

| Degree | Type | Year |
|--------------------------------------|------|------|
| 2500249 Translation and Interpreting | OB | 2 |

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

At the beginning of the course students should be able to:

- Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumentals, and the main contrastive problems encountered in this linguistic combination.
- Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.

Note for exchange students. Students taking this course should have Upper Intermediate / Advanced language skills in the language combination. See instructor for more specific details concerning eligibility.

Objectives and Contextualisation

The objective of the course is to introduce students to solving translation problems in different types of non-specialised texts (narrative, descriptive, conceptual, argumentative and instructive) written in standard language.

At the end of the course, students should be able to:

- Demonstrate that they know and understand the basic methodological principles governing translation, its basic professional and instrumental aspects and the main contrastive problems of the language combination.
- Apply this knowledge in order to solve basic translation problems in different types of nonspecialised texts written in standard language.

Competences

- Mastering the main methodological principles 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.

- Understanding written texts in language A 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 different types of non-specialised written texts in standard dialect.
3. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
4. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informational needs in order to translate different types of non-specialised written 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 different types of non-specialised written texts in standard dialect.
6. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written 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 produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different kinds of non-specialised written texts in standard dialect.
10. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
11. Solving interferences between the working languages: Solving interferences between the working languages.
12. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of non-specialised written texts in standard dialect.
13. 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 different types of non-specialised written texts in standard dialect.

Content

-Resolution of basic problems of translation of non-specialized narrative genres in standard language: children's story, biographical encyclopedia entry, fragment of history manual, personal letter or newspaper article describing an event, etc.

-Resolution of basic problems of translation of non-specialized descriptive genres in standard language: tourist brochure, personal letter or brief newspaper article describing situations, people or objects, etc.

-Resolution of basic problems of translation of non-specialized exhibition genres in standard language: short entry of an encyclopedia of consultation, fragment of a manual (of translation, linguistics, philosophy, etc.), etc.

-Resolution of basic problems of translation of non-specialized argumentative genres in standard language: letter to the editor of a newspaper, letter of complaint, brief review of a film, brief article on a current topic, etc.

-Resolution of basic problems of translation of non-specialized instructional genres in standard language: cooking recipe, instruction manual for everyday use, etc.

-Use of technological tools and documentation for the translation of non-specialized texts in standard language of various types: the same as 1st year (Introduction to Translation) + Analog dictionaries, synonyms and antonyms, placements, difficulties, etc. Encyclopedias, style books, parallel texts. Use of general corpora, forums and general blogs, distribution lists.

• The specific contents will be detailed in the programming of the subject that will be provided at the beginning of the school term.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---------------------------------------|-------|------|---|
| Type: Directed | | | |
| Resolution of exercises | 15 | 0.6 | 1, 5, 9, 11 |
| Translation activities | 38 | 1.52 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |
| Type: Supervised | | | |
| Debates and reflection activities | 3 | 0.12 | 7, 8 |
| Preparation of translations and works | 16 | 0.64 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |
| Type: Autonomous | | | |
| Documentation tasks | 15 | 0.6 | 4, 5 |
| Preparation of exercises | 11.5 | 0.46 | 1, 5, 10, 11 |
| Preparation of translations and works | 45.5 | 1.82 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |

The teaching methodology and the evaluation that are proposed may undergo some modification depending on the face-to-face restrictions imposed by the health authorities.

The classes are structured around tasks aimed at promoting the acquisition of instruments and general translating skills.

All the activities of the subject are based on a dossier of texts of different genres, styles and functions. The work around these texts will be conducted following three fundamental stages of the translation process:

1. The process of reading and understanding the original text.
2. Resolution of translation problems; documentation resources.
3. Production phase: the process of translation.

According to the degree of autonomy of the student, the didactic activities are organized in different blocks in which the following methodologies will alternate:

- Resolution of basic problems of translation of different genres of discourse and text typologies.
- Contrastive exercises.

- Synthetic translation and analytical translation.
- Debates on relevant issues related to translation.
- Analysis and criticism of published translations.

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 |
|--|-----------|-------|------|---|
| Final Examination (in class) | 35% | 1.5 | 0.06 | 9, 10, 11, 12 |
| Mid-semester examination | 35% | 1.5 | 0.06 | 9, 10, 11, 12 |
| Translation of a text from the dossier | 15% | 1.5 | 0.06 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |
| Translation of a text from the dossier | 15% | 1.5 | 0.06 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |

Continuous assessment

The teaching methodology and the evaluation that are proposed may undergo some modification depending on the restrictions imposed by the health authorities.

Mid-semester and end-of-semester exams

They will be done in person, on paper and pen, with paper dictionaries and without any type of network access.

Related matters

The above 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 activity in question. In the case of misconduct in more than one assessment activity, the students involved 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.

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 lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on oneday 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 activities

Single assessment will include a minimum of three assessment activities of different types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

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- CORRIPIO, F. *Diccionario de ideas afines*, Barcelona: Herder, 2000, 7ª ed.
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Software

Just virtual platforms for teaching purposes (moodle and Teams), and editing and correction utilities for word.

Language list

| Name | Group | Language | Semester | Turn |
|----------------------------|-------|----------|----------------|---------------|
| (PAUL) Classroom practices | 1 | Spanish | first semester | morning-mixed |