

Foreign language and translation C3 (Italian)

Code: 101390
ECTS Credits: 9

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.

Contact

Name: Carles Biosca Trias
Email: Carles.Biosca@uab.cat

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

Other comments on languages

The course can be followed without any previous knowledge of Catalan. The student shall choose either translating into Catalan or into Spanish. Both will be used as working language, acquiring thereby a basic competence (comprehension) in Catalan

Prerequisites

At the beginning of this course students should be able to understand different types of written texts about general topics which cover a wide range of subject areas, styles and registers.

Objectives and Contextualisation

The purpose of this course is for students to master essential contrastive aspects regarding their Foreign Language C (Italian) and be able to solve translation problems in different Standard Italian non-specialised text types (narrative, descriptive, expository, argumentative and instructive). At the end of this course students should be able to:

- Demonstrate they are familiar with and understand the fundamental contrastive problems of the language combination and the principles of translation methodology.
- Apply this knowledge to solving different kinds of translation problems in non-specialised texts written in Standard Italian (narrative, descriptive, expository, argumentative and instructive).

Competences

- Mastering the main methodological principles of translation.
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- 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.
- Working effectively in teams.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
10. 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.
11. 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.
12. 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.
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 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.
17. 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.
18. 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.
19. Solving interferences between the working languages: Solving interferences between the working languages.

20. 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.
21. 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.
22. 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.
23. Working effectively in teams: Working effectively in teams.

Content

Solving problems of translation of non-specialized narrative genres in standard language: child counting, biographical entry of a reference encyclopedia, fragment of a history manual, personal letter or newspaper article describing an event, fragment of a history book, brief biography, short story, etc.

Solving problems of translation of not specialized descriptive genres in standard language: tourist brochure, personal letter or short newspaper article describing situations, people or objects, fragment of tourist guide, descriptions of houses, kitchens, etc. in decoration magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, associations of translators), etc.

Solving translation problems of exhibition genres not specialised in standard language: entry of a consultation encyclopaedia, excerpt from a manual (on Translation, Linguistics, Philosophy, etc.), essay fragment (Translation, Linguistics, Philosophy), etc.

Solving problems of translation of not specialized argumentative genres in standard language: letter to the editor of a newspaper, letter of complaint, short review of a film, short article on a current topic, editorial on a current topic, opinion article on a current topic, formal letter of complaint, etc. Problem solving about translation of non-specialist instructional genres into standard language: recipe, frequently used instruction manual, medication leaflet, advertising text, etc.

Use of tools (technological and documentation) for the translation of non-specialised texts in standard language of different types: monolingual and general bilingual dictionaries, style manuals, analogue dictionaries, synonyms and antonyms, placements, difficulties, parallel texts, general search engines, basic technological tools for the optimisation of editing and proofreading of texts.

Methodology

- Consolidating exercises-solving techniques
- Improving the tasks related to translation
- Consolidating problem-solving techniques
- Improving group learning techniques

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			
Consolidate techniques in order to solve translation problems	18	0.72	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22

Deepen in tasks related to translation	40	1.6	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Problem-solving exercises	18	0.72	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Type: Supervised			
Exercises review and other tasks related to translation	23	0.92	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Type: Autonomous			
Looking up information	18	0.72	4, 6, 10, 11, 21
Preparation of exercises (individual or group)	30	1.2	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Preparation of translationss and projects	70	2.8	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22

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.

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

Title	Weighting	Hours	ECTS	Learning Outcomes
Annotated translation	25%	2	0.08	1, 2, 15, 16, 14, 8, 7, 20, 18, 17, 19, 23
Translation test 1	25%	2	0.08	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Translation test 2	25%	2	0.08	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Translation test 3	25%	2	0.08	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22

Bibliography

1.1 Italian monolingual dictionaries

De Mauro, Tullio: Il dizionario della lingua italiana. Turin: Paravia, 2000.

Devoto, Giangiacomo; Oli, Giancarlo. Il dizionario della lingua italiana. Florence: Le Monnier, 2002.

Zingarelli, Nicola. Lo Zingarelli: Vocabolario della lingua italiana. Bologna: Zanichelli, 2020.

1.2. Bilingual dictionaries

Arqués, Rossend (dir.): Diccionari Català-Italià, Diccionari Italià-Català, 2 vols. Barcelona: Enciclopèdia Catalana, 2002.

Arqués, Rossend (dir.): Il grande dizionario di spagnolo: dizionario italiano-spagnolo, español-italiano. Milan: Zanichelli, 2012.

Carbonell, Sebastián: Dizionario fraseologico completo italiano-spagnolo e spagnolo-italiano. 2 vols. Milan: Hoepli, 1986 i 1989.

Tam, Laura: Grande dizionario Hoepli spagnolo-italiano italiano-spagnolo. Milan: Hoepli, 2013.

1.3. Synonym dictionaries

Coppo, Luigi: Dizionario dei sinonimi, delle analogie e dei contrari. Milan: Mondadori, 1990.

Corripio, Fernando: Diccionario de ideas afines. Barcelona: Herder, 1991.

Dizionario Garzanti dei Sinonimi e dei Contrari. Milan: Garzanti, 1991.

Pey, S.: Diccionari de sinònims, idees afins i antònims. Barcelona: Teide, 1997 [1970].

Pittàno, Giuseppe: Sinonimi e contrari (Dizionario fraseologico delle parole equivalenti, analoghe e contrarie). Bologna: Zanichelli, 1988.

2. Websites

Accademia della Crusca www.accademiadellacrusca.it

De Mauro. Il dizionario della lingua italiana www.paroledascoprire.it

Garzanti Linguistica www.garzantilinguistica.it

Sapere.it www.sapere.it

Treccani.it www.treccani.it

Sabatini Coletti http://dizionari.corriere.it/dizionario_italiano/

Centro Virtual Cervantes <http://cvc.cervantes.es/>

Elcastellano.org. La página del idioma español <http://www.elcastellano.org/>

Fundación del Español Urgente <http://www.fundeu.es>

Real Academia Española <http://www.dle.rae.es>

Software

Specific tools will be presented in the classroom.