

Translation B-A 3 (English-Catalan)

Code: 101328
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	1

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.

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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

Prerequisites

This subject requires a native or near-native level of Catalan and a high level of English (e.g. CEFR level B2).

To take this subject, students must be able to:

- Demonstrate knowledge and understanding of the basic methodological principles that govern translation, basic professional and instrumental aspects, and basic problems of contrastivity between Catalan and English.
- Apply their knowledge to solve translation problems in different types of non-specialised texts in standard language.
- Use their knowledge to form opinions on matters related to the translation of different types of non-specialised texts in standard language.

Objectives and Contextualisation

On successfully completing this subject, students will be able to:

- Demonstrate knowledge and understanding of the methodological principles that govern translation, professional and instrumental aspects, and problems of contrastivity between Catalan and English.
- Apply their knowledge to solve translation problems in non-specialised texts containing linguistic variation and cultural reference problems, in different fields and with different functions.
- Draw on their knowledge to form opinions on matters related to the translation of non-specialised texts containing linguistic variation and cultural reference problems, in different fields and with different functions.
- Convey information, ideas, problems and solutions related to the translation of non-specialised texts containing linguistic variation and cultural reference problems, in different fields and with different functions.

Competences

- Applying cultural knowledge in order to translate.
- Learning in a strategic, independent and continuous manner.
- Mastering the main methodological principles of translation.
- Producing written texts in language A in order to translate.
- Solving translation problems of non-specialised texts.
- Understanding written texts in a foreign language 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: Incorporating technological resources in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
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 translation of non-specialised written texts from different fields and from different functions, with problems of linguistic variation and cultural references.
5. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts from different fields and of different functions with problems of linguistic variation and cultural references.
7. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
8. Formulating the appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
9. 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-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
10. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
11. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
12. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
13. 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.
14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
15. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.

16. Implementing strategies to acquire cultural knowledge in order to translate: Implementing strategies to acquire cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
17. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
18. Learning in a strategic, independent and continuous manner: Searching for documentary evidence in order to provide more information.
19. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts with problems of linguistic variation and cultural references, from several fields and with several functions, that are appropriate to their context and possess linguistic correctness.
20. Solving interferences between the working languages: Solving interferences between the working languages.
21. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources in order to edit non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
22. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
23. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve basic translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.

Content

The aim of this subject is to develop students' ability to solve translation problems in translation of non-specialised texts containing linguistic variation (mode, tone and style) and cultural reference problems, in different fields and with different functions.

- Solving translation problems derived from cultural references in tourist guides, comics, excerpts from novels, etc.
- Solving translation problems derived from a text's tone (vulgar, informal, formal, solemn, etc.), in informal and formal letters, comics, scripts of telefilms for teenagers, etc.
- Solving translation problems derived from a text's mode (written to be read aloud, to be spoken, etc.), in lectures, speeches (opening, closing, etc.), telefilm scripts, etc.
- Solving translation problems derived from a text's style (clear / obscure, concise / verbose, rigid and archaic / natural, etc.), in press articles, excerpts from essays, novels, etc.
- Using technological and documentation tools for the translation of non-specialised texts containing linguistic variation and cultural reference problems: all the tools seen in the 1st and

2nd years + historical and etymological dictionaries, dictionaries of neologisms, jargon and colloquialisms, etc. Specialised search engines.

Methodology

To achieve the established objectives, this subject mainly involves practical classes.

All activity deadlines are indicated in the subject's schedule (that will be available at the beginning of the course) and must be strictly adhered to.

The work students carry out mainly consists of:

- Individual/group presentations in class (or online)
- Debates and discussions (in class or online)
- Documentation searches
- Reading assignments
- Assignments to be performed outside class
- Exercises to be performed in class (or online)
- Translation exercises
- Preparation of translation tasks
- Preparation of translations and associated tasks
- Exam

Activities

Learning activities are organised into three categories based on the degree of student autonomy involved:

Directed activities: carried out according to a set timetable and in the presence of a lecturer.

