

Degree	Type	Year
2500249 Translation and Interpreting	OB	3

Contact

Name: David Paradela López

Email: david.paradela@uab.cat

Teaching groups languages

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

Prerequisites

At the beginning of this course students should be able to understand different types of written texts about general topics which cover a wide range of subject areas, styles and registers.

Objectives and Contextualisation

The purpose of this course is for students to master essential contrastive aspects regarding their Foreign Language C (Italian) and be able to solve translation problems in different Standard Italian non-specialised text types (narrative, descriptive, expository, argumentative and instructive). At the end of this course students should be able to:

- Demonstrate they are familiar with and understand the fundamental contrastive problems of the language combination and the principles of translation methodology.
- Apply this knowledge to solving different kinds of translation problems in non-specialised texts written in Standard Italian (narrative, descriptive, expository, argumentative and instructive).

Competences

- Mastering the main methodological principles of translation.
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- 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.
- 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, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. Applying technological resources in order to solve translation problems: Applying the basic technological resources in order to solve different types of translation problems of non-specialised written texts in standard language.
4. 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.
5. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the translation of different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
6. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate different types of non-specialised written texts in standard dialect.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of different types of non-specialised written texts in standard dialect.
8. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts from different fields and of different functions with problems of linguistic variation and cultural references.
9. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
10. 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.
11. 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.
12. 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.
13. 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.
14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
15. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
16. 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.
17. Producing written texts from different fields and with specific communicative purposes: Producing different kinds of non-specialised written texts in standard dialect with specific communicative purposes.
18. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts with problems of linguistic variation and cultural references, from several fields and with several functions, that are appropriate to their context and possess linguistic correctness.
19. Solving interferences between the working languages: Solving interferences between the working languages.
20. 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.
21. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate different types of non-specialised written texts in standard dialect.

22. 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.
23. Working effectively in teams: Working effectively in teams.

Content

Solving problems of translation of non-specialized narrative genres in standard language: child counting, biographical entry of a reference encyclopedia, fragment of a history manual, personal letter or newspaper article describing an event, fragment of a history book, brief biography, short story, etc.

Solving problems of translation of not specialized descriptive genres in standard language: tourist brochure, personal letter or short newspaper article describing situations, people or objects, fragment of tourist guide, descriptions of houses, kitchens, etc. in decoration magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, associations of translators), etc.

Solving translation problems of exhibition genres not specialised in standard language: entry of a consultation encyclopaedia, excerpt from a manual (on Translation, Linguistics, Philosophy, etc.), essay fragment (Translation, Linguistics, Philosophy), etc.

Solving problems of translation of not specialized argumentative genres in standard language: letter to the editor of a newspaper, letter of complaint, short review of a film, short article on a current topic, editorial on a current topic, opinion article on a current topic, formal letter of complaint, etc. Problem solving about translation of non-specialist instructional genres into standard language: recipe, frequently used instruction manual, medication leaflet, advertising text, etc.

Use of tools (technological and documentation) for the translation of non-specialised texts in standard language of different types: monolingual and general bilingual dictionaries, style manuals, analogue dictionaries, synonyms and antonyms, placements, difficulties, parallel texts, general search engines, basic technological tools for the optimisation of editing and proofreading of texts.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
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
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
Problem-solving 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
Type: Supervised			
Exercises review and other tasks related to translation	23	0.92	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Type: Autonomous			
Looking up information	18	0.72	4, 6, 10, 11, 21

Preparation of exercises (individual or group)	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Preparation of translations and projects	70	2.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

- Consolidating exercises-solving techniques
- Improving the tasks related to translation
- Consolidating problem-solving techniques
- Improving group learning techniques

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
Translation 1	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
Translation 2	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
Translation 3	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
Translation test	30%	2	0.08	1, 2, 7, 8, 14, 15, 16, 17, 18, 19, 20, 23

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 grades 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 final grade for the subject and that they have a weighted average grade of at least 3.5.

The lecturer will inform students, in writing, of the procedure involved when publishing final grades 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. Under no circumstances may an assessment activity worth 100% of the final grade be retaken or compensated for. In the case of retakes, the maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event that the assessment activities a student has performed account for 25% or less of the subject's final grade for the subject, 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 grade 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 grade of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from retake activities.

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.

Bibliography

1. Italian monolingual dictionaries

De Mauro, Tullio, *Il dizionario della lingua italiana*, Turin, Paravia, 2000.

Devoto, Giangiaco and Giancarlo Oli, *Il dizionario della lingua italiana*, Florence, Le Monnier, 2002.

Dizionario Garzanti ([online](#)).

Vocabolario Treccani ([online](#)).

Squillaciotti, Paolo (dir.), *Tesoro della lingua italiana delle origini* ([online](#)).

