

Translation A-A

Code: 101285
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	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

Teachers

Maria Fradera Barceló

Prerequisites

This course is designed for students with Catalan and Spanish as first languages and who should be able to produce clear, well-structured and grammatically correct written and spoken Catalan and Spanish.

Note for exchange students. Spanish and Catalan and equivalent native/near-native levels are required in both languages, so as a general rule this course is not suitable for exchange students. However, exceptional cases will be considered - if you think this applies, then contact the course coordinator.

Objectives and Contextualisation

The aim of this subject is to mark out the specificities and expressive resources in Catalan and Spanish.

At the end of the course, students should be able to:

- Show knowledge of the peculiarities and expressive resources in both languages.
- Apply this knowledge to translating different text types reflecting different degrees of complexity from Catalan into Spanish and from Spanish into Catalan, as well as applying the appropriate translation strategies

Competences

- Mastering the main methodological principles of translation.
- Producing written texts in a foreign language in order to translate.
- 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).
- Solving translation problems of non-specialised texts.
- 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.

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 the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems of non-specialised texts.
3. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts of several fields.
4. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
5. Identifying the specific translation problems of non-specialised texts: Identifying the specific translation problems of non-specialised texts of different fields.
6. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
7. Identifying the translation as an act of communication that is addressed to a recipient: Identifying the translation as an act of communication that is addressed to a recipient.
8. Producing written texts from different fields and with specific communicative purposes: Producing non-specialised written texts from different fields and with specific communicative purposes.
9. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts that are appropriate to their context and possess linguistic correctness.
10. Solving interferences between the working languages: Solving interferences between the working languages.

Content

Solving contrasting difficulties: differences in lexical, morphosyntactic and textual conventions of w

Solving problems of translation of genres not specialized in standard language of different types: n

Solving translation problems derived from the textual tone (vulgar, informal, formal, solemn, etc.).

Solving translation problems derived from textual mode (written to be read aloud, written to be said

Solving translation problems derived from the style of the text (clear/obscure, concise / pompous, r

Solving basic translation problems derived from the thematic field.

Use of relevant query tools for the translation of non-specialized texts.

The contents of the subject will be worked out in class, through Teams program or moodle classroom.

At the same time, theoretical contents will be presented referring to the interferences between the two languages.
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Differences in the use of articles, nouns, adjectives, verbal divergences, pronouns. Lexicon Register.

Methodology

Translation A-A is structured in a theoretical part and a practical part. The theoretical part includes a quantity of time and dedication that is much lesser than the practical, although it is essential to correctly develop translational practice. One part of the course will be devoted to the theoretical contents and another part will be reserved for translation practices, during which the possible translation "models" will be derived from the work of the students, the comment and the correction of the translations students will have prepared previously; we will also benefit from existing models, of prestigious translations which, of course, will be considered as a potential solution.

Observations

1. The fulfillment of the program will depend on the pace of work and the needs of the group.
2. The learning contents - and, consequently, the assessment - may change over the course of the

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			
Master Lesson	15	0.6	6, 5, 7
Performing translation activities	30.5	1.22	1, 2, 3, 6, 5, 7, 9, 8, 10, 4
Solving exercises	7	0.28	1, 3, 9, 8, 10, 4
Type: Supervised			
Reading	15	0.6	1, 3
Type: Autonomous			
Documentation	10	0.4	2
Increasing Knowledge	5	0.2	6, 7
Preparation of exercises	10	0.4	1, 3, 5, 9, 8, 10, 4
Preparation of translations and papers	50	2	1, 2, 3, 5, 9, 8, 10, 4

Assessment

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

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.

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

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.

