

Foreign language and translation C3 (Portuguese)

Code: 101388
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	1

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

Lessons are delivered in Catalan and Spanish, since students need to translate from Portuguese into Catalan and Spanish.

Teachers

Jofre Pons Casanovas
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 non-specialised texts written in Standard Portuguese.

Specifically, this subject requires prior knowledge obtained through the following subject: Foreign Language and Translation C2 (Portuguese).

Objectives and Contextualisation

The purpose of this subject is to develop students' ability to solve translation problems in different types (narrative, descriptive, expository, argumentative, instructive) of non-specialised texts written in standard Portuguese.

All the subject's credits are for translation exercises.

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

- Demonstrate their knowledge concerning translation's methodological principles and the language combination's problems of contrastivity.
- Apply their knowledge to solve translation problems in different types (narrative, descriptive, expository, argumentative, instructive) of non-specialised texts written in standard Portuguese.

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 basic translation problems in non-specialised narrative texts in standard language. E.g. encyclopaedia entries, excerpts from history books, personal letters, newspaper articles describing events, etc.
- Solving basic translation problems in non-specialised descriptive texts in standard language. E.g. tourist brochures, personal letters, brief newspaper articles describing situations, people or objects, etc.
- Solving basic translation problems in non-specialised argumentative texts in standard language. E.g. letters to the editor of a newspaper, letters of complaint, brief film or book reviews, brief articles on a current topic, etc.
- Solving basic translation problems in non-specialised instructive texts in standard language. E.g. recipes, everyday instruction manuals, etc.
- Solving basic translation problems in non-specialised literary texts in standard language. E.g. stories for children or adults, chapters of novels, legends, etc.
- Use of technological and documentation tools for the translation of different types of non-specialised texts in standard language: dictionaries of analogies, of synonyms and antonyms, of collocations, of difficulties, etc. Encyclopaedias. Stylebooks. Parallel texts. General corpora. Distribution lists.

Each year, the subject's lecturers will choose the texts that they consider most suitable to work on in class.

Methodology

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

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.

Note:

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			
Assessment	11	0.44	1, 2, 4, 3, 15, 14, 6, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Solving exercises	18	0.72	1, 2, 11, 19
Solving translation problems	18	0.72	1, 12, 5
Translation activities	42	1.68	1, 2, 4, 3, 15, 14, 6, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22
Type: Supervised			
Preparation of assessment translations	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	15	0.6	1, 14, 10
Preparation of exercises (individual or group)	28	1.12	1, 2, 15, 14, 10, 12, 13, 5, 19
Preparation of translations and projects	60	2.4	1, 2, 4, 3, 15, 14, 6, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 9, 22

Assessment

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

The schedule of the assessment tasks will be provided during the first week of classes.

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 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 lecturers must be notified of any absences from assessment activities in advance, via email. 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.

The lecturers will evaluate any exceptional cases or circumstances personally.

Following the subject and contacting the lecturers are the responsibility of each student.

The subject's schedule may vary depending on the group's pace of work and needs. The lecturers reserve the right to make any modifications she considers appropriate.

Review

When publishing final marks prior to recording the mon students' transcripts, the lecturers will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturers.

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, 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First translation exercise (date will be indicated in the first week of classes)	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
Learning assessment activities (during the semester)	10%	2	0.08	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 23, 9, 22
Second individual translation exercise (date will be indicated in the first week of classes)	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
Submit and correction of supervised activities (during the semester)	25%	2	0.08	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 23, 9, 22
Translation competence individual test (date will be indicated in the first week of classes)	15%	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

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.

Dicionário 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 parany de traducció portugués-català (falsos amigues), Ferriz, 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/>

<https://duvidas.dicio.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:

<http://diccionari.cat/>

<https://www.diccionaris.cat/>

<https://dlc.iec.cat/>

<https://www.enciclopedia.cat/>

<https://esadir.cat/>

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

<http://www.multilingue.cat/>

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

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

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

<https://www.upf.edu/web/lilibre-estil>

<https://www.termcat.cat/ca>

<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.