

Foreign language and translation C3 (French)

Code: 101392
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

Teachers

Joaquim Sala Sanahuja

Prerequisites

At the beginning of the course the student must be able to:

- Understand written text of various types on general topics in a wide range of areas and language registers (MCRF-FTI B2.3)
- Understand oral texts with a certain complexity on personal and general topics in familiar areas (MCRF-FTI B1.2)

Objectives and Contextualisation

The function of this subject is to master the fundamental contrastive aspects of the linguistic combination and to solve translation problems of non-specialized texts in standard language of different types (narrative, descriptive, expository, argumentative, instructive).

All credits will be dedicated to translation.

At the end of this course the student must be able to:

- Demonstrate knowledge and understanding of the fundamental contrasting aspects of language combination and this methodological principles of translation.
- Apply this knowledge to solve problems of non-specialized texts in standard language of different types (narrative, descriptive, argumentative, expository, instructive)

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 produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of different fields and with specific communicative purposes.
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 from different fields and of different functions, with problems of linguistic variation and cultural references.
17. 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.
18. 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.

19. 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.
20. Solving interferences between the working languages: Solving interferences between the working languages.
21. 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.
22. 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.
23. 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.
24. Working effectively in teams: Working effectively in teams.

Content

The solution of translation problems of non-specialized narrative genres in standard language: children's story, biographical entry of reference encyclopedia, fragment of history manual, personal letter or newspaper article describing an event, fragment of book of history, short biography, short story, etc.

Solving translation problems of non-specialized descriptive genres in standard language: tourist brochure, personal letter or short newspaper article describing situations, people or objects, excerpt from tourist guide, descriptions of houses, kitchens, etc. in decoration magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, translators' associations, etc.), etc.

The solution of translation problems of non-specialized expository genres in standard language : entry of a reference encyclopedia, fragment of a manual (of Translation, Linguistics, Philosophy, etc.), fragment of essay (Translation, Linguistics, Philosophy, etc.), etc.

Solving translation problems of non-specialized argumentative genres in standard language: letter to the director of a newspaper, letter of complaint, brief review of a film, short article on a current topic, editorial on a topic current affairs, opinion article on a topical issue, formal complaint letter, etc.

Solving translation problems of non-specialized instructional genres in standard language: recipe, frequently used instruction manual, medicine leaflet, advertising text, etc.

Use of tools (technological and documentation) for the translation of non-specialized texts in standard language of different types: Monolingual and general bilingual dictionaries. Grammars. Style manuals. Analog dictionaries, of synonyms and antonyms, of placements, of difficulties, etc. Encyclopedias. Style books. Parallel texts. General search engines. Basic technological tools for optimizing text editing and proofreading. Basic management of folders and files. Use of general corpora. General forums and blogs. Distribution lists.

Methodology

Solving exercises related to translation or documentation -Theoretical-practical tasks related to translation -Troubleshooting -Cooperative learning techniques.

Most of the contents of the subject will be worked on in class in a practical way.

Students will prepare the exercises or translations at home and share them in class. Evaluable translations must respect the delivery date.

They will not be accepted after the specified date.

Observations:

1. Compliance with the schedule will depend on the pace of work and the needs of the group.
2. The learning contents - and, consequently, the assessment - may change throughout the semester if the teacher and most of the students who regularly attend class agree.

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			
Exercise resolution	18	0.72	2, 16, 20
Problems resolution	18	0.72	10, 12, 5
Translation activities	42	1.68	1, 2, 16, 17, 14, 8, 7, 19, 18, 20
Type: Supervised			
Preparation of evaluable translations	23	0.92	1, 2, 4, 3, 16, 17, 15, 14, 6, 8, 7, 21, 10, 12, 13, 11, 22, 19, 18, 5, 20, 9, 23
Type: Autonomous			
Documentation activities	15	0.6	1, 2, 4, 3, 16, 17, 15, 14, 6, 8, 7, 21, 10, 12, 13, 11, 22, 19, 18, 5, 20, 9, 23
Preparation exercises	28	1.12	2, 16, 14, 20
Preparation translation and works	75	3	1, 2, 16, 17, 14, 8, 7, 19, 18, 20

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests 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

At the time of handing in the final grade prior to the minutes, the teacher will communicate in writing a date and time of review. The review of the various assessment activities will be agreed between the teacher and the student.

Recovery Students who have taken part in activities whose weight is equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted average grade of 3.5 or more will be able to access the recovery. At the time of handing in the final grade prior to the course report, the teacher will communicate in writing the recovery procedure. The teacher can propose a recovery activity for each activity suspended or not presented or can group several activities into one. In case of recovery, the maximum mark that the student can obtain is a 5.

Consideration of "not evaluable" A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject.

Irregularities in assessment activities In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final grade of the subject will be 0. Assessment activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from recovery.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Two synthesis works (30% each)	60%	4	0.16	1, 2, 4, 3, 16, 17, 15, 14, 6, 8, 7, 21, 10, 12, 13, 11, 22, 19, 18, 5, 20, 24, 9, 23
Two translation assignments (20% each)	40%	2	0.08	1, 2, 4, 3, 16, 17, 15, 14, 6, 8, 7, 21, 10, 12, 13, 11, 22, 19, 18, 5, 20, 9, 23

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2. Monolingual dictionaries in language C

- Nouveau petit Robert de la langue française 2010, Paris : Le Robert, Cd-Rom.
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- Le petit Robert des noms propres, Paris: Le Robert, 2010

3. Bilingual Dictionaries

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- Dictionnaire moderne français-espagnol, espagnol-français (García-Pelayo/Jean Testas), Librairie Larousse, Paris: 1967
- AMADOR, J.: *Diccionario francés-español, español-francés*, Isopena, Barcelona, 1983.
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4. Grammars, Manuals and other reference works in language A

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- Matte Bon, F.: *Gramática comunicativa del español*, Madrid: Difusión, 1992.
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Software

None