

Spanish language for translators and interpreters 2

Code: 101427
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	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

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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: Yes

Teachers

Yolanda Rodríguez Sellés
Maria Ohannesian Saboundjian
Jennifer Bascuñana Torres
Cristina Ortiz Rodriguez

Prerequisites

Students will be able to:

- Demonstrate basic grammatical knowledge in order to translate and to interpret.
- Produce no specialized texts of different types, in a clear way, well structured and with a style appropriate to the intended audience.
- Understand different typological texts which present certain degree of difficulty complex texts of different types and with problems of linguistic variation.

Objectives and Contextualisation

The function of the subject is to complete the grammatical competence of students in language A and train them to produce straightforward specialized texts and understand texts with problems of linguistic variation in order to prepare them for direct and inverse translation.

At the end of the course students will be able to:

- Demonstrate advanced grammatical knowledge in order to translate and to interpret.
- Produce simple specialized texts of different types, in a clear way, well structured and with a style appropriate to the intended audience.
- Understand complex texts of different types and with problems of linguistic variation.

Competences

- Producing written texts in language A in order to translate.
- Understanding written texts in language A 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. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of complex written texts with problems of linguistic variation.
3. 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 non-specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
4. 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 specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
5. Implementing strategies in order to understand written texts from different fields: Applying strategies in order to understand a diverse typology of complex written texts (narrative, descriptive, expository, argumentative and educational type texts) with problems of linguistic variation.
6. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing a diverse typology of basic specialised written texts that are appropriate to their context and possess linguistic correctness.

Content

1. Written language and variation. Unity and variety in the language. Variation, textual adaptation and grammatic
2. The structure of the text. Good text formation conditions. Macrostructure and superstructure. Textual typology.
3. The written discourse (I): exposition and argumentation. Formal properties of expository and argumentative te
4. The written discourse (II): description and narration. Formal properties of descriptive and narrative texts.

Methodology

The learning of this subject by the students is distributed as follows:

- 30% of directed activities

These directed activities must be guided by a predetermined time schedule, which requires the classroom management of a teacher.

- 15% of supervised activities

Supervised activity is understood as the one that the teacher schedules for students to work autonomously, under the supervision of the teacher. These activities help prepare and review the tasks that students perform throughout the course.

- 50% of autonomous activities

Such activities take account of the hours devoted to study and production of papers, in group or individually, by the students.

- 5% evaluation activities

The teacher will evaluate this subject *on an ongoing basis* by performing mandatory marked activities.

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			
Master classes	12	0.48	1
Realization of reading comprehension activities	12	0.48	1, 5, 2
Realization of writing production activities	12	0.48	1, 4, 3, 6
Resolution of exercises	9	0.36	1
Type: Supervised			
Supervision and revision of written activities	16	0.64	1, 4, 3, 6
Supervision and revision of exercises	6.5	0.26	1
Type: Autonomous			
Expansion of knowledge	11.75	0.47	1, 5, 2
Preparation of exercises	14.5	0.58	1
Preparation of reading comprehension activities	14.25	0.57	1, 5, 2
Preparation of writing production activities	17.25	0.69	1, 4, 3, 6
Search for documentation	17.25	0.69	1

Assessment

Assessment is continuous. In order to pass the subject, the student must carry out the following evaluable activities and achieve a grade average equal to or greater than 5.0:

1. Evaluation activity of written production (I).
2. Evaluation activity of written production (II).
3. Text analysis evaluation activity.

The information concerning student evaluation, the type of evaluation activities and their relative weighting in the final mark is a general orientation only. This information will be specified at the beginning of the course by the professor responsible for the subject.

Also, all non-evaluable activities that the teacher considers appropriate must be submitted on the scheduled date. These exercises, although not part of the summative evaluation of the course (reason why they have not assigned a percentage of the final grade), will be taken into consideration in the evaluation process of the subject. With them, it is intended to assess the demonstrated development of knowledge and aptitudes that the subject involves.

In the correction of the activities, it will be taken into account that a sufficient degree of skills acquisition has been obtained, according to the expected learning outcomes established in the Teaching Guide. In order to pass the subject, it is essential to master the rules; therefore, when evaluating the aforementioned activities, spelling errors, the incorrect use of punctuation marks, lexical and morphosyntactic errors will be penalized according to the following indications:

errors	deduction of points	errors	deduction of points
1	0,5	4	2,75
2	1	5	4
3	1,75	6	suspens automàtic i no se segueix llegint l'exercici

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 assessments 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
Evaluation activity of written production (I).	40%	3	0.12	1, 5, 4, 3, 2, 6
Evaluation activity of written production (II).	40%	3	0.12	1, 5, 4, 3, 2, 6

Bibliography

Basic bibliography

Cassany, Daniel (1995). *La cocina de la escritura*, Barcelona, Anagrama.

It is a writing handbook in which the author delves into the rudiments of writing, valid for all types of texts. This work talks about the strategies to search, order and develop ideas; the text structure as well as the tricks to dazzle the reader.

Sánchez Lobato, Jesús (**coord.**) (2006). ***Saber escribir***, Madrid, Aguilar.

It is a reference work essential for anyone who intends to consolidate the use of written language; Since, as it says in the back cover of this work, "*Saber escribir* has been created with the intention of helping to write, to expand the procedures of generation and precision of ideas, to select the right elements of union, to relate the topic with the expression, the register and the chosen style, and of learning to apply the techniques of revision and correction of any text".

Complementary bibliography

ADAM, Jean Michel - LORDA, Clara Ubaldina (1999). *Linguística de los textos narrativos*, Barcelona: Ariel.

BASSOLS, Margarida - TORRENT, Anna Maria (1997). *Modelos textuales. Teoría y práctica*, Barcelona: Octaedro.

BUSTOS GISBERT, José Manuel (1996). *La construcción de textos en español*, Salamanca: Ediciones Universidad de Salamanca, Manuales Universitarios, 62.

CALSAMIGLIA BLANCAFORT, Helena - TUSON VALLS, Amparo (1999). *Las cosas del decir. Manual de análisis del discurso*, Barcelona: Ariel.

CASADO VELARDE, Manuel (1993). *Introducción a la gramática del texto del español*, Madrid: Arco/Libros.

FUENTES RODRÍGUEZ, Catalina - ALCIADE LARA, Esperanza R. (2002). *Mecanismos lingüísticos de la persuasión*, Madrid: Arco/Libros.

FUENTES RODRÍGUEZ, Catalina (1996). *Aproximación a la estructura del texto*, Málaga: Librería Agora.

Software

There are no requirements.