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 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
Language and Translation Exercises (Catalan-Spanish)	20%	1.75	0.07	1, 2, 3, 6, 5, 7, 9, 8, 10, 4
Language and translation Exercises (Spanish-Catalan)	20%	1.75	0.07	1, 2, 3, 6, 5, 7, 9, 8, 10, 4
Translation of a text (Catalan-Spanish)	30%	2	0.08	1, 2, 3, 6, 5, 7, 9, 8, 10, 4
Translation of a text (Spanish-Catalan)	30%	2	0.08	1, 3, 6, 5, 7, 9, 8, 10, 4

Bibliography

Monolingual Dictionaries

Catalan

aa.dd. *Diccionari de la llengua catalana*. 4a ed. Barcelona: Enciclopèdia Catalana, 1998.

Alcover, Antoni M.; Moll, Francesc de B. *Diccionari català-valencià-balear*. Palma de Mallorca: Moll, 1988.

Coromines, Joan. *Diccionari etimològic i complementari de la llengua catalana*. Barcelona: Curial, 1980.

Espinal i Farré, M. Teresa. *Diccionari de sinònims de frases fetes*. Bellaterra: Universitat Autònoma de Barcelona: Barcelona: Publicacions de l'Abadia de Montserrat: València: Universitat de València, 2004.

Franquesa, Manuel. *Diccionari de sinònims*. 6a ed. Barcelona: Pòrtic, 1991.

Institut d'Estudis Catalans. *Diccionari de la llengua catalana*. Barcelona: 1995.

Pey, Santiago. *Diccionari de sinònims i antònims*. 9a ed. Barcelona Teide, 1986.

Raspall, Joana; Martí, Joan. *Diccionari de locucions i frases fetes*. Barcelona: Edicions 62, 1984.

Xuriguera, Joan Baptista. *Els verbs catalans conjugats*. 4a ed. Barcelona: Claret, 1977.

Spanish

aa.dd. *Diccionario de sinónimos, ideas afines y contrarios*. 12a ed. Barcelona: Teide, 1986.

Casares, Julio. *Diccionario ideológico de la lengua española*. 2a ed., 17a reimpr. Barcelona: Gustavo Gili, 1990.

Corominas, Joan; Pascual, José A. *Diccionario crítico etimológico castellano e hispánico*. Madrid: Gredos, 1983.

Moliner, María. *Diccionario de uso del español*. 19a reimpr. Madrid: Gredos, 1994.

Real Academia Española. *Diccionario de la lengua española*. 21a ed. Madrid: Espasa Calpe, 1992.

Seco, Manuel; Andrés, Olimpia; Ramos, Gabino. *Diccionario del español actual*. Madrid: Aguilar, 1999.

Varela, Fernando; Kubarta, Hugo. *Diccionario fraseológico del español moderno*. Madrid: Gredos, 1994.

Xuriguera, J.B. *Los verbos conjugados*. Barcelona: Claret, 1991.

Bilingual Dictionaries

Abril Español, Joan. *Diccionari de frases fetes català-castellà / castellà-català*. Barcelona: Edicions 62, 1996.

Ballbastre i Ferrer, Josep. *Nou recull de modismes i frases fetes català-castellà / castellà-català*. 3a ed. Barcelona: Pòrtic, 1982.

Moll, Francesc de B. *Diccionari català-castellà / castellà-català*. 7a ed. Palma de Mallorca: Moll, 1989.

Parés i Puntas, Anna. *Diccionari de refranys català-castellà / castellà-català*. Barcelona: Edicions 62, 1997.

Pascual, Vicent. *Diccionari Gregal valencià-castellà / castellà-valencià*. València: Gregal, 1987.

Torras, Ignasi. *Diccionari manual castellà-català*. Barcelona: Edicions 62

Basic Bibliography

Jordana, C.A. *El català i el castellà comparats*. Barcelona: Barcino, 1968.

Lacreu, Josep. *Manual d'ús de l'estàndard oral*. 2a ed. València: Universitat de València, 1992.

Ruaix i Vinyet, Josep. *Nou Diccionari auxiliar*. Barcelona: Claret, 2011.

