UAB
Universitat Autònoma de Barcelona

2021/2022

Initiation to translation B-A (French-Catalan)

Code: 101434
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	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

Prerequisites

Students must be able to:

- Produce general texts in Catalan that are clear, well structured and linguistically correct.

- Understand general texts with a clear structure in French.

Objectives and Contextualisation

The aim of this subject is to provide an introduction to the basic methodological principles that govern the practice of professional translation and to the fundamental contrasting aspects of the language combination.

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 French and Catalan.

- Solve basic translation problems in texts from non-specialised genres in standard language.

Competences

- Learning in a strategic, independent and continuous manner.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- 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 and textual related knowledge.
2. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate non-specialised written texts in standard dialect.
3. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts in standard dialect.
4. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informative needs in order to translate non-specialised texts in standard dialect.
5. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate non-specialised written texts in standard dialect.
6. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of non-specialised texts in standard dialect.
7. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
8. 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.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand non-specialised written texts in standard dialect.
10. Learning in a strategic, independent and continuous manner: Formulating a plan of action in order to learn.
11. Solving interferences between the working languages: Solving interferences between the working languages.
12. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the basic questions related to the translation labour market (occupational area, rights and duties of the translator).
13. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit non-specialised written texts in standard dialect.
14. 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 non-specialised texts in standard dialect.

Content

- - Basic methodological principles governing the practice of translation. Fundamental problems, techniques and strategies in the translation of texts in standard language.
- - Solution of contrast-related difficulties: differences in typographical, lexical, morphosyntactic and textual conventions.
- - Basic aspects of the labour market and professional translation: areas of employment, rights and obligations.
- - Use of basic technological and documentation tools for the translation of non-specialised texts in standard language: monolingual and general bilingual dictionaries, grammars, style manuals, general search engines, basic technological resources for the optimisation of text editing and correction; basic management of folders and files.

Methodology

- 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).

- To achieve the established objectives, this subject mainly involves practical classes.

- Students must keep abreast of the news and information published on the Virtual Campus / Moodle.

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

The work students carry out mainly consists of:

- Individual/group presentations in class
- Debates and discussions
- Exercises to be performed in class
- Assignments to be performed outside class

the teacher will have to allocate approximately 15 minutes of some class to allow his students to answer the surveys of evaluation of the teaching performance and of evaluation of the asignatura or module.

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			
Broadening Knowledge	15	0.6	10
Exercises preparation	15	0.6	1, 9, 3, 5, 11
Translation tasks	32.5	1.3	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Type: Supervised			
Debates and reflection on relevant aspects of translation	2.5	0.1	12, 7, 8
Self-assessment preparation	2.5	0.1	10
Student portfolio; translations and task preparation	10	0.4	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Type: Autonomous			
Performing Exercises	20	0.8	1, 9, 3, 5, 11
Searching for information	15	0.6	2, 4, 5
Translations and tasks preparation	30	1.2	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

Related matters

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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recordingthem 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.

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.

Student portfolio

Portfolios will only be assessable if they include all the following:

Initial self-assessment.

Submitted translations with corrections.

List of electronic and bibliographic resources used and reasons for using them.

Summary of two talks or round tables attended by the student in the academic year.

Final self-assessment: on the basis of their initial self-assessment, the studentanalyses their progress over the semester and establishes a plan for future improvement.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	20%	2	0.08	7, 8
Student's portfolio	10%	0	0	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Supervised activities: carried out under the supervision of a	70%	5.5	0.22	1, 2, 9, 10, 3, 12, 13, 4, 7,

Bibliography

1) General French dictionaries:

Le Nouveau Petit Robert, Dictionnaires Le Robert, Paris, 1996 i ss.

2) Monolingual Catalan dictionaries:

Diccionari de la llengua catalana. 4a ed. Barcelona: Enciclopèdia Catalana, 1998.

Alcover, Antoni M.; Moll, Francesc de B. *Diccionari català-valencià-balear*. Palma de Mallorca: Moll, 1988.

Pey, Santiago. *Diccionari de sinònims i antònims*. 9a ed. Barcelona, Teide, 1986.

Franquesa, M. *Diccionari de sinònims*, Barcelona, Enciclopèdia Catalana, 2007

Raspall, Joana; Martí, Joan. *Diccionari de locucions*. Barcelona, Edicions 62, 1995.

Espinal, Teresa *Diccionari de sinònims de frases fetes*, Montcada i Reixac, UAB. Servei de Publicacions; Publicacions de la Universitat de València; Publicacions de l'Abadia de Montserrat, 2004.

Aritzeta, M. *Diccionari de termes literaris*, Edicions 62, Barcelona, 1996.

3) Bilingual dictionaries:

Castellanos, Carles; Castellanos, Rafael, *Diccionari Francès-Català*, Enciclopèdia catalana, Barcelona, 2003. Castellanos, Carles; LENOIR, Françoise, *Diccionari de Paranys de Traducció Francès-Català (faux amis)*, Barcelona, Enciclopèdia catalana, , 2000.

Camps, C.; Botet, R. *Dictionnaire Français-Catalan*, Editions Trabucaire: Canet, 2007.

Camps, Christian; Botet René, *Dictionnaire Français-Catalan d'expressions locutions et proverbes*, Canet, Editions Trabucaire, 2006.

Web links:

Catalan dictionaries:

DIEC2: http://dlc.iec.cat/

Alcover Moll: http://dcvb.iecat.net/

Optimot: http://optimot.gencat.cat

http://www.enciclopedia.cat/

Dictionaries and encyclopaedias in French:

TLF: http://atilf.atilf.fr

Littré: http://littre.reverso.net/dictionnaire-francais/

- www.academie-française.fr

- www.larousse.fr/dictionnaires

- www.le-dictionnaire.com

- www.dicorama.com

- www.dicoweb.levillage.org

- mondouis.pagesperso-orange.fr (argot juvenil)

- http://www.linternaute.com/expression/ (locucions i frases fetes)

Software

N.A.