

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

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

The student must be able to:

- prove to have fundamental grammatical knowledge for translating and interpreting
- create unspecialized texts of varying typology, in a clear, well structured and reader-appropriate style.
- understand texts of a certain degree of complexity and of varying tyypology.

Objectives and Contextualisation

The goal of this subject is to complete the students' grammatical competence in the A language, by inabling them to create simple specialized texts, and to understand texts with problems of linguistic variation, so as to prepare them for direct and inverse translation.

Upon completing this subject the student must be able to:

- prove to have acquired advanced grammatical knowledge for translating and interpreting.
- produce simple spcialized texts of varying typology, in a clear, well structured and reader-appropriate style.
- understand complex texts of varying typology, and with problems of linguistic variation.

Competences

- Applying cultural knowledge in order to translate.
- Producing written texts in language A in order to translate.
- 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 graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of complex written texts with problems of linguistic variation.
3. Formulating the appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
4. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge for the understanding of a diverse typology of complex written texts with linguistic variation problems.
5. 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).
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 specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
7. Implementing strategies in order to understand written texts from different fields: Applying strategies in order to understand a diverse typology of complex written texts (narrative, descriptive, expository, argumentative and educational type texts) with problems of linguistic variation.
8. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of basic specialised written texts that are appropriate to their context and possess linguistic correctness.

Content

- Consolidating morphosyntactical and lexical knowledge for translating and interpreting.
- Introduction to problems of linguistic variation and style for translating and interpreting.
- Consolidating strategies and techniques for producing simple specialized texts of varying typology.
- Consolidating strategies and techniques for understanding complex texts of varying typology.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|-------------------|
| Type: Directed | | | |
| Indications , control y evaluation for supervised activities | 23 | 0.92 | 1 |
| Interactive teaching | 3 | 0.12 | 1, 2, 4, 7 |
| Realization and comentariy of exercises in writing tecniques | 23 | 0.92 | 1, 2, 4, 6, 7 |

| | | | |
|---|------|------|---------------|
| Realization and commentary of exercises in grammatical problems | 6 | 0.24 | 1, 4, 6, 8 |
| Type: Supervised | | | |
| Field work | 17 | 0.68 | 1, 3, 6, 8 |
| Writing and text exercises | 10.5 | 0.42 | 2, 3, 4, 7, 8 |
| Type: Autonomous | | | |
| Estudy to prepare the class | 25 | 1 | 1, 3, 6, 8 |
| Preparation for the written exam | 25 | 1 | 1, 2, 3, 4, 7 |
| Search of documentation | 5 | 0.2 | 3 |
| Widening knowledge | 5 | 0.2 | 3 |

The tasks in this subject are distributed in the following way:

- 30% of directed tasks. They correspond to class tasks:
 - Introduction to grammatical and textual topics
 - Practical exercises
 - Directions for supervised work
- 15% of supervised work. Supervised work is intended as being autonomous but subject to the professor's control.
 - Production of texts of varying typologies
 - Field work on grammatical problems
- 50% of autonomous tasks.
 - Keeping up with classes
 - Exercises
 - Studying for exams
 - Looking for bibliography
 - Enlarging knowledge
- 5% evaluation activities
 - Written exams.
 - Control of evaluated tasks.

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 |
|-------|-----------|-------|------|-------------------|
|-------|-----------|-------|------|-------------------|

| | | | | |
|--------------------------------|-----|-----|------|------------------------|
| 1 essay and 1 text elaboration | 30% | 2 | 0.08 | 1, 2, 3, 4, 5, 7 |
| Documentation task | 30% | 2.5 | 0.1 | 1, 2, 3, 4, 5, 7 |
| Final exam | 40% | 3 | 0.12 | 1, 2, 3, 4, 5, 6, 7, 8 |

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, edition and production.

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.

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.

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.

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.

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:

- an exam on grammar (40%)
- an examen on language problems (30%)
- a text exercise (30%)

Bibliography

The bibliography is divided into the following sections:

a) Descripció i teoria gramatical:

Solà, Joan (coord.) (2008) *Gramàtica del català contemporani*. Barcelona: Empúries [1a ed.: 2002].

Bosque, Ignacio (1989) *Las categorías gramaticales*. Madrid: Síntesis.

Hernanz, M. Lluïsa; Brucart, José M. (1987) *La sintaxis. (1) Principios teóricos. La oración simple*. Barcelona: Crítica.

Ramos, Joan Rafael (1990) *Introducció a la sintaxi. Anàlisi categorial i funcional de l'oració simple*. València: Tàndem Edicions.

b) Description and previous normativa

Fabra, Pompeu (1918) *Gramàtica catalana*. Barcelona: Aqua: 1981.

<https://publicacions.iec.cat/repository/pdf/00000044%5C00000005.pdf>

Ferrater, Gabriel (1981) *Sobre el llenguatge*. Barcelona: Quaderns Crema.

Solà, Joan. (1972) *Estudis de sintaxi catalana*. Barcelona: Edicions 62.

Solà, Joan. (1987) *Qüestions controvertides de sintaxi catalana*. Barcelona: Edicions 62.

Solà, Joan. (1994) *Sintaxi normativa: estat de la qüestió*. Barcelona: Empúries.

c) Normative grammar:

Institut d'Estudis Catalans (2016) *Gramàtica de la llengua catalana*. Barcelona: Institut d'Estudis Catalans.

Resum d'innovacions:

https://www.iec.cat/Comunicacio_IEC/dossier_premsa_Gramatica.pdf

Badia i Margarit, Antoni M. (1962) *Gramàtica catalana*. Madrid: Gredos.

Badia i Margarit, Antoni M. (1994) *Gramàtica de la llengua catalana. Descriptiva, normativa, diatòpica i diastràtica*. Enciclopèdia Catalana.

Badia, Jordi; Brugarolas, Núria; Torné, Rafel; Fargas, Xavier (1997) *El llibre de la llengua catalana*. Barcelona: Castellnou Edicions.

Costa, Joan; Nogué, Neus (coord.) (2006) *Curs de correcció de textos orals i escrits: Pràctiques autocorrectives*. 3a ed. rev. [1a ed. 1998]. Vic: Eumo, Universitat de Vic.

Fabra, Pompeu (1956) *Gramàtica catalana*. Barcelona: Teide.

<http://ocpf.iec.cat/obres/34gramatica56.pdf>

Mas, Marta; Vilagrasa, Albert (2012) *Gramàtica catalana de la A a la Z*. Barcelona: Publicacions de l'Abadia de Montserrat.

Mestres, J. M. et al. (2007) *Manual d'estil de la redacció i l'edició de textos*. 3a ed. act. i ampl. [1a ed. 1995]. Vic/Barcelona: EUMO/UB/UPF/Ass. Rosa Sensat.

<https://estil.llocs.iec.cat/>

Ruaix, Joan (2000) *Català complet / 2: Morfologia i sintaxi*. Reimpr. corregida [1a ed. 1998]. Moià: J. Ruaix.

Software

CV, projections.

Language list

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