Foreign Language D for Translators and Interpreters 1 (Romanian)

Code: 106405
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Other comments on languages

Catalan and Romanian will also be used as working and comparative languages

Prerequisites

None.

Objectives and Contextualisation

The aim of this subject is to initiate the development of students' Language D basic communication skills in order to prepare them for direct translation.

On successfully completing this subject students will be able to:

Understand written texts on everyday topics (MCRE-FTI A2.2)

Produce very short and simple written texts on topics related to the concrete and immediate environment (MCREFTI A1.2.)

Understand simple and clear oral texts on everyday topics (MCRE-FTI A2.1.)

Produce very short and simple oral texts on topics related to the immediate concrete environment (MCRE-FTI A.1.2.)

Competences

- Producing written texts in a foreign language in order to translate.
- 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. 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.
6. 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.
7. 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.
8. 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.
9. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
21. 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.
22. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.

23. 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.
24. 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.
25. 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.
26. 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.
27. 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.
28. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

Grammar content:
1. The personal pronouns in nominative case. Usual verbs in the present indicative.
2. The indefinite article. The noun: endings that indicate gender.
3. The noun: formation of the plural.
4. Vocalic and consonant alternations.
5. The numerals.
6. The definite article.
7. The demonstratives.
8. The possessives.
9. The adjective. Degrees of comparison.
10. The present indicative: verbs of the first conjugation.
11. The present indicative: verbs of the second conjugation.
12. The past participle and the past tense.
13. The adverb.

Additional content will be provided, such as phonetic and orthographic content, lexical content mainly organized in semantic fields (family, professions etc.), as well as communication (greeting, presentation, etc.) and socio-cultural (regions of Romania, traditions, etc.) content.

Methodology

The training activities will favor the active participation of the students in order to achieve the expected competencies.

The teaching methodology will combine several types of actions and techniques, such as lectures, debates, cooperative learning, simulated situations 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			
Grammar and vocabulary exercises	12	0.48	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 27, 23, 25, 26, 22

Oral comprehension activities	12	0.48	2, 3, 4, 1
Oral production activities	10	0.4	2, 4, 1, 3, 21, 18, 19, 17, 16, 20, 5, 9, 7
Reading comprehension activities	10	0.4	2, 3, 4, 1, 21, 18, 19, 16, 20, 5, 9, 8, 7, 6
Written expression activities	8	0.32	2, 3, 1, 4, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 24, 27, 23, 25, 26, 22
Type: Supervised			
Scheduled tutorials	14	0.56	
Supervision and review of exercises	7.5	0.3	2, 1, 3, 4, 18, 19
Supervision and review of oral and written activities	9	0.36	2, 1, 4
Type: Autonomous			
Preparation of reading comprehension activities	20	0.8	2, 4, 1, 3, 21, 18, 19, 17, 16, 20, 5, 9, 8, 7, 6
Preparation of written expression activities	10	0.4	2, 3, 4, 1, 21, 14, 10, 11, 12, 13, 15, 24, 27, 23, 25, 26
Solving exercises	30	1.2	2, 1, 3, 4, 21, 18, 19, 16, 20

Assessment

The evaluation system will include oral expression and comprehension assignments, two reading comprehension, grammar and vocabulary tests and a written expression test. The information concerning student evaluation, namely the assessed tasks and their relative weighting in the final mark, is a general orientation only. The lecturer teaching this course will provide a detailed description and breakdown at the beginning of the semester.

Review

Prior to formally entering final marks, the lecturer will publish the date / time for assessment revision and the final mark. The lecturer and student will agree on the day / time to revise any of the assessed course activities.

Recovery

Students have the right to resit or make up evaluated work providing they have submitted a minimum of 66.6% (two thirds), or more, of the formally assessed work which makes up the final grade and who have an average of 3.5 or more according to the evaluation criteria. The lecturer will inform students of the procedure for resitting or making up evaluated work when they publish the final grade. This will be published before the final mark is entered into the system. The lecturer may require an individual assignment / test to make up for each failed evaluated task, or task not performed, or choose to combine failed assessed tasks for the same purpose. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

No-evaluable" mark

A mark of no-evaluable (N/A Not Assessable) will be awarded if a student fails to hand in more than 25% of the assessed work used to calculate the final mark.

Plagiarism, copying, identity theft

In cases of plagiarism, copying, identity theft, etc. in an evaluation activity, a mark of "0" will be given. If such a case is detected over more than one of the evaluable exercises then the student willbe given a final mark of "0" for thecourse.

A student does not have the right to resitting or making up work in cases of plagiarism, copying or identity theft.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First reading comprehension, grammar and vocabulary test	25%	2	0.08	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 11, 12, 13, 15, 5, 9, 8, 7, 6
Oral comprehension and expression assignments	25%	2	0.08	2, 1, 3, 4, 28
Second reading comprehension, grammar and vocabulary test	25%	2	0.08	2, 3, 4, 1, 21, 18, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 25, 26
Written expression test	25%	1.5	0.06	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 27, 23, 25, 26, 22, 28

Bibliography

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Dorobăţ, Ana. Fotea, Mircea (1999), *Româna de baz*, vol 1 i 2. Iasi: Institutul European.
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http://www.vorbitiromaneste.ro/

Software

None.