

**Catalan language for translators and interpreters 2**

Code: 101426  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

## Contact

Name: Jaume Solà Pujols  
Email: jaume.sola@uab.cat

## 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

## Teachers

Jaume Solà Pujols

## Prerequisites

The student must be able:

- To prove to have fundamental grammatical knowledge for translating and interpreting
- To create unspecialized texts of varying typology, in a clear, well structured and reader-appropriate style.
- To understand texts of a certain degree of complexity and of varying tyopology.

## Objectives and Contextualisation

The goal of this subject is to complete the students' grammatical competence in the A language, by inabling them to a produce simple specialized texts, and to understand texts with problems of linguistic variation, so as to prepare them for direct and inverse translation.

Upon completing this subject the student must be able:

- To prove to have acquired advanced grammatical knowledge for translating and interpreting.
- To produce simple specialized texts of varying typology, in a clear, well structured and reader-appropriate style.
- To understand complex texts of varying typology, and with problems of linguistic variation.

## Competences

- Applying cultural knowledge in order to translate.
- Producing written texts in language A in order to translate.
- Understanding written texts in language A in order to translate.
- Using documentation resources in order to translate.

## 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. Comprehending the communicative purpose and sense of written texts of several fields:  
Comprehending the communicative purpose and sense of a diverse typology of complex written texts with problems of linguistic variation.
3. Formulating the appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
4. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge for the understanding of a diverse typology of complex written texts with linguistic variation problems.
5. 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 non-specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
6. 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).
7. Implementing strategies in order to understand written texts from different fields: Applying strategies in order to understand a diverse typology of complex written texts (narrative, descriptive, expository, argumentative and educational type texts) with problems of linguistic variation.
8. 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.

## Content

- Consolidating morphosyntactical and lexical knowledge for translating and interpreting.
- Introduction to problems of linguistic variation and style for translating and interpreting.
- Consolidating strategies and techniques for producing simple specialized texts of varying typology.
- Consolidating strategies and techniques for understanding complex texts of varying typology.

## Methodology

The tasks in this subject are distributed in the following way:

- 30% of directed tasks. They correspond to class tasks:
  - Introduction to grammatical and textual topics
  - Practical exercises
  - Directions for supervised work
- 15% of supervised work. Supervised work is intended as that being autonomous but subject to the professor's control.
  - Production of texts of varying typologies
  - Field work on grammatical problems
- 50% of autonomous tasks.
- Keeping up with classes
  - Exercises
  - Studying for exams
  - Looking for bibliography
  - Enlarging knowledge

• 5% evaluation activities

- Written exams.
- Control of evaluated tasks.

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			
Indications , control y evaluation for supervised activities	23	0.92	1
Interactive teaching	3	0.12	1, 7, 2, 4
Realization and comentary of exercises in writing tecniques	23	0.92	1, 7, 6, 2, 4
Realization and commetary of exercices in grammatical problems	6	0.24	1, 6, 4, 8
Type: Supervised			
Field work	17	0.68	1, 6, 3, 8
Writing and text exercises	10.5	0.42	7, 2, 3, 4, 8
Type: Autonomous			
Estudy to prepare the class	25	1	1, 6, 3, 8
Preparation for the written exam	25	1	1, 7, 2, 3, 4
Search of documentation	5	0.2	3
Widening knowledge	5	0.2	3

## 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

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.

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

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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
2 essays and 1 text elaboration	30%	2	0.08	1, 7, 5, 2, 3, 4
Field work	30%	2.5	0.1	1, 7, 5, 2, 3, 4
Final exam	40%	3	0.12	1, 7, 6, 5, 2, 3, 4, 8

## Bibliography

The bibliography is divided into the following sections:

### a) Descriptive and theoretical grammar

The following bibliography is at the basis for the grammatical theory and description used throughout this course. It is conceived for occasional (not systematic) consultation by the student. The most complete descriptive reference is Solà (2008).

