UAB

Universitat Autònoma de Barcelona

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	1
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

There are no prerequisites to take this course. Nevertheless, some of the materials used in this course are only available in English, so a good knowledge of this language will be useful.

Objectives and Contextualisation

The role of this subject is to start learning the basics of the C language in order to prepare the student for direct translation.

At the end of the term, the student should be able to:

- Use the graphic system and basic vocabulary and to understand basic written structures related with the current environment.
- Regcognise the graphic system and basic vocabulary and to understand basic written structures related with the current environment.

Competences

Translation and Interpreting
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic knowledge.

3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
9. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the information of clear and simple oral texts of general topics.
10. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal texts about general topics.
11. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
12. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending information of short and simple written texts about subjects related to the immediate environment.
13. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
14. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
15. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
16. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.
17. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce basic verbal expressions related to the immediate environment.
18. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
19. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
20. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
21. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
22. 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 written texts of a certain complexity about general topics of well-known areas.
23. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
24. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.

25. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about topics related to the immediate environment.
26. 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 a certain complexity about personal and general topics of well-known areas.
27. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
28. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
29. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand basic verbal expressions related to the immediate environment.
30. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
31. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand simple and clear verbal texts about general topics.
32. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
33. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
34. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
35. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
36. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
37. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
38. Producing verbal texts from different fields and with specific communicative purposes: Producing basic verbal texts with specific communicative purposes, following standard models of discourse.
39. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
40. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal expressions related to the immediate environment.
41. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal texts about general topics that are appropriate to their context.
42. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas.
43. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
44. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
45. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
46. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.
47. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.
48. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.

49. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
50. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

We will start by the foundations of reading and writing, that is, hiragana, katakana and kanji.

We will be able to correctly use both sillabaries and approximately the first 50 kanji.

In terms of grammar, we will start by learning basic structures, time expressions (today, tomorrow, morning, afternoon, the time, etc.), by identifying and locating objects or people

and basic urban equipments (hospital, library, school) and by learning how to use adjectives.

Once we are able to use the most basic structures, we will progress into more complex structures and Japanese-specific concepts such as counters.

In terms of pronunciation, we will make more complex sounds (long vowels, small tsu, etc.) and intonation a priority.

We will introduce basic cultural concepts in order to make exchange students' lives in Japan easier.

Those contents are presented in lessons 1, 2, 3, 4, 5, 6 and 7 of the book *Shokyû Nihongo*, of the University of Foreign Studies of Tokyo.

Methodology

The subject will focus on working through the textbook *Shokyû Nihongo*, of the University of Foreign Studies of Tokyo. The contents will be acquired from the vocabulary and kanji (ideograms) tests done in class; the analysis and the conceptualization of the new grammatical structures; reading, understanding and reformulation of dialogues, and carrying out complementary activities and specific reinforcement exercises in each lesson (writing, grammar exercises, etc.).

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			
Communicative exercises (written/oral)	6	0.24	5, 1, 37, 29, 27, 17, 12, 16, 9, 46, 40
Grammar exercises (written/oral)	16	0.64	1, 22, 25, 46
Introducing materials	32	1.28	1
Listening comprehension	6	0.24	5, 1, 29, 10, 9
Oral production	5	0.2	5, 1, 29, 17, 9, 40
Usage of audiovisual materials	5	0.2	5, 1, 29, 12, 9
Written comprehension (hiragana, katakana, kanjis)	16	0.64	1, 27, 46

Type: Supervised			
Readings	7	0.28	1, 37, 34, 12
Written exercises	7	0.28	1, 37, 27, 46, 50
Type: Autonomous			
Individual study	117.5	4.7	4, 1, 3, 37, 29, 27, 46

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

Related matters

All information on assessment, assessment activities and their weighting is merely 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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

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 activityin question. In the case of misconduct in more than one assessment activity, the studentsinvolved 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.

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https://www.uab.cat/web/estudiar/grau/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-134566217

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammar test Lessons 1-2	15	1	0.04	5, 6, 4, 1, 3, 37, 34, 25, 27, 17, 12, 16, 9, 46, 40, 50
Grammar test Lessons 3-4	15	1	0.04	5, 6, 4, 1, 3, 37, 34, 25, 27, 17, 12, 16, 9, 46, 40, 50
Grammar test Lessons 5-7	15	1	0.04	5, 6, 4, 1, 3, 37, 34, 25, 27, 17, 12, 16, 9, 46, 40, 50
Hiragana, katakana, kanji and vocabulary tests	35	1.5	0.06	5, 2, 3, 1, 37, 34, 26, 22, 23, 24, 25, 27, 17, 12, 16, 46, 49, 45, 47, 48, 44, 40, 50
Homework	10	1.5	0.06	2, 4, 1, 3, 37, 34, 35, 33, 32, 36, 22, 25, 27, 12, 16, 15, 14, 13, 46
Oral production	10	1.5	0.06	5, 6, 7, 29, 30, 31, 28, 17, 21, 18, 19, 20, 10, 9, 8, 11, 40, 43, 41, 42, 38, 39

Bibliography

1. Textbook

The textbook that will be used in class on a daily basis, with the assumption that students own it, is:

- Shokyû Nihongo Vol. 1, Tokyo University Of Foreign Studies, Sanseido, Tòquio, 2010

2. Reference books

2.1. There is no need for students to have their own dictionary. The following are available for them to consult:

- *Nihongo* (*Japanese*)
- *Jsho*

2.2. For specific matters, the following books may be of use:

- Makino, Seichi; Tsutsui, Michio. *A Dictionary of Basic Japanese Grammar.* 『日本語基本文法 辞典』 *The Japan Times*.
- Matsuura, Junichi; Porta Fuentes, Lourdes. *Nihongo. Japonés para hispanohablantes. Bunpoo. Gramática.* Barcelona: Herder, 2002.

3. Links

Textbook webpage:

https://jplang.tufs.ac.jp/en/ka/1/1.html

Other links

1. Maynard, Senko K. *Learning Japanese for Real: A Guide to Grammar, Use and Genres of the Nihongo World*. Honolulu: University of Hawaii Press, 2011. (Digital book; available at UAB library)
2. http://www.rikai.com
3. http://www.kotoba.ne.jp/
4. *Minato* (Japan Foundation): http://minato-jf.jp
5. Sakura Network: https://www.jpf.go.jp/e/project/japanese/education/resource/index.html

Software

No special software is required.