Ruaix i Vinyet, Josep. *Observacions crítiques i pràctiques sobre el català d'avui*. Moià: J. Ruaix, 1994, vol. I. [Specially chaptr. I, "Interferència del castellà", p. 9-77.]

Complementary Bibliography

Payrató, Lluís. *La interferència lingüística. Comentaris i exemples català-castellà*. Barcelona: Curial-Publicacions de l'Abadia de Montserrat, 1985.

Rodríguez-Vida, Susana. *Catalán-castellano frente a frente*. Barcelona: Inforbook's, 1997.

Soler i Janer, Josep M. *Gràcia i desgràcia de les traduccions literals*. Barcelona: Claret, 1977.

Torrent, Anna M. *La llengua de la publicitat*. Barcelona: Publicacions de l'Abadia de Montserrat, 1999.

i Margarit, Antoni M. "Notes sobre el castellà parlat per catalans". *Llengua i cultura als Països Catalans*. Barcelona: Edicions 62, 1980, p. 145-153.

Coromina, Eusebi. *El 9 Nou / El 9 TV. Manual de redacció i estil*. Vic: Premsa d'Osina, 2008.

Coromines, Joan. *Lleures i converses d'un filòleg*. Barcelona: Club editor, 1983.

Fabra, Pompeu. *Converses filològiques*. Barcelona: Edhasa, 1983 i 1984.

Fabra, Pompeu. *Gramàtica de la llengua catalana*. Barcelona: Aqua, 1982.

Jané, Albert. *Aclariments lingüístics*. Barcelona: Barcino, 1973, 3 vols.

Jané, Albert. *El llenguatge. Problemes i aspectes d'avui*. Barcelona: Edhasa, 1977-80. 4 vols.

Mestres, Josep M.; Costa, Joan; Oliva, Mireia; Fité, Ricard. *Manual d'estil. La redacció i l'edició de textos*. Barcelona: Eumo, 1995.

Ortega, Rudolf. *Tinc un dubte. El petit llibre del català correcte*. Barcelona: La Magrana, 2008.

Sola, Joan; Rigau, Gemma [et al.]. *Gramàtica del català contemporani*. Barcelona: Empúries, 2002.

Solà, Joan. *Parlem-ne. Converses lingüístiques*. Barcelona: Proa, 1998.

Televisió de catalunya. *Criteris lingüístics sobre traducció i doblatge*. Barcelona: Edicions 62, 1997.

aa.dd. *Diccionario de las lenguas de España*. Madrid: Ediciones Generales Anaya, 1985.
[Specially, "Apéndice", p. 633-657.]

Alarcos Llorach, Emilio. *Gramática de la lengua española*. Madrid: Espasa Calpe, 1994.

Bosque, Ignacio; Demonte, Violeta (dirs.). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe, 1999.

Gómez Torrego, Leonardo. *Manual del español correcto*. Madrid: Arco/Libros, 1989.

Martínez de Sousa, José. *Dudas y errores del lenguaje*. 4a ed. Madrid: Paraninfo, 1987.

Seco, Manuel. *Diccionario de dudas y dificultades de la lengua española*. 9a ed. Madrid: Espasa-Calpe, 1986.

Online resources

Castellano

1. Diccionario de la Real Academia Española 22a edición (2012). <http://www.rae.es/rae.html>

Includes:

Diccionario panhispánico de dudas. <http://www.rae.es/recursos/diccionarios/dpd>

2. Fundación del español urgente. <http://www.fundeu.es/>

Buscador de dudas

Incluye glosarios

3. Manual de español urgente.

http://www.parlament.cat/portal/pls/portal/documentnom?p_nom=Manual_de_Espanol_Urgente_Sobre_lexico.pdf

