jaume Solà
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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 oral texts in language A in order to interpret.
- 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. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the essential information of clear verbal texts about personal and general topics.
4. 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.
5. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informative needs in order to translate non-specialised texts in standard dialect.
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 non-specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to produce clear verbal texts about personal and general topics.
8. 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.
9. 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.
10. 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.

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			
Correction and comment of exercises	30	1.2	1, 8, 6, 4, 5, 10, 9
Diagnostic tests	5.5	0.22	1, 8, 6, 4, 5, 10, 9
Lectures	40	1.6	1, 8, 6, 4, 5, 10, 9
Text production	3	0.12	1, 6, 5, 10, 9
Type: Supervised			
Exercises of reading comprehension and text production of diverse typology	22.5	0.9	1, 8, 6, 4, 5, 10, 9
Type: Autonomous			
Looking up documentation sources	10	0.4	1, 8, 6, 4, 5, 10, 9
Preparation for tests	35	1.4	1, 8, 6, 4, 5, 10, 9
Reading of a short text of diverse typology	2.5	0.1	1, 8, 4, 5, 10
Reading of complex texts of diverse typology (two or three books)	30	1.2	1, 8, 4, 5, 10
Solving exercises and problems	35	1.4	1, 8, 6, 4, 5, 10, 9

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.

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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. 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, 8, 6, 4, 5, 10, 9
Test of orthographic competence	10%	1	0.04	1, 6, 9
Test of sentence correction and of nominal and verbal morphology	20%	1.5	0.06	2, 1, 8, 7, 4, 3
Test of text correction and of pronominalization	30%	1.5	0.06	1, 5
Written text in group	10%	4.5	0.18	1, 8, 6, 4, 5, 10, 9

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Software

Campus virtual; projections