Zingarelli, Nicola. *Lo Zingarelli 2024: Vocabolario della lingua italiana*, Bologna, Zanichelli, 2023 ([online](#)).

2. Spanish monolingual dictionaries

Asociación de Academias de la Lengua Española, *Diccionario de americanismos*, Madrid, Santillana, 2010 ([online](#)).

Bosque, Ignacio (dir.), *Redes. Diccionario combinatorio del español contemporáneo*, Madrid, SM, 2004.

Buitrago, Alberto, *Diccionario de dichos y frases hechas*, Madrid, Espasa, 2009.

Casares, Julio, *Diccionario ideológico de la lengua española*, Madrid, Gredos, 2013.

Clave. *Diccionario de uso del español actual*, Madrid, SM, 2012 ([online](#)).

Corripio, Fernando, *Diccionario de ideas afines*, 7th ed., Barcelona, Herder, 2009.

Diccionario de sinónimos y antónimos del español actual, Madrid, SM, 2001.

Moliner, María, *Diccionario de uso del español*, 4th ed., 2 vols., Madrid, Gredos 2016 (also on CD-ROM).

Real Academia Española, *Diccionario de la lengua española*, 23rd ed., Madrid, Espasa-Calpe, 2014 ([online](#)).

Seco, Manuel, Olimpia Andrés and Gabino Ramos, *Diccionario del español actual*, 2nd ed., 2 vols., Madrid, Aguilar, 2011 ([online](#)).

3. Reference in Spanish

Martínez de Sousa, José, *Diccionario de uso de las mayúsculas y minúsculas*, 2nd ed., Gijón, Trea, 2010.

--, *Manual de estilo de la lengua española [MELE5]*, 5th ed., Gijón, Trea, 2015.

--, *Diccionario de usos y dudas del español actual [DUDEA4]*, 4th ed., Gijón, Trea, 2008.

Real Academia Española, *Diccionario panhispánico de dudas*, Madrid, Santillana, 2005 ([online](#)).

--, *Nueva gramática de la lengua española*, 3 vols., Madrid, Espasa Calpe, 2011 ([online](#)). Also abridged: *Nueva gramática de la lengua española [Manual]*, Madrid, Espasa Calpe, 2010.)

--, *Ortografía de la lengua española*, Madrid, Espasa Calpe, 2010 ([online](#)).

Seco, Manuel, *Nuevo diccionario de dudas y dificultades de la lengua española*, Barcelona, Espasa, 2011.

4. Catalan monolingual dictionaries

Franquesa, Manuel, *Diccionari de sinònims Franquesa*, Barcelona, Enciclopèdia Catalana, 1998 ([online](#)).

Gran diccionari de la llengua catalana, Barcelona, Enciclopèdia Catalana, 1998 ([online](#)).

Institut d'Estudis Catalans, *Diccionari de la llengua catalana*, Barcelona, IEC, 2009 ([online](#)).

Pey, Joan, *Diccionari de sinònims, idees afins i antònims*, Barcelona, Teide, 1997.

Ruaix, Josep, *Diccionari auxiliar*, Moià, J. Ruaix, 1996.

5. Reference in Catalan

Badia, Jordi *et al.*, *El llibre de la llengua catalana*, 2a ed., Barcelona, Castellnou, 1997.

Direcció General de Política Lingüística, *Criteris de traducció de noms, denominacionis i topònims*, Barcelona, Generalitat de Catalunya, 1999.

Ginebra i Serrabou, Jordi, *La nova normativa de l'Institut d'Estudis Catalans*, Tarragona, URV, 2017.

Institut d'Estudis Catalans, *Gramàtica de la llengua catalana*, Barcelona, IEC, 2016.

--, *Ortografia catalana*, Barcelona, IEC, 2017.

Mestres, Josep Maria *et al.*, *Manual d'estil*, Barcelona, Eumo, 2000 ([online](#)).

6. Bilingual dictionaries Italian-Catalan/Spanish

Arqués, Rossend (dir.), *Diccionari català-italià, italià-català*, 2 vols., Barcelona, Enciclopèdia Catalana, 2002 ([online](#)).

Arqués, Rossend and Adriana Padoan (dir.), *Il grande dizionario di spagnolo: dizionario italiano-spagnolo, español-italiano*, Milan, Zanichelli, 2012 ([online](#)).

Carbonell, Sebastián, *Dizionario fraseologico completo italiano-spagnolo e spagnolo-italiano*, 2 vols., Milan, Hoepli, 1986 and 1989.

Tam, Laura, *Grande dizionario Hoepli spagnolo-italiano italiano-spagnolo*, Milan, Hoepli, 2013 ([online](#)).

Software

Specific tools will be presented in the classroom.

Language list

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