

Foreign language and translation C2 (Italian)

Code: 101399
ECTS Credits: 9

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: (ita)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Maria Vittoria Ambrosini

Prerequisites

At the beginning of this course, students must be able to:

- Understand different types of written texts about general topics in familiar subject areas. (MCRE-FTI B2.1.)
- Write about personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)
- Understand clearly pronounced Italian about personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)
- Express themselves in spoken Italian on everyday topics. (MCRE-FTI A2.2.)

Objectives and Contextualisation

The aim of this subject is to consolidate the development of the communicative competences students need in their C language (Italian) to prepare them to translate a range of non-specialised texts in a variety of styles and registers from Italian.

All course credits correspond to language skills.

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

- Understand different types of written texts about general topics in a wide range of subject areas, styles and registers. (MCRE-FTI B2.3.)
- Write fairly complex texts about personal and general topics in familiar subject areas. (MCRE-FTI B1.2.)
- Understand fairly complex spoken Italian about personal and general topics in familiar subject areas. (MCRE-FTI B1.2.)

- Express themselves in spoken Italian on personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)

In this course the gender intersectionality perspective is applied. See course program in Spanish or Catalan.

Competences

- Applying cultural knowledge in order to translate.
- 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.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Working effectively in teams.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic and textual basic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
9. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of short and simple written texts about subjects related to the immediate environment.
10. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
11. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts about general topics.
12. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
13. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas and that are appropriate to their context..
14. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.
16. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend information of short and simple verbal texts about the immediate environment.

17. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
18. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
19. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
20. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.
21. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple verbal texts about topics related to the immediate environment.
22. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas and that are appropriate to their context.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics with linguistic correctness.
24. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to their context, and possess linguistic correctness and specific communication purposes.
25. Working effectively in teams: Working effectively in teams.

Content

- Morphological and syntactic content: simple past tense, numerical and indefinite pronouns and adjectives, imperative mode, past perfect tense, conjunctions and syntax of the compound phrase. The lecturer may, at any time, add to this list or opt to examine any aspect of it in greater depth, as long as doing so does not entail dealing with the content involved very extensively.
- Lexical fields: inventory and acquisition of vocabulary liable to be known to a native speaker while not necessarily of an everyday nature.
- Reading, analysis and reformulation of written texts in standard language of medium-high difficulty and in informative, instructive, narrative or evocative style.
- Work on the passive oral competence through audiovisual texts in various registers and of medium-high difficulty.
- Work on the active oral competence in standard language through conversations and presentations with a medium-high degree of correctness and fluency.
- Further development of socio-cultural knowledge.
- Work on the use of bibliographic resources.

Methodology

To achieve the established objectives, this subject involves both lectures and practical classes.

All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

The work students carry out mainly consists of:

- Attending lectures.
- Individual/group presentations in class.

- Debates and discussions in class.
- Watching documentaries and other audiovisual material.
- Documentation searches.
- Reading assignments.
- Written assignments.
- Assignments to be performed outside class.
- Exercises to be performed in class.
- Problem-solving.
- Performing tasks.
- Cooperative learning.
- Practical demonstrations.
- A series of exams.

The phrase "in class" in the previous enumeration may not imply face-to-face classes if due to supervening circumstances the teaching must be virtual. Classes may take place, in such a case, by videoconference or in other modalities.

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.
- Supervised activities: carried out under the supervision of a lecturer or tutor.
- Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually).

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			
Carrying out oral comprehension (listening) activities	7	0.28	4, 6, 7, 16, 17, 9, 8
Carrying out reading comprehension activities	25	1	2, 3, 18, 19, 10, 11
Lectures	7	0.28	4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 10, 11, 9, 8, 20
Performing exercises	13.1	0.52	4, 6, 7, 3, 1, 2
Performing oral production activities	7	0.28	5, 6, 7, 12, 13, 14, 21, 22
Performing written production activities	12	0.48	3, 1, 2, 15, 24, 23
Type: Supervised			

Supervision and review of exercises	12	0.48	4, 6, 7, 3, 1, 2, 20
Supervision and review of oral and written activities	18.15	0.73	4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22
Type: Autonomous			
Assimilation, study and practice of conceptual and procedural content	17.5	0.7	4, 5, 6, 7, 3, 1, 2, 20
Carrying out oral comprehension (listening) activities (individually or in groups)	7	0.28	4, 6, 7, 16, 17, 9, 8
Carrying out reading comprehension activities (individually or in groups)	35	1.4	2, 3, 18, 19, 10, 11, 20
Performing exercises (individually or in groups)	21	0.84	4, 5, 6, 7, 2, 3
Performing oral production activities (individually or in groups)	7	0.28	4, 5, 6, 7, 12, 13, 14, 21, 22, 20
Performing written production activities (individually or in groups)	25	1	3, 1, 2, 15, 24, 23, 20

