

Initiation to translation B-A (English-Catalan)

Code: 101432
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	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: No

Teachers

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Prerequisites

Students must be able to:

- Produce general texts in Spanish that are clear, well structured and linguistically correct.
- Understand general texts with a clear structure in English.

Objectives and Contextualisation

The aim of this subject is to provide an introduction to the basic methodological principles that govern the practice of professional translation and to the fundamental contrasting aspects of the language combination.

On successfully completing this subject, students will be able to:

- Demonstrate knowledge of the basic methodological principles governing translation, basic professional and instrumental aspects, and basic problems of contrastivity between English and Spanish.
- Solve basic translation problems in texts from non-specialised genres in standard language.

Competences

- Learning in a strategic, independent and continuous manner.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- 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.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate non-specialised written texts in standard dialect.
3. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts in standard dialect.
4. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informative needs in order to translate non-specialised texts in standard dialect.
5. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate non-specialised written texts in standard dialect.
6. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of non-specialised texts in standard dialect.
7. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
8. 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.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand non-specialised written texts in standard dialect.
10. Learning in a strategic, independent and continuous manner: Formulating a plan of action in order to learn.
11. Solving interferences between the working languages: Solving interferences between the working languages.
12. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the basic questions related to the translation labour market (occupational area, rights and duties of the translator).
13. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit non-specialised written texts in standard dialect.
14. 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 non-specialised texts in standard dialect.

Content

- Basic methodological principles governing the practice of translation. Fundamental problems, techniques and strategies in the translation of texts in standard language.
- Solution of contrast-related difficulties: differences in typographical, lexical, morphosyntactic and textual conventions.
- Basic aspects of the labour market and professional translation: areas of employment, rights and duties of the translator.
- Use of basic technological and documentation tools for the translation of non-specialised texts in standard language: monolingual and general bilingual dictionaries, grammars, style manuals, general search engines, basic technological resources for the optimisation of text editing and correction; basic management of folders and files.

Methodology

The work students carry out mainly consists of:

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- Translation projects
- Debates (in class or online)
- Individual/group presentations in class
- Written assignments
- Exams

Directed activities: carried out according to a set timetable and in the presence of a lecturer.

- Supervised activities: carried out under the supervision of a lecturer or tutor.

- Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually).

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			
Translation problems	6	0.24	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Translation problems	12	0.48	2, 9, 10, 3, 11
Translation tasks and projects	34.5	1.38	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Type: Supervised			
Online debates	11	0.44	12, 7, 8
Self-assessment	4	0.16	10
Type: Autonomous			
Documentation	6	0.24	2, 4, 5
Knowledge development	3	0.12	10
Preparation of exercises and problems	10	0.4	9, 10, 3, 4, 11
Preparation of translations and assignments	56	2.24	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14

Assessment

All activities have a deadline that must be strictly met, according to the calendar of the subject that will be delivered on the first day of the course. The calendar can be modified depending on the pace of work of the group.

Students must take into account the news and information published on the Virtual Campus.

This subject involves two types of assessment:

- Formative assessment, which is used to verify that each student's learning process evolves appropriately. It has no bearing on their final mark for the subject.
- Summative assessment, which is used to determine each student's final mark for the subject.

Summative assessment: It will establish the final grade for each student. The student will be graded if the student hands in the requested dates the assignments described below according to the norms and dates indicated:

Types of assignments:

1. Group work: group translation (2-3 students) of a narrative text, to be submitted on the date indicated.
2. Participation in an on-line debate on labor:

The educational unit related to the labor market will be carried out in the form of debate in the Virtual Campus forum, and we will work on the translation, employment, rights and duties of the translator. Each student must participate at least twice and the contributions must be related to one of the following points:

- What tasks can English translators translate into Catalan? You can include the tasks that would be carried out by a generalist or specialized translator;
 - What companies or organizations may need the services of a translator? If you want, you can associate the type of business with a type of task.
 - Translators' rights and obligations.
3. Compulsory translation 1: individual translation of an English text into Catalan.
 4. Compulsory translation 2: individual translation of an English text into Catalan.
 - 5.. Exam: individual translation of a general text (approximately 250 words) from English into Catalan. Students may consult any documents they wish (dictionaries, notes, etc.).
 6. Summary on two conferences related to translation:

-a summary of two lectures attended by the student relating the content of the lectures to any subject of the course (previously, the teacher must be consulted about which lectures are appropriate to make the summary; if not, summaries will not be considered for evaluation);

ATTENTION: All works must be delivered on the indicated dates. After these dates they will not be accepted in any way, if it is not that the impossibility of adjusting to the dates has been duly justified.

When submitting the final grade prior to the final grading, the teacher will notify in writing a date and time of revision. The review of the various assessment activities will be agreed between the teacher and the student.

Students who have handed in all activities will have the possibility for a second compensatory assignment if they have fulfilled the requested work load, equivalent to 66.6% (two thirds) or more of the final grade, and their weighted average rating is 3.5 or more. With the second compensatory assignment the maximum rate given to the student will be 5.