4. Manual de estilo El País. <http://blogs.elpais.com/files/manual-de-estilo-de-el-pa%C3%ADs.pdf>

5. Manual de Estilo de RTVE. <http://manualdeestilo.rtve.es/>
6. El refranario. <http://www.refranario.com/>
7. CVC El refranero multilingüe. <http://cvc.cervantes.es/lengua/refranero/>
8. Enciclopedia Espasa. <http://espasa.planetasaber.com/default.asp?1441477996>

Catalan

1. [Optimot \(http://aplicacions.llengua.gencat.cat/llc/AppJava/index.html\)](http://aplicacions.llengua.gencat.cat/llc/AppJava/index.html)

Cercador que beu de diverses fonts:

Diccionari de la llengua catalana de l'Institut d'Estudis Catalans (2a edició) (<http://dlc.iec.cat/>)

- És el diccionari normatiu de la llengua catalana.
- **Diccionari català-castellà i Diccionari castellà-català** (4a edició) d'Enciclopèdia Catalana
Són dos diccionaris bilingües, català-castellà i castellà-català, que inclouen lèxic general, fraseologia i noms propis.
- Fitxes de l'Optimot
Són fitxes que expliquen de manera didàctica i breu continguts lingüístics (d'ortografia, sintaxi, morfologia, lèxic...) i altres aspectes significatius de la llengua (fraseologia, refranys, toponímia...). L'objectiu d'aquestes fitxes és resoldre dubtes lingüístics freqüents.
- Verbs conjugats de la **Gramàtica de la llengua catalana** de l'Institut d'Estudis Catalans (versió provisional)
Són els models de conjugació de la *Gramàtica de la llengua catalana* de l'Institut d'Estudis Catalans (versió provisional), amb les formes generals i les principals variants dialectals, i amb el desenvolupament complet dels temps simples i els compostos.
- Diccionaris terminològics del **TERMCAT**
Són els diccionaris elaborats pel Centre de Terminologia TERMCAT que recullen lèxic especialitzat de diferents àmbits del coneixement. Les fitxes que contenen termes normalitzats presenten el distintiu "**Neoloteca**". Les fitxes que contenen denominacions de l'aplicació informàtica Plats a la carta presenten el distintiu "**Plats a la carta**".
- Col·lecció "**Criteris Lingüístics**" de la Direcció General de Política Lingüística
Són monografies sobre aspectes convencionals de la llengua (majúscules, abreviacions...) i sobre qüestions d'estil (criteris de redacció i de traducció, llenguatge no sexista...): **Criteris de traducció de noms, denominacions i topònims**, **Criteris de traducció de textos normatius del castellà al català**, **Abreviacions**, **Majúscules i minúscules**
- **Nomenclàtor oficial de toponímia major de Catalunya** de la Comissió de Toponímia de Catalunya (2a edició)
És l'obra que recull els topònims oficials de Catalunya.
- **Nomenclàtor toponímic de la Catalunya del Nord** de l'Institut d'Estudis Catalans
És l'obra que recull la forma i la pronúncia catalanes dels topònims més significatius de la Catalunya del Nord.

2. **Gran diccionari de la llengua catalana** d'Enciclopèdia Catalana. Aquest diccionari compta amb informació etimològica, conjugació verbal i moltes entrades de mots tècnics i específics.

3. **Diccionari català-valencià-balear** (<http://dcvb.iecat.net/>) d'Antoni Maria Alcover i Francesc de Borja Moll. Diccionari descriptiu de la llengua catalana, que conté informació etimològica, dialectal i modismes.

4. **ÉsAdir**, portal lingüístic de la CCMA

5. Enciclopèdia catalana. <http://www.enciclopedia.cat/>

6. Lèxic Obert Flexionat <http://ca.oslin.org/>

Diccionari de topònims i gentilicis, Diccionari de manlleus, Diccionari de noms deverbals

7. Diccionari de sinònims de frases fetes

http://ddd.uab.cat/pub/llobres/2006/89642/Diccionari_sinonims_Espinal_a2006.pdf

Software

The exercises and translations to be evaluated will be delivered through the "task" option in Moodle.