# UAB
## Universitat Autònoma de Barcelona

**Foreign language and translation C3 (French)**

Code: 101392
ECTS Credits: 9

**2024/2025**

| Degree | Type | Year |
|---|---|---|
| 2500249 Translation and Interpreting | OB | 3 |

## Contact

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## Teachers

Carles Biosca Trias

## Teaching groups languages

You can view this information at the end of this document.

## Prerequisites

At the beginning of the course the student must be able to:

- Understand written text of various types on generak topics in a wide range of areas and language registers (MCRF-FTI B2.3)
- Understand oral texts with a certain comolexity on personal and general topics in familiar areas (MCRF-FTI B1.2)

## Objectives and Contextualisation

The function of this subject is to master the fundamental constrastive aspects of the linguistic combination and to solve translation problems of non-specialized texts in standard language of different tupes (narrative, descriptive, expository, argumentative, instructive).

All credits will be dedicated to translation.

At the end of this course the student must be able to:

-Demonstrate knowledge and understanding of the fudamental contrasting aspects of language combination and this methodologival principles of translation.

-Apply this knowledge to solve problems of non-specialized texts in standard language of different typea (narrative, descriptive, argumentative, expository, instructive)

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## 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 produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of different fields and with specific communicative purposes.

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 from different fields and of different functions, with problems of linguistic variation and cultural references.
17. 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.
18. 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.
19. 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.
20. Solving interferences between the working languages: Solving interferences between the working languages.
21. 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.
22. 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.
23. 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.
24. Working effectively in teams: Working effectively in teams.

## Content

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

Solving translation problems of non-specialized descriptive genres in standard language: tourist brochure, personal letter or short newspaper artic le describing situations, people or objects, excerpt from tourist guide, descriptions of houses, kitchens, etc. in decoration magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, translators' associations, etc.), etc.

The solution of translation problems of non-specialized expository genres in standard language : entry of a reference encyclopedia, fragment of a manual (of Translation, Linguistics, Philosophy, etc.), fragment of essay (Translation, Linguistics, Philosophy, etc.), etc.

Solving translation problems of non-specialized argumentative genres in standard languag e: letter to the director of a newspaper, letter of complaint , brief review of a film, short article on a current topic, editorial on a topic current affairs, opinion article on a topical issue, formal complaint letter, etc.

Solving translation problems of non-specialized instructional genres in standard language: recipe, frequently used instruction manual, medicine leaflet, advertising text, etc.

Use of tools (technological and documentation) for the translation of non-specialized texts in standard language of different types: Monolingual and general bilingual dictionaries. Grammars. Style manuals. Analog dictionaries, of synonyms and antonyms, of placements, ofdifficulties, etc. Encyclopedias. Style books. Parallel texts. General search engines. Basic technological tools for optimizing text editing and proofreading. Basic management of folders and files. Use of general corpora. General forums and blogs. Distribution lists.

## Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Directed | | | |
| Exercice resolution | 18 | 0.72 | 2, 16, 20 |
| Problems resolution | 18 | 0.72 | 5, 10, 12 |
| Translation activities | 42 | 1.68 | 1, 2, 7, 8, 14, 16, 17, 18, 19, 20 |
| Type: Supervised | | | |
| Preparation of evaluable translations | 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, 23 |
| Type: Autonomous | | | |
| Documentation activities | 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 |
| Preparation exercicies | 28 | 1.12 | 2, 14, 16, 20 |
| Preparation translation and works | 75 | 3 | 1, 2, 7, 8, 14, 16, 17, 18, 19, 20 |

Solving exercises related to translation or documentation -Theoretical-practical tasks related to translation -Troubleshooting -Cooperative learning techniques.

Most of the contents of the subject will be worked on in class in a practical way.

Students will prepare the exercises or translations at home and share them in class. Evaluable translations must respect the delivery date.

They will not be accepted after the specified date.

Observations:

1. Compliance with the schedule will depend on the pace of work and the needs of the group.

2. The learning contents - and, consequently, the assessment - may change throughout the semester if the teacher and most of the students who regularly attend class agree.

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

### Continous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|---|---|---|---|
| Two synthesis works (30% each) | 60% | 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 |

| Two translation assignments (20% each) | 40% | 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 |
| --- | --- | --- | --- | --- |

### Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

Review

At the time of handing in the final grade prior to the minutes, the teacher will communicate in writing a date and time of review. The review of the various assessment activities will be agreed between the teacher and the student.

Recovery Students who have taken part in activities whose weight is equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted average grade of 3.5 or more will be able to access the recovery. At the time of handing in the final grade prior to the course report, the teacher will communicate in writing the recovery procedure. The teacher can propose a recovery activity for each activity suspended or not presented or can group several activities into one. In case of recovery, the maximum mark that the student can obtain is a 5.

Consideration of "not evaluable" A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject.

Irregularities in assessment activities In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final grade of the subject will be 0. Assessment activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from recovery.

### 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

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- R.A.E. Diccionario de la lengua española, Madrid: Espasa Calpe, 2 vol., 22ª ed., 2001, Cd-Rom (www. rae.es)

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- SECO, M. ; ANDRES, O.; RAMOS, G. Diccionario del español actual, Madrid: Aguilar, 1999

2. Monolingual dictionaries in language C

- Nouveau petit Robert de la langue française 2010, París : Le Robert, Cd-Rom.

- DUBOIS, J. (dir.): *Larousse de la langue française: Lexis;* Librairie Larousse, Paris 1989.

ENCICLOPÈDIES (francés):

- *Enciclopédie Universalis* Cd-Rom

- Le petit Robert des noms propres, París: Le Robert, 2010

3. Bilingual Dictionaries

- ALLOA, H.D.; de Torres, S.M. Hacia una lingüística contrastiva francés - español, Córdoba(Argentina): Comunicarte editorial

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4. Grammars, Manuals and other reference works in language A

- Grammars

- Matte Bon, F.: *Gramática comunicativa del español*, Madrid: Difusión, 1992.

-ALARCOS LLORACH, E. *Gramática de la lengua española*, Madrid: Espasa Calpe-R.A.E., 1994

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- Acronym dictionaries

- Martínez de Sousa, J.: *Diccionario internacional de siglas y acrónimos*, Pirámide, 1984. (digitalizado 2008)

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Le Monde (http://www.lemonde.fr)

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. Doletiana: revista de traducció literatura i arts

http://www.fti.uab.cat/doletiana/

. Institucions culturals

Institut Français de Barcelona. C/ Moià, 8 (www.institutfrances.org).

## Software

None

## Language list

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