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.

**Use of Languages**

Principal working language: **spanish (spa)**

Some groups entirely in English: **No**

Some groups entirely in Catalan: **No**

Some groups entirely in Spanish: **Yes**

**Contact**

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**Prerequisites**

Language requirements: English C1.2 (CEFR). Exchange students should contact the course coordinator regarding Spanish language level requirements.

At the beginning of the course students should be able to:

- Demonstrate their knowledge about different cultural aspects of English.
- Apply this knowledge to interpreting cultural references related to English.
- Combine different areas of knowledge when making decisions about cultural aspects of English.
- Convey information about cultural aspects of English.

**Objectives and Contextualisation**

The aim of this course is to develop problem-solving skills when proofing translations and translating a range of non-literary 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 non-literary 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 non-literary editorial text genres and proofing translations.
- Combine different areas of knowledge when taking decisions about questions related to translating non-literary editorial texts and proofing translations.
- Convey information, ideas, problems and solutions related to translating non-literary editorial texts and proofing translations.
- Apply their skills so that they can work with greater autonomy in future specialised translation studies.

**Competences**
• 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).
• 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.
• 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 non-literary editorial translation problems.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve 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 non-literary editorial translation and carrying out the assigned tasks.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-literary editorial texts.
6. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
8. 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.
9. 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.
10. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
11. 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.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend non-literary editorial texts.
13. 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.
14. Incorporating topic-based knowledge in order to solve translation problems: Incorporating topic-based knowledge in order to solve problems of non-literary editorial translation.
15. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate non-literary editorial texts.
16. 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.
17. Solving interferences between the working languages: Solving interferences between the working languages.
18. 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.
19. 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.
20. 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.

21. 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 publishing sector: conditions, types of work, associative sector, contracts, etc.
- Check-proofing as professional assignment.
- Resolution of translation difficulties in non-fiction books.
- Resolution of translation difficulties in press texts.
- Use of technological tools and specific documentation sources for non-literary editorial translation.
- Use of dictionaries, glossaries, specialized databases and relevant parallel texts for non-literary editorial translation.

Methodology

An active methodology with activities of various types is used. The instruments of the Virtual Campus of the UAB or any other visual teaching and learning environment are used.

Possible methodologies:

- Carrying out translation tasks
- Realization of translation projects
- Resolution of exercises
- Presentations of individual or group work
- Debates (in person or in forums)
- Cooperative learning techniques

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

- Directed activities: respond to a predetermined time schedule and require the classroom management of a teacher.
- Supervised activities: require more or less stringent supervision of a teacher.
- Autonomous activities: the student organizes time and effort autonomously (individually or in groups).

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: Directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving exercises</td>
<td>10</td>
<td>0.4</td>
<td>1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21</td>
</tr>
<tr>
<td>Translation related activities</td>
<td>32.5</td>
<td>1.3</td>
<td>1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21</td>
</tr>
<tr>
<td>Type: Supervised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debates and activities on relevant aspects of</td>
<td>5</td>
<td>0.2</td>
<td>19, 18, 20, 7</td>
</tr>
</tbody>
</table>
Assessment

Assessment is continuous. Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

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.

In case of retaking, maximum grade will be 5 (Pass).

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities related to non-literary translation</td>
<td>20</td>
<td>1.5</td>
<td>0.06</td>
<td>1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21</td>
</tr>
</tbody>
</table>
Exercises and assignments on relevant aspects of non-literary translation | 40 | 3 | 0.12 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21
Non-literary translations activities | 20 | 1.5 | 0.06 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21
Research and documentation exercises | 20 | 1.5 | 0.06 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21

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2. Monolingual dictionaries in English


3. Bilingual dictionaries in Spanish


4. Reference works in English


5. Reference works in Spanish


Corripio, Fernando, *Diccionario de ideas afines*, Barcelona, Herder, 2000, 7ª ed.

Fundéu-BBVA, *Vademécum: Diccionario de dudas del español*, Available at [Fundéu webpage](#).


Martínez de Sousa, José, *Diccionario de usos y dudas del español actual (DUDEA)*, Gijón, Trea, 2008, 4ª ed.


6. **Corpora**

CREA, Corpus de referencia del español actual. [Online version](#).

CORDE, Corpus diacrónico del español. [Online version](#).

7. Translation textbooks


8. On translation


Bellos, David, Is That a Fish in your Ear?, Londres, Faber & Faber, 2011.


-, «Los traductores de las 1001 noches» (1936), ibíd.

-, «Piere Menard, autor de El Quijote» (1939), ibíd.

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García Yebra, Valentín, En torno a la traducción. Teoría, crítica, historia, Madrid, Gredos, 1983.


Larbaud, Valéry, Sous l'invocation de Saint Jérôme, París, Gallimard, 1946.


-, «La traducción como fingimiento y representación» (1982), ibíd.


Ruiz Casanova, José Francisco, Ensayo de una historia de la traducción en España, Madrid, Cátedra, 2018.
Software

No specific software will be used.