	2021/2022
Translation B-A 2 (English-Spanish)	
Code: 101335	
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.

Contact

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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: No

Prerequisites

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

- Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumentals, and the main contrastive problems encountered in this linguistic combination.
- Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.

Objectives and Contextualisation

The aim of this module is to consolidate the ability to solve translation problems in different nonspecialised texts written in standard language (narrative, descriptive, conceptual, argumentative and instructive).

At the end of the module students should be able to:

- Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumental aspects and the main contrastive problems encountered in this language combination.
- Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.
- Assimilate knowledge to form opinions and make judgments regarding the translation of a variety of non-specialised texts.

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.

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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 of non-specialized narrative genres in standard language: history books, biographies, short stories, etc.
- Solving translation problems of non-specialized descriptive genres in standard language: tourist guide books, descriptions of houses, kitchens, etc. in decoration magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, associations of translators, etc.), etc.
- Solving translation problems of non-specialized expository genres in standard language: encyclopedia entry, essay (on Translation, Linguistics, Philosophy, etc.), etc.
- Solving translation problems of non-specialized argumentative genres in standard language: editorial, op-ed, formal complaint letter, etc.
- Solving translation problems of non-specialized instructional genres in standard language: medicine leaflet, instruction manual, advertising text, etc.
- Use of tools for the translation of non-specialized texts in standard language of different types:dictionarues, encyclopedias, style books, parallel texts, general corpora, forums and general blogs, distribution lists.

Methodology

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

Possible methodologies:

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

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

- Directed activities respond to a predetermined time schedule and require the classroom management of a teacher.
- Supervised activities require more or less punctual supervision of a teacher.
- Autonomous activities, in which 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

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Resolution of exercises	37.5	1.5	1, 3, 2, 12, 11, 5, 6, 17, 18, 10, 15, 14, 4, 16, 7, 20
Translation activities	15	0.6	5, 6, 17, 18, 16
Type: Supervised			
Debates and reflection activities on aspects relevant to translation	2.5	0.1	13, 10, 9
Preparation of assignements related to translation	2.5	0.1	13

Preparation of self-evaluation	10	0.4	1, 3, 2, 12, 11, 13, 5, 17, 18, 8, 19, 15, 14, 4, 7, 20
Type: Autonomous			
Expansion of knowledge	5	0.2	1, 2, 12, 11, 13, 5, 8, 19, 15, 16, 7, 20
Preparation of exercises	40	1.6	1, 3, 12, 11, 13, 6, 10, 19, 15, 14, 4, 16
Preparation of translations and assignements	15	0.6	13
Research and documentation	15	0.6	3, 5, 8, 9, 19

Assessment

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

- Translation test: the final test will be an individual translation of a general text (approx. 250-300 words) from English to Spanish.
- Group projects and other translation assignments: the full course programme will include a schedule with the dates for forming the project groups and handing in the assignments. No work will be accepted after the specified date. Assignments must be submitted via the Virtual Campus or, if the teacher requires it, on paper.

IMPORTANT: if, for valid reasons, any student is unable to attend class regularly, they should contact the teacher during the during the first few weeks of the course. Otherwise they will not be eligible to take the final test.

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 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
Resolution of exercises and assignements related to aspects relevant to translation	40%	3.5	0.14	1, 3, 2, 12, 11, 13, 5, 6, 17, 18, 8, 10, 9, 19, 15, 14, 4, 16, 7, 20
Student's portfolio & Individual translations	30%	2	0.08	1, 2, 12, 11, 6, 17, 18, 15, 14, 16
Translation activities	30%	2	0.08	1, 3, 2, 12, 11, 13, 6, 17, 18, 10, 15, 14, 4, 16, 7, 20

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CREA, Corpus de referencia del español actual.

CORDE, Corpus diacrónico del español.

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Software

Microsoft Word

Adobe Acrobat (PDF)