A "non-evaluable" grade will be assigned when the evaluation evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject

Note: The information on the evaluation, the type of evaluation activity and its weight on the subject is for information purposes. The teacher responsible for the subject will specify it the first day class.

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In the event of irregularities occurring in various evaluation activities, the final grade of the course will be 0. The evaluation activities where irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from a second compensatory assignment.

Students who meet the requirements to opt for a compensatory assignment described in section 8 of this guide. They will have the possibility of a second chance for the compulsory assignments can recover individual translations and the exam (in the classroom or at home, depending on the decision of the teacher).

Participation in the forum, summaries of conferences or group work are excluded, because they must be done for a specific time period within the semester.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work on contrasting aspects	20 %	2	0.08	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
On-line debate on professional aspects	5%	1	0.04	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Summary on two conferences related to translation	5%	1.5	0.06	1, 2, 9, 10, 3, 4, 7, 6, 8, 5, 11, 14
Translation assessment	25%	1	0.04	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Translation assignment 1	20%	1	0.04	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14
Translation assignment 2	25%	1	0.04	1, 2, 9, 10, 3, 12, 13, 4, 7, 6, 8, 5, 11, 14

Bibliography

1. Monolingual dictionaries in Catalan

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COROMINES, Joan. *Diccionari etimològic i complementari de la llengua catalana*. Barcelona: Curial, 1980.

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FABRA, Pompeu. *Diccionari general de la llengua catalana*. 11a ed. Barcelona: Edhasa, 1980.

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XURIGUERA, Joan Baptista. *Els verbs catalans conjugats*. 4a ed. Barcelona: Claret, 1977.

2. Monolingual Dictionaries in English

The Collins Dictionary of the English Language

The Collins COBUILD English Language Dictionary

The Longman Dictionary of Contemporary English

The Concise Oxford Dictionary of current English

Webster's Third New International Dictionary.
Springfield (Mass.): Merriam-Webster, 1993.

Chambers Twentieth Century Dictionary

The New Oxford English Dictionary. Òxford:
Clarendon Press, 1989.

The New Shorter Oxford English Dictionary.
Òxford: Clarendon Press, 1994.

CHAPMAN, Robert L. *New dictionary of American Slang*. Londres: McMillan, 1995.

KIRKPATRICK, Betty [ed.]. *Roget's Thesaurus of English Words and Phrases*. Londres: Penguin, 1987.

PARTRIDGE, Eric. *A Dictionary of Slang and unconventional English*. Londres: Routledge, 1987.

3. Bilingual dictionaries

Diccionari anglès-català (Enciclopèdia Catalana)

Diccionari català-anglès (Enciclopèdia Catalana)

Diccionari de parany de traducció anglès-català
(Enciclopèdia Catalana)

Diccionario internacional Simon and Schuster
inglés-español / español-inglés. Nova York:
MacMillan, 1997.

Diccionario Collins español-inglés /
English-Spanish. Barcelona: Grijalbo, 2000.

Diccionario Oxford español-inglés /
inglés-español. Madrid: Oxford University Press,
2003.

Gran diccionario Larousse español-inglés /
English-Spanish. Barcelona: Larousse, 2004.

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4. Reference manuals

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Universitas / Universitat Jaume I, 8, 2001

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llengua catalana. Barcelona: Enciclopèdia
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Barcelona: Quaderns Crema, 1981.

JANÉ, Albert. *El llenguatge. Problemes i aspectes*
d'avui. Barcelona: Edhasa, 1977-80. 4 vols.

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2a ed. València: Universitat de València, 1992.

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EASTWOOD, J.; MACKIN, R. *A Basic English Grammar*. Oxford: Oxford University Press, 1990.

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BACARDÍ, Montserrat; GODAYOL, Pilar.
Diccionari de la Traducció Catalana. Vic: Eumo
Editorial, 2011.

8. Internet resources

Crítèria: espai web de correcció de l'Institut
d'Estudis Catalans

<http://criteria.espais.iec.cat>

Diccionari català-valencià-balear

<http://dcvb.iecat.net>

Diccionari de l'Institut d'Estudis Catalans

<http://dlc.iec.cat>

Diccionari de sinònims d'Albert Jané

<http://sinonims.iec.cat>

Enciclopèdia Catalana

<http://www.enciclopedia.cat>

One Look

<http://www.onelook.com>

Optimot

<http://www14.gencat.cat/llc/AppJava/index.jsp>

Portal lingüístic de la Corporació Catalana dels
Mitjans Audiovisuals

<http://esadir.cat>

Termcat

www.termcat.net

Biblioteca d'Humanitats

<http://blogs.uab.cat/bhtraduccio>

ISBN

www.mcu.es/bases/spa/isbn/ISBN.html

Software

We will work with the most usual tools to edit documents.