UAB

Universitat Autònoma de Barcelona

2022/2023

Specialized language (A) for translators and interpreters (Catalan)

Code: 101424
ECTS Credits: 3

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	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: No

Prerequisites

Students who take this subject must have a sufficient command of the Catalan language to make linguistic decisions independently in the field of specialised writing in general and legal and administrative writing and scientific-technical writing in particular. (Preferably students must have taken the subjects 101281 Catalan language for translators and interpreters 1 and 101426 Catalan language for translators and interpreters 2). Students must also have gained skills in searching and discriminating information.

Objectives and Contextualisation

The goal of this course is to learn the lexical, morphosyntactic, textual and rhetorical particularities of different types of specialised texts in language A.
At the end of the course, the student will be able to produce specialised texts of diverse typology with linguistic correction.

Competences

- Producing oral texts in language A in order to interpret.
- Producing written texts in language A in order to translate.
- Understanding oral texts in language A in order to interpret.
- Understanding written texts in language A 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 lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of verbal texts of several fields.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of several fields.
6. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts from different fields with specific communicative purposes.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to produce clear verbal texts about personal and general topics.
8. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand written texts from different fields.
9. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts from different fields and with specific communicative purposes.
10. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts that are appropriate to their context and possess linguistic correctness.
11. Solving interferences between the working languages: Solving interferences between the working languages.
12. Working effectively in teams: Working effectively in teams.

Content

1. Language for specific purposes. Introduction.

2. Scientific writing.

• Characterising scientific writing from a lexical, morphosyntactic, textual and rhetorical point of view.
• Comprehension strategies and creating scientific texts.
• Solving problems associated with scientific texts.
• Using documentation resources and technological tools in the creation of scientific texts.

3. Administrative writing.

• Characterising administrative writing from a lexical, morphosyntactic, textual and rhetorical point of view.
• Comprehension strategies and creating administrative texts.
• Solving problems associated with administrative texts.
• Using documentation resources and technological tools in the creation of administrative texts.

2. Legal writing.

• Characterising legal writing from a lexical, morphosyntactic, textual and rhetorical point of view.
• Comprehension strategies and creating legal texts.
• Solving problems associated with legal texts.
• Using documentation resources and technological tools in the creation of legal texts.

Methodology

Different teaching strategies are combined according to the content: a) lecturer presentation, b) problem-solving activitird, c) tutored work.

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			
Lecturer presentations	18	0.72	3, 1, 2, 8, 7, 6, 5, 4, 10, 9, 11
Type: Supervised			
Tutored activities or projects	7.5	0.3	3, 1, 2, 8, 7, 6, 5, 4, 10, 9, 11, 12
Type: Autonomous			
Self-study	37.5	1.5	3, 1, 2, 8, 7, 6, 5, 4, 10, 9, 11

Assessment

Assessment is divided into three modules, each of which has a specific weight in the final mark:

1. Tutored activity or project. Students will deliver it during the course, with the possibility of revising, if necessary, their first draft based on the lecturer's recommendations, and it will be worth 40% of the final mark.

2. Problem-solving activities. There will be two sessions during the course and these will be worth 30% of the final mark (3 h).

3. Final written test. The test will take place at the end of the course and it will be worth 30% of the final mark. The format will be announced in due course. It may be an essay on a specialised text, an essay on the subject contents or a multiple choice test (1.5 h).

Assessment activities that are delivered past the deadline will not be accepted.

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. In the case of retaking or compensating for an activity, the highest mark that can be obtained is 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.

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
Final written test	30%	1.5	0.06	3, 1, 2, 8, 7, 6, 5, 4, 10, 9, 11
Problem-solving activities	30%	3	0.12	3, 1, 2, 8, 7, 6, 5, 4, 10, 9, 11, 12
Tutored activities or projects	40%	7.5	0.3	3, 1, 2, 8, 7, 6, 5, 4, 10, 9, 11

Bibliography

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Altés, N. i X. Pejó (2001). *Manual de redacció administrativa*. Vic: Eumo.

Cabré, M. Teresa (1992). *La terminologia. La teoria, els mètodes, les aplicacions*. Barcelona: Empúries. Capítol III.1 "Els llenguatges d'especialitat".

Duarte, C. et al. (1998). *Manual de llenguatge administratiu.* Barcelona: Generalitat de Catalunya; Escola d'Administració Pública.

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Hoffmann, L. (1998). *Llenguatges d'especialitat. Selecció de textos.* Barcelona: Institut Universitari de Lingüística Aplicada; Universitat Pompeu Fabra.

Lerat, P. (1995) *Las lenguas especializadas.* Barcelona: Ariel, 1997.

Marquet, L. (1993). *El llenguatge científic i tècnic.* Barcelona: Associació d'Enginyers Industrials de Catalunya.

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Salom, J. (2006). *Català jurídic.* Andorra la Vella: Universitat d'Andorra i Fundació Crèdit Andorrà.

Software

For proofreading purposes, Microsoft Word (or similar software) and Adobe Acrobat Reader (PDF) are required.