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing 4-8 tasks. Task 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
Activities related to morphosyntactic, lexical and cultural knowledge (includes reading comprehension)	40%	4.5	0.18	3, 1, 2, 18, 19, 10, 11, 20, 25
Oral comprehension (listening) activities	15%	1.68	0.07	4, 6, 7, 16, 17, 9, 8
Reading comprehension and writing activities	35%	3.95	0.16	3, 1, 2, 18, 19, 15, 10, 11, 24, 23, 20
Speaking activities	10%	1.12	0.04	4, 5, 6, 7, 12, 13, 14, 21, 22, 20

Bibliography

- *Books*

Serena Ambroso, Giovanna Stefancich: *Parole. 10 percorsi nel lessico italiano. Esercizi guidati*. Rome: Bonacci, 2006. Exercises on synonymy, polysemy and metaphorical uses, among others.

Camilla Bettoni, Giosi Vicentini: *Imparare dal vivo. Livello avanzato*. Rome: Bonacci, 1996. Handbook for teaching Italian as a foreign language. Includes "Chiavi per gli esercizi".

Manuel Carrera Díaz: *Manual de gramática italiana*. Barcelona: Ariel, 2009. Grammar of the Italian language, written in Spanish, with some exercises. It is an abridged version of a previous work published by the same author and the same publisher (reprinted in 2000): *Curso de lengua italiana*, 2 voll.: "Parte teórica" and "Parte práctica". The second volume of this "Curso" includes exercises.

Nicoletta Cherubini: *L'italiano per gli affari. Corso comunicativo di lingua e cultura aziendale*. Rome: Bonacci, 2005. Includes a handbook for business correspondence and audio material.

Fabia Gatti, Stella Peyronel: *Grammatica in contesto. Strutture e temi di italiano per stranieri. Con fascicolo soluzioni*, Torí: Loescher, 2006.

Cesare Marchi: *Impariamo l'italiano*. Milan: Rizzoli, 1990. Essay on the grammatical and lexical uses of contemporary Italian, rich in stylistic considerations.

Giuseppe Patota: *Grammatica di riferimento dell'italiano contemporaneo*. Novara: Linguistic Writer, 2006.

Lorenzo Renzi, Giampaolo Salvi, Anna Cardinaletti: *Grande grammatica italiana di consultazione*. 3 voll. Bologna: Il Mulino, 1989-1995.

Pietro Trifone, Massimo Palermo: *Grammatica italiana di base. Terza edizione con esercizi di autoverifica ed esercizi online di ripasso*. Bologna: Zanichelli, 2014.

Sebastiano Vassalli: *Il neoitaliano*. Bologna: Zanichelli, 1989. Dictionary particularly rich in lexical innovations in the popular-colloquial register and from the media.

Nicola Zingarelli: *Vocabolario della lingua italiana*. Bologna: Zanichelli, 2012. This is the best monolingual dictionary of Italian. It is periodically reissued, with reviews and additions, in DVD-ROM format.

- *Websites*

Accademia della Crusca www.accademiadellacrusca.it

Biblioteca (Progetto Manuzio) www.liberliber.it/biblioteca

CORIS / CODIS Corpus di italiano scritto http://dslo.unibo.it/coris_ita.html

Centro Studi Italiani www.locuta.com/

Cristina Mazzoni. University of Vermont www.uvm.edu/~cmazzoni/3grammatica/grammatica/index.html

Culturitalia <http://culturitalia.uibk.ac.at> [includes "Dizionario inverso dell'italiano moderno" and "Morfemix"]

Department of Italian, UofT <http://lab.chass.utoronto.ca/italian.php>

Dizionario Italiano www.dizionario-italiano.it [also contains an Italian grammar]

Il Sabatini Coletti. Dizionario della Lingua Italiana https://dizionari.corriere.it/dizionario_italiano/

Impariamo l'italiano <http://www.impariamoitaliano.com/>

Italiano a scuola <https://www.italianoascuola.ch/>

Italiano per Stranieri. Materiale didattico. Loescher editore
<http://italianoperstranieri.loescher.it/materiale-didattico>

Quaderni di Italianistica.online <http://www.italianistica.online/>

Sapere.it www.sapere.it

Scudit, Scuola d'Italiano, Materiali didattici www.scudit.net/matdid.htm

Scuola di Lingue e Letterature, Traduzione e Interpretazione (Forlì) <https://www.sslmit.unibo.it/>

Scuola Superiore per Mediatori Linguistici (Vicenza) <http://www.ssml.eu/ssml/classe-l-12-sede-di-vicenza/>

Sezione di Studi in Lingue Moderne per Interpreti e Traduttori (Trieste) <https://iuslit.units.it/it/node/10676>

SìS. Sito web del gruppo di italiano del liceo Sismondi <http://italiano.sismondi.ch>

Treccani.it www.treccani.it [dictionary and encyclopaedia]

Viaggi nelle storie. Frammenti di cinema per narrare <http://viagginellestorie.ismu.org/>

Software

We will work with the most usual tools to edit documents