# UAB
## Universitat Autònoma de Barcelona

**2022/2023**

**Foreign language and translation C6 (Portuguese)**

Code: 101361
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|---|---|---|
| 2500249 Translation and Interpreting | OB | 4 | 2 |

## Contact

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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: Yes

## Other comments on languages

Catalan and Spanish both will be used in classes. The translations performed in classes will be from Portuguese to Catalan and/or Spanish.

## Teachers

Noelia Moreno Herrero

## Prerequisites

Before starting this course students should be able to:

- Demonstrate that they are familiar with and understand the main methodological principles that govern translation, basic professional and instrumental aspects, and the language combination's basic problems of contrastivity.
- Apply their knowledge to solve translation problems in different types of specialised and non-specialised texts written in Standard Portuguese.
- Draw on their knowledge to form opinions on matters related to the translation of different types of specialised and non-specialised texts written in Standard Portuguese.

Specifically, this subject requires prior knowledge obtained through the following subjects: Foreign Language and Translation C5 (Portuguese), Foreign Language and Translation C3 (Portuguese) and Foreign Language and Translation C4 (Portuguese).

## Objectives and Contextualisation

The purpose of this subject is to develop students' ability to solve translation problems in specialised and non-specialised texts from different fields.

All the subject's credits are for translation exercises.

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

- Demonstrate their knowledge concerning instrumental aspects and documentation, and the language combination's problems of contrastivity.
- Apply their knowledge to solve translation problems in specialised and non-specialised texts from different fields.
- Draw on their knowledge to form opinions on matters related to the translation of specialised and non-specialised texts from different fields.
- Transmit information and ideas, identify problems and offer solutions as regards the translation of specialised and non-specialised texts from different fields.

## Competences

- Applying cultural knowledge in order to translate.
- Applying topic-based knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- 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.
- Using terminological resources in order to translate.
- Working effectively in teams.

## 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. Applying technological resources of collection, preparation and analysis of information in order to translate: Applying the technological resources of collection, preparation and analysis of information in order to translate basic scientific, technical, economic, administrative and legal specialised written texts.
3. Applying terminological resources in order to solve translation problems: Applying terminological resources in order to solve translation problems.
4. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate basic scientific, technical, economic, administrative, and legal specialised written texts.
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 creation of a translation and carrying out the assigned tasks.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of basic scientific, technical, economic, administrative, and legal specialised written texts.
7. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
8. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate basic scientific, technical, economic, administrative and legal specialised written texts.
9. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate basic scientific, technical, economic, administrative and legal specialised written texts.
10. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate.
11. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
12. 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).

13. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend basic scientific, technical, economic, administrative and legal specialised written texts.
14. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate.
15. Incorporating topic-based knowledge in order to solve translation problems: Incorporating topic-based knowledge in order to solve translation problems.
16. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate.
17. 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.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies needed to solve translation problems.
20. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve translation problems of basic scientific, technical, economic, administrative and legal specialised written texts.
21. Working effectively in teams: Working effectively in teams.

## Content

- Solving translation problems in scientific texts. E.g. scientific press articles, teaching manuals, scientific encyclopaedia entries, scientific journal articles, etc.
- Solving translation problems in administrative texts. E.g. academic certificates, official documents, registry office documents, etc.
- Solving translation problems in legal texts. E.g. laws, judgments, contracts, notarial records, etc.
- Solving translation problems in technical texts. E.g. technical press articles, technical journal articles, teaching manuals, technical encyclopaedia entries, technical descriptions for non-experts, instruction manuals, etc.
- Solving translation problems in creative and literary texts.
- Solving translation problems in descriptive texts. E.g. tourist brochures, travel guides, texts on wellness / health, etc.
- Use of technological and documentation tools for the translation of specialised and non-specialised texts.

Each year, the subject's lecturers will choose the texts that they consider most suitable.

## Methodology

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

The subject's content will be explained by the lecturers and worked on in different activities.

The techniques used to that end will revolve around carrying out exercises and, first and foremost, solving translation problems.

The tasks involved will mainly consist of different individual/group activities, such as comprehension activities, writing, correcting texts, solving translation problems, lexical revision activities, looking up information, debates on language and/or translation, etc. They will be carried out as part of reading and comprehension work and, primarily, translations and corrections of texts.

Annotation:

The translations performed will be from Portuguese to Catalan and/or Spanish, according to the lecturers' instructions.

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 exercise resolution techniques | 10 | 0.4 | 19, 18 |
| Consolidate problem-solving techniques | 10 | 0.4 | 19, 18 |
| Evaluation | 18 | 0.72 | 1, 14, 19, 11, 10, 15, 17, 5, 18, 7 |
| To deepen tasks related to translation | 6 | 0.24 | 1, 14, 19, 11, 10, 15, 17, 5, 18, 7 |
| Type: Supervised | | | |
| Review of exercises and other translation-related tasks | 16 | 0.64 | 1, 14, 19, 11, 10, 15, 17, 5, 18, 7 |
| Type: Autonomous | | | |
| Documentation search | 18 | 0.72 | 2, 8 |
| Exercise Preparation | 10 | 0.4 | 19, 18 |
| Preparation of translations and tasks | 42 | 1.68 | 1, 4, 2, 3, 14, 13, 12, 6, 19, 11, 9, 10, 8, 15, 17, 5, 18, 16, 7, 20 |

## Assessment

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturers will provide full information when teaching begins.

The schedule of the assessment tasks will be provided during the first week of classes and on the information document of the subject, available on the Campus Virtual.

Students have to perform 5 individual assessment activities in class:

1. Translation task 1: 25% of the final mark.
2. Translation task 2: 25% of the final mark.
3. Translation task 3 about contrastive elements: 15% of the final mark.
4. Submit and correction of supervised activities: 25% of the final mark.*
5. Learning assessment schedules: 10% of the final mark.*

*These activities may not be retaken.

