

Degree	Type	Year
2500249 Translation and Interpreting	OB	3

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

Before starting this course, students should be able to:

- Demonstrate that they are familiar with and understand the main methodological principles that govern translation, basic professional and instrumental aspects, and the language combination's basic problems of contrastivity.
- Apply their knowledge to solve translation problems in different types of non-specialised texts written in Standard Portuguese.

Specifically, this subject requires prior knowledge obtained through the following subjects: Foreign Language and Translation C2 (Portuguese) and Foreign Language and Translation C3 (Portuguese).

## Objectives and Contextualisation

The purpose of this subject is to consolidate students' ability to solve translation problems in different types (narrative, descriptive, expository, argumentative and instructive) of non-specialised texts written in Standard Portuguese.

All the subject's credits are for translation exercises.

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

- Demonstrate their knowledge about the basic methodological principles that govern translation, basic professional and instrumental aspects, and the language combination's basic problems of contrastivity.
- Apply their knowledge to solve translation problems in different types of non-specialised texts written in Standard Portuguese.
- Draw on their knowledge to form opinions on matters related to the translation of different types of non-specialized texts in Standard Portuguese.

## Competences

- Applying cultural knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- 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.
- Working effectively in teams.

## 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 graphical, lexical, morphosyntactic and textual basic knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
6. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks.
7. Formulating the appropriate informative needs in order to translate: Formulating the appropriate information needs in order to translate basic (narrative and descriptive) non-specialised written texts in standard dialect.
8. Formulating the appropriate informative needs in order to translate: Formulating the appropriate information needs in order to translate written texts about personal and general topics of well-known areas.
9. 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.
10. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informative needs in order to translate non-specialised texts in standard dialect.
11. Formulating the appropriate informative needs in order to translate: Knowing the basic (digital and analogue) sources of documentation in order to understand and produce written texts about personal and general topics.
12. Formulating the proper information needs for the translation of different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of several fields.
13. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.

14. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of basic (narrative and descriptive) non-specialised written texts in standard dialect.
15. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of non-specialised texts in standard dialect.
16. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of written texts about personal and general topics of well-known areas.
17. Identifying the specific translation problems of non-specialised texts: Identifying the specific translation problems of non-specialised texts of different fields.
18. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
19. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Applying strategies in order to produce written texts about personal and general topics.
20. 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.
21. Students must demonstrate they know the phases of the translation process: Students must demonstrate they know the phases of the translation process.
22. Students must demonstrate they know the technological resources needed to translate: Managing files and data through specific resources.
23. 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.
24. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve translation problems of basic scientific, technical, economic, administrative and legal specialised written texts.
25. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve translation problems.
26. Working effectively in teams: Working effectively in teams.

## Content

- Solving translation problems in non-specialised narrative texts in standard language. E.g. excerpts from history books, brief biographies, short stories, tales, chapters of novels, etc.
- Solving translation problems in non-specialised descriptive texts in standard language. E.g. parts of tourist guides, descriptions of houses, kitchens, etc., in decoration magazines, web site content, descriptions of characters or situations in novels, descriptions of organisations (international organisations, associations of translators, etc.), etc.
- Solving translation problems in non-specialised expository texts in standard language. E.g. excerpts from essays or handbooks on linguistics, philosophy, history, etc.
- Solving translation problems in non-specialised argumentative texts in standard language. E.g. editorials on a current topic, opinion pieces on a current topic, formal letters of complaint, etc.
- Solving translation problems in non-specialised instructive texts in standard language. E.g. medicine leaflets, everyday instruction manuals, advertising texts, commercial product descriptions, nutritional recommendations and advice on a healthy lifestyle, etc.
- Use of technological and documentation tools for the translation of different types of non-specialised texts in standard language: dictionaries of analogies, of synonyms and antonyms, of collocations, of difficulties, etc.; encyclopaedias; stylebooks; parallel texts; general corpora; and distribution lists.

Each year, the subject's lecturers will choose the texts that they consider most suitable.

\*The languages in which the course is taught are: Portuguese, Catalan and Spanish.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Assessment	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Consolidate techniques in order to solve exercises	18	0.72	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Consolidate techniques in order to solve translation problems	18	0.72	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Deepen in tasks related to translation	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Type: Supervised			
Review of exercises and other tasks related to translation commissioned by the lecturers	18	0.72	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Type: Autonomous			
Looking up documentation resources	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Preparation of exercises (individual or group)	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Preparation of translations and projects	66	2.64	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

To achieve the established objectives, this subject involves both lectures and practical classes.

The subject's content will be explained by the lecturers and worked on in different activities.

The techniques used to that end will revolve around carrying out exercises and, first and foremost, solving translation problems.

The tasks involved will mainly consist of different individual/group activities, such as comprehension activities, writing, correcting texts, solving translation problems, lexical revision activities, looking up information, debates on language and/or translation, etc. They will be carried out as part of reading and comprehension work and, primarily, translations and corrections of texts.

Note:

The translations performed will be from Portuguese to Catalan and/or Spanish, according to the lecturers' instructions.

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
First individual translation exercise (date will be indicated in the first week of classes)	25%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Learning assessment questionnaires (during the semester)	10%	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26
Second individual translation exercise (date will be indicated in the first week of classes)	25%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Submit and correction of supervised activities (during the semester)	20%	10	0.4	14, 15, 16, 21, 24, 25, 26
Translation competence individual test (date will be indicated in the first week of classes)	20%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

All information on assessment, assessment activities and their weighting is merely a guide. The lecturers will provide full information when teaching begins.

The schedule of the assessment tasks will be provided during the first week of classes.

