

Translation B-A 2 (English-Catalan)

Code: 101334
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

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

Teachers

Judit Fontcuberta Famadas

Prerequisites

At the beginning of this subject students must be able to:

- Show knowledge of the basic methodological principles that must be followed to translate, basic professional and instrumental aspects of translation, and basic problems of contrastivity between English and Catalan.
- Apply their knowledge to solve basic translation problems in different types of non-specialised texts in standard language.

Objectives and Contextualisation

The objective of this subject is to consolidate students' ability to solve translation problems in different types of non-specialised texts in standard language (narrative, descriptive, conceptual, argumentative and instructive texts).

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

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

Competences

- Learning in a strategic, independent and continuous manner.
- 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 graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
2. Applying technological resources in order to solve translation problems: Applying the basic technological resources in order to solve different types of translation problems of non-specialised written texts in standard language.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different types of non-specialised written texts in standard dialect.
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 different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
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 different types of non-specialised written texts in standard dialect.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of different types of non-specialised written texts in standard dialect.
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 appropriate informational needs in order to translate different types of non-specialised written texts in standard dialect.
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 different types of non-specialised written texts in standard dialect.
10. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different kinds of non-specialised written texts in standard dialect.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
13. Learning in a strategic, independent and continuous manner: Questioning and widening the acquired knowledge.
14. Producing written texts from different fields and with specific communicative purposes: Producing different kinds of non-specialised written texts in standard dialect with specific communicative purposes.
15. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing different kinds of non-specialised written texts in standard language that are appropriate to their context and possess linguistic correctness.
16. Solving interferences between the working languages: Solving interferences between the working languages.
17. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of non-specialised written texts in standard dialect.
18. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources needed to translate.

19. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate different types of non-specialised written texts in standard dialect.
20. 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 different types of non-specialised written texts in standard dialect.

Content

- Solving translation problems in non-specialised narrative texts in standard language: excerpts from history books, brief biographies, short stories, etc.
- Solving translation problems in non-specialised descriptive texts in standard language: parts of tourist guides, descriptions of houses, kitchens, etc., in decoration magazines, descriptions of characters or situations in novels, descriptions of organisations (international organisations, associations of translators, etc.), etc.
- Solving translation problems in non-specialised expository texts in standard language: encyclopaedia entries, excerpts from essays (on traductology, linguistics, philosophy, etc.), etc. Solving translation problems in non-specialised argumentative texts in standard language: editorials on a current topic, opinion pieces on a current topic, formal letters of complaint, etc.
- Solving translation problems in non-specialised instructive texts in standard language: medicine leaflets, usage instructions, advertising texts, etc.
- Use of technological and documentation tools for the translation of different types of non-specialised texts in standard language: all the tools seen in the 1st year (initiation to translation) plus dictionaries of analogies, of synonyms and antonyms, of collocations, of difficulties, etc., encyclopaedias, style books, parallel texts, general corpora, forums, general blogs and distribution lists.

Methodology

Possible methodologies:

- Translation tasks
 - Translation projects
 - Exercises
 - Presentations of individual / group work
 - Debates (in class or in forums)
 - Cooperative learning

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			
Translation problems	14	0.56	
Translation tasks and projects	38	1.52	
Type: Supervised			
Preparation for self-assessment	2.5	0.1	
Relevant debates and activities related to translation	2.5	0.1	

Type: Autonomous		
Knowledge development	18	0.72
Knowledge development	20	0.8
Preparation of exercises	8	0.32
Preparation of translations and assignments	40	1.6

Assessment

This subject involves two types of assessment:

- Formative assessment, which is used to verify that each student's learning process evolves appropriately. It has no bearing on their final mark for the subject.
- Summative assessment, which is used to determine each student's final mark for the subject.

Summative assessment: It will establish the final grade for each student. The student will be graded if the student hands in the requested dates in Section 10 of this guide the assignments described below according to the norms and dates indicated:

1. Group work: group translation (2-3 students) of a narrative text.
2. Compulsory translation 1: individual translation of an English text into Catalan.
3. Compulsory translation 2: individual translation of an English text into Catalan..
4. Exam: individual translation of a general text (approximately 250 words) from English into Catalan.

The teaching methodologies and training activities used are explained in section 10 of this guide.

ATTENTION: All works must be delivered on the indicated dates. After these dates they will not be accepted in any way, if it is not that the impossibility of adjusting to the dates has been duly justified.

When submitting the final grade prior to the final grading, the teacher will notify in writing a date and time of revision. The review of the various assessment activities will be agreed between the teacher and the student.

Students who have handed in all activities will have the possibility for a second compensatory assignment if they have fulfilled the requested work load, equivalent to 66.6% (two thirds) or more of the final grade, and their weighted average rating is 3.5 or more.

When submitting the final grade prior to the minutes of the subject, the teacher will notify in writing the recovery procedure. The teacher can propose a recovery activity for each activity suspended or not presented or can group several activities in a single.

A "non-evaluable" grade will be assigned when the evaluation evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject

Note: The information on the evaluation, the type of evaluation activity and its weight on the subject is for information purposes. The teacher responsible for the subject will specify it when beginning teaching.

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In the event of irregularities occurring in various evaluation activities, the final grade of the course will be 0. The evaluation activities where irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from a second compensatory assignment.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work	20%	3	0.12	1, 2, 12, 11, 13, 5, 6, 18, 8, 9, 19, 4, 16, 7
Translation assessment	30%	2	0.08	1, 3, 2, 12, 11, 13, 5, 6, 17, 18, 8, 10, 9, 19, 15, 14, 4, 16, 7, 20
Translation assignment 1	25%	1	0.04	1, 3, 2, 12, 11, 13, 5, 6, 17, 18, 8, 10, 9, 19, 15, 14, 4, 16, 7, 20
Translation assignment 2	25%	1	0.04	1, 3, 2, 12, 11, 13, 5, 6, 17, 18, 8, 10, 9, 19, 15, 14, 4, 16, 7, 20

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2. Monolingual dictionaries in English

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The Collins COBUILD English Language Dictionary

The Longman Dictionary of Contemporary English

The Concise Oxford Dictionary of current English

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3. Bilingual Dictionaries

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Diccionari català-anglès (Enciclopèdia Catalana)

Diccionari de paranys de traducció anglès-català (Enciclopèdia Catalana)

Diccionario internacional Simon and Schuster inglés-español / español-inglés. Nova York: MacMillan, 1997.

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Software

We will work with the most usual tools to edit documents.