

Degree	Type	Year
2500249 Translation and Interpreting	FB	1

Contact

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Teaching groups languages

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Prerequisites

o understand and produce oral and written texts in Catalan, of a certain complexity, about general topics and from a wide range of areas and registers.

Objectives and Contextualisation

The goal of the course is to consolidate the grammar competence of the student in Catalan and to train him/her to create non-specialized texts and to understand texts of a certain complexity in order to prepare him/her for the direct translation and the reverse translation.

At the end of the course the student will be able to:

- Show basic knowledge of grammar to translate and interpret.
- create non-specialized texts of various types, in a clear, well-structured way and with a style suitable for the reader to whom they are intended.
- Understand texts of a certain degree of complexity of various types.

Competences

- 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.
- Using documentation 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 lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the essential information of clear verbal texts about personal and general topics.
4. 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 with a certain degree of complexity.
5. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informative needs in order to translate non-specialised texts in standard dialect.
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 non-specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
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 a diverse typology of written texts (narrative, descriptive, expository, argumentative and educational type texts) with a certain degree of complexity.
9. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of non-specialised written texts that are appropriate to their context and possess linguistic correctness.
10. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the necessary (digital and analogue) documentation sources in order to understand and produce a diverse typology of non-specialised written texts and with a certain degree of complexity.

Content

- Basic linguistic notions for the study of the Catalan language.
- Use of relevant consultation tools for the autonomous study of the Catalan language.
- Orthotypographic, morphosyntactic and lexical knowledge to translate and interpret.
- Strategies and techniques for the production of non-specialized texts of various types (narrative, descriptive, expository, argumentative and instructive).
- Strategies and techniques for comprehending texts with a certain degree of complexity of various types (narrative, descriptive, expository, argumentative and instructive).

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Correction and comment of exercises	30	1.2	1, 4, 5, 6, 8, 9, 10
Diagnostic tests	5.5	0.22	1, 4, 5, 6, 8, 9, 10
Text production	3	0.12	1, 5, 6, 9, 10
Theoretical discussion	40	1.6	1, 4, 5, 6, 8, 9, 10
Type: Supervised			

Exercises of reading comprehension and text production of diverse typology	26.5	1.06	1, 4, 5, 6, 8, 9, 10
Type: Autonomous			
Looking up documentation sources	10	0.4	1, 4, 5, 6, 8, 9, 10
Preparation for tests	35	1.4	1, 4, 5, 6, 8, 9, 10
Reading of a short text of diverse typology	2.5	0.1	1, 4, 5, 8, 10
Reading of complex texts of diverse typology (two or three books)	30	1.2	1, 4, 5, 8, 10
Solving exercises and problems	35	1.4	1, 4, 5, 6, 8, 9, 10

1. Discussion based on theory and practise.

Exposition and discussion of grammatical and text problems from a normative point of view, on the basis of a theoretical text or of an exercise.

2. Directed tasks:

The teacher provides instructions on assigned tasks and lectures.

3. Supervized tasks:

The student realizes tasks of various types, which are discussed in class.

4. Autonomous activities:

The student prepares for direct and supervised activities, resorting to consultation of sources and reading of recommended texts.

5. Also, diagnostic tests are carried out in order to evaluate the progress of the student.

The teacher shall devote 15 minutes approximately, in some class, for the student to answer the questionnaires on teaching evaluation and subject evaluation.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay on a previous lecture	20%	1.5	0.06	1, 4, 6, 8, 9
Essay on an established topic	20%	1.5	0.06	1, 6, 9
Test of sentence correction	20%	1.5	0.06	1, 5
Test of text correction and pronominalization	20%	1.5	0.06	1, 2, 3, 4, 7, 8
Test of text understanding	20%	1.5	0.06	3, 10

This information on evaluation, the type of evaluation activity and its weight on the course is for information purposes. The teacher responsible for the subject will specify it at the beginning of teaching.

Review of exams

When publishing the final marks, prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. The lecturer must arrange reviews in agreement with students.

Reevaluation

Students will be allowed to submit to reevaluation exams provided they submitted to 66,6 (two thirds) of the total value of the evaluation, and they obtained a final grade of 3,5 or more.

In case of reevaluation, the maximum grade a student can obtain is 5.

At the moment of communicating the prefinal grades, the lecturer shall announce, in written form, the reevaluation procedure. It is possible to provide a different reevaluation activity per failed part, or to group several parts into a single activity. Under no circumstances, though, can all activities be grouped into a single part.

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.

The student has the right to choose between two evaluation options: continuous assessment and single assessment. We define both below.

CONTINUOUS ASSESSMENT

It is the usual way of assessment, which consists of a series of tests (in this course, 5), which are distributed along the course. The tests may be of different contents: comprehension, editing and production.

Evaluation activities comprise:

- Text comprehension 20%)
- Text editing (two tests, 40%)
- Text composition, 40%)

These tests should cover the evaluation of grammatical competence, spelling competence and text competence, the main goals of the course.

Evaluation tasks which are delivered after the deadline will not be accepted.

A student who has performed more than 25% of evaluation activities, but less than 66,6%, has the right to evaluation, but not to reevaluation.

Status of "non evaluable"

A student is "non evaluable" if s/he has reached only 25% or less of the total value of the evaluation.

SINGLE ASSESSMENT

Requirements to access single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment must consist of a minimum of three evaluation activities of two different types, as established.

In this course, single assessment will consist of three parts:

- Text comprehension (20%)
- Text editing (40%)
- Text composition (40%)

Bibliography

Dictionaries

DCVB] A. M. Alcover i F. de B. Moll, *Diccionari català-valencià-balear*, 10 vols., Palma de Mallorca, Moll, 1988. [1a ed. 1930-1962] <<http://dcvb.iecat.net>>

DIEC2] *Diccionari de la llengua catalana*, 2a ed., Barcelona - Palma de Mallorca - València, Institut d'Estudis Catalans, 2007 [1a ed. 1995] <<http://dlc.iec.cat>>

Diccionari castellà-català, 4a ed., Barcelona, Enciclopèdia catalana, 2005 [1a ed. 1985].

Diccionari valencià, 2a ed., Alzira-València, Bromera - Generalitat Valenciana - Institut Inter-universitari de Filologia Valenciana, 1996 [1a ed. 1995].

GDLC] *Gran diccionari de la llengua catalana*, Barcelona, Enciclopèdia Catalana, 1998. <<http://www.enciclopedia.cat>>

Web resources:

[DIEC](#): l'únic diccionari normatiu. Diccionari inclúsiu del tot el domini lingüístic.

[Diccionari.cat](#): conté paraules que l'IEC no ha acceptat

[Diccionari Català Valencià Balear](#): conté dialectalismes.

[Diccionari de sinònims](#): Albert Jané

[Optimot](#)

[Termcat](#): conté els neogismes i ens informen com els hem d'escriure i dir en català

[Esadir](#): el portal lingüístic de la Corporació Catalana de Mitjans Audiovisuals

Software

Campus virtual; projections.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	annual	morning-mixed
(PAUL) Classroom practices	2	Catalan	annual	morning-mixed
(PAUL) Classroom practices	3	Catalan	annual	morning-mixed
(PAUL) Classroom practices	4	Catalan	annual	morning-mixed
(PAUL) Classroom practices	5	Catalan	annual	morning-mixed
(PAUL) Classroom practices	6	Catalan	annual	morning-mixed

PROVISIO