Translation activities

Exercises

Supervised activities: carried out under the supervision of a lecturer or tutor.

Attending talks

Preparation of translations for assessment

Preparation of self-assessment

Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually)

Searching for documentation

Preparation of translations and assignments

Preparation of exercises

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			
Exercises	12.5	0.5	1, 3, 2, 16, 15, 14, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23
Translation activities	40	1.6	1, 3, 2, 16, 15, 14, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23

Type: Supervised			
Preparation of self-assessment	1	0.04	18
Preparation of translations for assessment	10	0.4	1, 3, 2, 16, 15, 14, 18, 5, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23
Summarising talks	4	0.16	15, 6, 11, 10, 17, 19
Type: Autonomous			
Preparation of exercises	10	0.4	1, 3, 2, 16, 15, 14, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23
Preparation of translations and assignments	55	2.2	1, 3, 2, 16, 15, 14, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23
Searching for documentation	10	0.4	3, 16, 5, 8, 9, 17, 22

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.

Related matters

All information on assessment, assessment activities and their weighting is merely 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. 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

Individual or group translation exercises 30 %

Tasks related to relevant aspects of translation 30%

Translation test 40%

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual or group translation exercises	30%	2.75	0.11	1, 3, 2, 16, 15, 14, 18, 5, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23
Tasks related to relevant aspects of translation	30%	2.75	0.11	1, 3, 2, 16, 15, 14, 18, 5, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23
Translation test	40%	2	0.08	1, 3, 2, 16, 15, 14, 18, 5, 6, 21, 8, 12, 11, 10, 13, 9, 17, 22, 19, 4, 20, 7, 23

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FABRA, Pompeu. Diccionari general de la llengua catalana. 11a ed. Barcelona: Edhasa, 1980.

INSTITUT D'ESTUDIS CATALANS. Diccionari de la llengua catalana. Barcelona: 1995.

2. Monolingual English dictionaries

The Collins Dictionary of the English Language

The Collins COBUILD English Language Dictionary

The Longman Dictionary of Contemporary English

The Concise Oxford Dictionary of current English

Webster's Third New International Dictionary. Springfield (Mass.): Merriam-Webster, 1993.

Chambers Twentieth Century Dictionary

The New Oxford English Dictionary. Oxford: Clarendon Press, 1989.

The New Shorter Oxford English Dictionary. Oxford: Clarendon Press, 1994.

CHAPMAN, Robert L. New dictionary of American Slang. Londres: McMillan, 1995.

KIRKPATRICK, Betty [ed.]. Roget's Thesaurus of English Words and Phrases. Londres: Penguin, 1987.

PARTRIDGE, Eric. A Dictionary of Slang and unconventional English. Londres: Routledge, 1987.

3. Dictionaries of synonyms, set phrases, etc., in Catalan

Diccionari del català col·loquial. Dubtes davant del micròfon. Barcelona: Enciclopèdia Catalana, 2009.

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.

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Online resources

Biblioteca d'Humanitats (blog de traducció i interpretació)

<http://blogs.uab.cat/bhtraduccio>

Catàleg Col·lectiu d'Universitats de Catalunya

<http://ccuc.cbuc.cat>

Criteria. Espai web de correcció de l'IEC

<http://criteria.espais.iec.cat>

Diccionari català-valencià-balear

<http://dcvb.iecat.net>

Diccionari de l'Institut d'Estudis Catalans

<http://dlc.iec.cat>

Enciclopèdia Catalana

<http://www.enciclopedia.cat>

IATE (Terminologia interactiva per a Europa)

<http://iate.europa.eu>

ISBN

www.mcu.es/bases/spa/isbn/ISBN.html

Merriam-Webster

<http://www.merriam-webster.com>

One Look

<http://www.onelook.com>

Optimot

<http://www14.gencat.cat/llc/AppJava/index.jsp>

Portal lingüístic de la Corporació Catalana dels Mitjans Audiovisuals

<http://esadir.cat>

Termcat

www.termcat.net

Software

Text processors

Search engines