Bosque, Ignacio (1989) *Las categorías gramaticales*. Madrid: Síntesis.

Hernanz, M. Lluïsa; Brucart, José M. (1987) *La sintaxis. (1) Principios teóricos. La oración simple*. Barcelona: Crítica.

Ramos, Joan Rafael (1990) *Introducció a la sintaxi. Anàlisi categorial i funcional de l'oració simple*. València: Tàndem Edicions.

Solà, Joan (coord.) (2008) ***Gramàtica del català contemporani***. Barcelona: Empúries [1a ed.: 2002].

Vilà Pijoan, Carme (1990) *Sintaxi bàsica del català*. Barcelona: Barcanova.

### b) Description and norm

The bibliography in this section has a non merely descriptive orientation: it resorts at description as a basis for discussing the norm and characterizing an oral and written standard. It addresses aspects that are developed along the course: tensions between norm, standard and usage.

Fabra, Pompeu (1918) *Gramàtica catalana*. Barcelona: Aiguà: 1981.

<https://publicacions.iec.cat/repository/pdf/00000044%5C00000005.pdf>

Ferrater, Gabriel (1981) *Sobre el llenguatge*. Barcelona: Quaderns Crema.

Solà, Joan. (1972) *Estudis de sintaxi catalana*. Barcelona: Edicions 62.

Solà, Joan. (1987) *Qüestions controvertides de sintaxi catalana*. Barcelona: Edicions 62.

Solà, Joan. (1994) *Sintaxi normativa: estat de la qüestió*. Barcelona: Empúries.

### c) Normative grammar

This bibliography constitutes the reference basis for clearly establishing the consensus norm, which is presupposed to be mastered by the student on the basis of the previous course Llengua catalana per a traductors i intèrprets 1. It must be emphasized, though, that this knowledge must always be complemented by habits of systematic consultation.

Badia i Margarit, Antoni M. (1962) *Gramàtica catalana*. Madrid: Gredos.

Badia i Margarit, Antoni M. (1994) *Gramàtica de la llengua catalana. Descriptiva, normativa, diatòpica i diastràtica*. Enciclopèdia Catalana.

Badia, Jordi; Brugarolas, Núria; Torné, Rafel; Fargas, Xavier (1997) *El llibre de la llengua catalana*. Barcelona: Castellnou Edicions.

Costa, Joan; Nogué, Neus (coord.) (2006) *Curs de correcció de textos orals i escrits: Pràctiques autocorrectives*. 3a ed. rev. [1a ed. 1998]. Vic: Eumo, Universitat de Vic.

Fabra, Pompeu (1956) *Gramàtica catalana*. Barcelona: Teide.

<http://ocpf.iec.cat/obres/34gramatica56.pdf>

Institut d'Estudis Catalans (2016) *Gramàtica de la llengua catalana*. Barcelona: Institut d'Estudis Catalans.

Summary of innovations:

[https://www.iec.cat/Comunicacio\\_IEC/dossier\\_premsa\\_Gramatica.pdf](https://www.iec.cat/Comunicacio_IEC/dossier_premsa_Gramatica.pdf)

Institut d'Estudis Catalans. (2018). *Gramàtica essencial de la llengua catalana*. Barcelona: IEC.

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

Mas, Marta; Vilagrasa, Albert (2012) *Gramàtica catalana de la A a la Z*. Barcelona: Publicacions de l'Abadia de Montserrat.

Mestres, J. M. et al. (2007) *Manual d'estil de la redacció i l'edició de textos*. 3a ed. act. i ampl. [1a ed. 1995]. Vic/Barcelona: EUMO/UB/UPF/Ass. RosaSensat.

<https://estil.llocs.iec.cat/>

Ruaix, Joan (2000) *Català complet / 2: Morfologia i sintaxi*. Reimpr. corregida [1a ed. 1998]. Moià: J. Ruaix

## Software

CV, projections