The subject's final mark will be the sum of the five partial percentages (25% + 25% + 15% + 25% + 10% = 100%).

The translations performed will be from Portuguese into Catalan or Spanish, according to the lecturers' instructions. Students must complete an assessable translation task in each of the two target languages (Catalan and Spanish).

Students must attend assessment activities (on the date and at the time established). The subject's two lecturers must be notified of any absences from assessment activities in advance, via e-mail. In the case of a

health problem, an official medical certificate must be provided. Any absence from assessment activities must be justified by means of official documents. If a student is unable to attend an assessment activity for work reasons, the two lecturers must be notified at least one week in advance.

The subject's lecturers will evaluate any exceptional cases or circumstances personally.

Following the subject and contacting its lecturers are the responsibility of each student. Any communication regarding this subject must be sent to the two lecturers.

The subject's schedule may vary dependingon the group's pace of work and needs. The lecturers reserve the right to make any modifications they consider appropriate.

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Review

When publishing final marks prior to recording them on students' transcripts, the lecturers will providewritten 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. Students may only retake assessment activities they have failed or for which they have not presented evidence of evaluation. The lecturers may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

In the case of an assessment activity being retaken or compensated for, the highest mark that can be obtained for the subject is 5.

The lecturers will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts.

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,thestudents 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 5 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 |
| --- | --- | --- | --- | --- |
| Translation competence individual test (date will be | 15% | 2 | 0.08 | 1, 4, 2, 3, 14, 13, 12, 6, 19, |

| | | | | |
|---|---|---|---|---|
| indicated in the first week of classes) | | | | 11, 9, 10, 8, 15, 17, 5, 18, 16, 7, 20 |
| First individual translation exercise (date will be indicated in the first week of classes) | 25% | 2 | 0.08 | 1, 4, 2, 3, 14, 13, 12, 6, 19, 11, 9, 10, 8, 15, 17, 5, 18, 16, 7, 20 |
| Learning assessment activities (during the semester) | 10% | 4 | 0.16 | 11, 15, 21, 7, 20 |
| Second individual translation exercise (date will be indicated in the first week of classes) | 25% | 2 | 0.08 | 1, 4, 2, 3, 14, 13, 12, 6, 19, 11, 9, 10, 8, 15, 17, 5, 18, 16, 7, 20 |
| Submit and correction of supervised activities (during the semester) | 25% | 10 | 0.4 | 4, 2, 13, 19, 11, 8, 15, 18, 21, 7, 20 |

## Bibliography

The lecturers will upload, on the Campus Virtual, the texts and materials to work and follow the subject.

REFERENCE BIBLIOGRAPHY

Portuguese dictionaries:

*Dicionário Houaiss da Língua Portuguesa.* Rio de Janeiro: Editora Objetiva.

*Dicionârio da Língua Portuguesa Contemporânea*, Academia das Ciências de Lisboa. Lisboa: Verbo.

*Novo Aurélio Século XXI*, Buarque de Holanda, A. Rio de Janeiro: Nova Fronteira.

Bilingual dictionaries:

*Diccionari Català-Portuguès/Portuguès-Català*. Barcelona: Enciclopèdia Catalana.

*Diccionari de paranys de traducció portugués-català (falsos amigos)*, Férriz, C., Gorgori, R. i Pitta, P. Barcelona: Enciclopèdia Catalana.

*Dicionário Português-Espanhol/Espanhol-Português*. Porto: Porto Editora.

Grammar of the Portuguese language:

Bechara, E. *Moderna Gramática Portuguesa*. Rio de Janeiro: Nova Fronteira.

Cunha, C. i Cintra, L. *Nova Gramática do Português Contemporâneo.* Lisboa: Lexikon Editorial.

Gomes Ferreira, A. i Nunes de Figueiredo, J. *Compêndio de Gramática Portuguesa* (3.º ciclo/Ensino Secundário). Porto: Porto Editora.

REFERENCE WEBOGRAPHY

Brazilian Portuguese online dictionaries:

http://www.aulete.com.br/

http://www.dicio.com.br/

http://www.dicionarioweb.com.br

https://michaelis.uol.com.br/

European Portuguese online dictionaries:

http://www.infopedia.pt/

http://www.priberam.pt/dlpo/

Online bilingual dictionaries:

http://www.dicespanhol.ufsc.br/

http://www.infopedia.pt/

http://michaelis.uol.com.br/

http://www.wordreference.com/ptes/luso-brasileiro

More Portuguese online sources:

https://ciberduvidas.iscte-iul.pt/

http://www.conjuga-me.net/

http://www.conjugacao.com.br/

http://www.conjugador.com.br/

http://www.linguateca.pt/

http://linguistica.insite.com.br/cgi-bin/conjugue

http://www.sinonimos.com.br

Spanish online sources:

https://dle.rae.es/

https://www.fundeu.es/

https://www.rae.es/dpd/

https://servicios.elpais.com/diccionarios/sinonimos-antonimos/

Catalan online sources:

https://dlc.iec.cat/

https://www.enciclopedia.cat/

http://www.gencat.cat/optimot/

https://www.termcat.cat/ca

http://www.multilingue.cat/

https://www.diccionaris.cat/

http://diccionari.cat/

https://esadir.cat/

https://www.ub.edu/cub/criteri.php?id=2930

https://www.upc.edu/slt/ca/recursos-redaccio/criteris-linguistics

https://www.upf.edu/web/llibre-estil

https://www.uoc.edu/portal/ca/servei-linguistic/

https://www.verbs.cat/ca/

## Software

No specific software is used, beyond the basic knowledge of Office automation (e-mail, Word, PDF, internet) and the Campus Virtual.