Students have to perform 5 individual assessment activities in class:

1. Translation task 1: 25% of the final mark.
2. Translation task 2: 25% of the final mark.
3. Translation task 3 about contrastive elements: 20% of the final mark.
4. Submit and correction of supervised activities: 20% of the final mark.\*
5. Learning assessment questionnaires: 10% of the final mark.

\*This activity may not be retaken.

The subject's final mark will be the sum of the five partial percentages (25% + 25% + 20% + 20% + 10% = 100%).

The translations will be from Portuguese into Catalan or Spanish, according to the lecturers' instructions. Students must complete an assessable translation task in each of the two target languages (Catalan and Spanish).

It is forbidden the use of any automatic translation tool, or text creation tool or text rewriting tool in the following assessment activities: translation tasks in class, assignment of homework and learning assessment questionnaires. Any misconduct or infringement that includes the use of any of these tools, or plagiarism or copying or impersonation, etc., detected by the lecturers, will be given a mark of zero for the entire assessment activity and for all students involved.

Students must attend assessment activities (on the date and at the time established). The lecturers must be notified of any absences from assessment activities in advance, via email. In the case of a health problem, an official medical certificate must be provided. Any absence from assessment activities must be justified by means of official documents.

The lecturers will evaluate any exceptional cases or circumstances personally.

Following the subject and contacting the lecturers are the responsibility of each student.

The subject's schedule may vary depending on the group's pace of work and needs. The lecturers reserve the right to make any modifications she considers appropriate.

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### Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

#### Review

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

#### 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.

The lecturers will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturers may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

#### 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 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.

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### 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 activities

The final grade for the subject will be calculated according to the following percentages:

1. Translation task 1 (to Catalan): 30% of the final mark.
2. Translation task 2 (to Spanish): 30% of the final mark.
3. Translation task 3 about contrastive elements: 25% of the final mark.
4. Learning assessment questionnaires: 15% of the final mark.

The subject's final mark will be the sum of the four partial percentages (30% + 30% + 25% + 15% = 100%).

It is forbidden the use of any automatic translation tool, or text creation tool or text rewriting tool in the translation tasks. Any misconduct or infringement that includes the use of any of these tools, detected by the lecturers, will be given a mark of zero for the entire assessment activity.

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

## Bibliography

The lecturers will upload, on the Campus Virtual, the texts and materials to work and follow the subject.

### REFERENCE BIBLIOGRAPHY

Portuguese dictionaries:

*Dicionário Houaiss da Língua Portuguesa*. Rio de Janeiro: Editora Objetiva.

*Dicionário da Língua Portuguesa Contemporânea*, Academia das Ciências de Lisboa. Lisboa: Verbo.

*Novo Aurélio Século XXI*, Buarque de Holanda, A. Rio de Janeiro: Nova Fronteira.

Bilingual dictionaries:

*Diccionari Català-Portuguès/Portuguès-Català*. Barcelona: Enciclopèdia Catalana.

*Diccionari de paranyis de traducció portugués-català (falsos amigues)*, Ferriz, C., Gorgori, R. i Pitta, P. Barcelona: Enciclopèdia Catalana.

*Dicionário Português-Espanhol/Espanhol-Português*. Porto: Porto Editora.

Grammar of the Portuguese language:

Bechara, E. *Moderna Gramática Portuguesa*. Rio de Janeiro: Nova Fronteira.

Cunha, C. i Cintra, L. *Nova Gramática do Português Contemporâneo*. Lisboa: Lexikon Editorial.

Gomes Ferreira, A. i Nunes de Figueiredo, J. *Compêndio de Gramática Portuguesa* (3.º ciclo/Ensino Secundário). Porto: Porto Editora.

### WEBGRAPHY

Brazilian Portuguese online dictionaries:

<http://www.aulete.com.br/>

<http://www.dicio.com.br/>

<http://www.dicionarioweb.com.br>

<https://michaelis.uol.com.br/>

European Portuguese online dictionaries:

<http://www.infopedia.pt/>

<http://www.priberam.pt/dlpo/>

Online bilingual dictionaries:

<http://www.dicespanhol.ufsc.br/>

<http://www.infopedia.pt/>

<http://michaelis.uol.com.br/>

<http://www.wordreference.com/ptes/luso-brasileiro>

Online resources in Portuguese:

<https://ciberduvidas.iscte-iul.pt/>

<http://www.conjuga-me.net/>

<http://www.conjugacao.com.br/>

<http://www.conjugador.com.br/>

<http://www.linguateca.pt/>

<http://linguistica.insite.com.br/cgi-bin/conjugue>

<http://www.sinonimos.com.br>

Online resources in Spanish:

<https://dle.rae.es/>

<https://www.fundeu.es/>

<https://www.rae.es/dpd/>

<https://servicios.elpais.com/diccionarios/sinonimos-antonimos/>

Online resources in Catalan:

<https://dlc.iec.cat/>

<https://www.enciclopedia.cat/>

<http://www.gencat.cat/optimot/>

<https://www.termcat.cat/ca>

<http://www.multilingue.cat/>

<https://www.diccionaris.cat/>

<http://diccionari.cat/>

<https://esadir.cat/>

<https://www.ub.edu/cub/criteri.php?id=2930>

<https://www.upc.edu/slt/ca/recursos-redaccio/criteris-linguistics>

<https://www.upf.edu/web/livre-estil>

<https://www.uoc.edu/portal/ca/servei-linguistic/>

<https://www.verbs.cat/ca/>

## Software

No specific software is used, beyond the basic knowledge of Office automation (e-mail, Word, PDF, internet) and the Campus Virtual.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Portuguese	second semester	morning-mixed