

Degree	Type	Year
2500244 East Asian Studies	OT	4

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

At the beginning of the course, the student will have to be able to:

- Understand written texts of different types about general issues regarding known fields (MCRE-FTI B2.1)
- Produce written texts moderately difficult about personal and general issues regarding known fields (MCRE-FTI B1.2).
- Solve problems of translating simple, non-specialized texts of different types written in standard language: expositive, argumentative, instructive.

Objectives and Contextualisation

This course aims to continue developing the student's communicative competences in Japanese Language, as well as to strengthen his/her ability to translate simple, non-specialized texts of different types written in standard language.

2 ECTS will correspond to Language part and the other 4 ECTS will correspond to Translation part.

At the end of the course, the student will be able to:

- Understand written texts of different types moderately difficult about general issues regarding known fields (MCRE-FTI B2.2).

- Produce written texts moderately difficult about personal and general issues regarding known fields (MCRE-FTI B1-2).
- Understand easy and clear oral texts about everyday issues (MCRE-FTI A2.2)
- Produce oral texts about everyday issues (MCRE-FTI A2.2).
- Solve translation problems of non-specialized texts in different modes, tones and styles.
- Solve translation problems derived from cultural references.
- Solve problems of translating simple specialized texts from various thematic fields.

Competences

- Apply knowledge of East Asian culture in order to be able to communicate.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Produce oral texts in one of the languages of East Asia.
- Respecting the diversity and plurality of ideas, people and situations.
- Solving problems of intercultural communication.
- Understand oral texts in one of the languages of East Asia.
- Understand texts written in one of the languages of East Asia.
- Working in teams in an international, multilingual and multicultural context.
- Write texts in one of the languages of East Asia.

Learning Outcomes

1. Apply knowledge of lexis, morphosyntax, texts, rhetoric and linguistic variation.
2. Apply strategies to produce oral texts for different contexts and for specific communicative purposes.
3. Apply strategies to produce written texts for different contexts and for specific communicative purposes.
4. Apply strategies to understand oral texts from various different contexts.
5. Apply strategies to understand written texts from various different contexts.
6. Apply strategies towards acquiring knowledge of East Asian culture in order to be able to communicate.
7. Deal with interferences between the working languages.
8. Developing self-learning strategies.
9. Ensuring the quality of one's own work.
10. Identify the need to activate knowledge of East Asian culture in order to be able to communicate.
11. Integrate cultural knowledge to solve problems in communication.
12. Possess knowledge of East Asian culture in order to be able to communicate.
13. Produce oral texts for different contexts and for specific communicative purposes.
14. Produce oral texts that are appropriate to the context and linguistically correct.
15. Produce written texts for different contexts and for specific communicative purposes.
16. Produce written texts that are appropriate to the context and linguistically correct.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Solving problems of intercultural communication.
19. Understand the communicative intent and the meaning of oral texts from various different contexts.
20. Understand the communicative intent and the meaning of written texts from various different contexts.
21. Working in teams in an international, multilingual and multicultural context.

Content

Translation:

- Solving problems of translating texts which are simple, which belong to non-specialized, expositive genres, and which are written in a standard language, such as an entry in a reference encyclopaedia, an extract from a manual, etc.
- Solving problems of translating texts which are simple, which belong to non-specialized, argumentative

genres, and which are written in a standard language, such as a letter to the editor in a newspaper, a film or a book review, etc.

- Solving problems of translating texts which are simple, which belong to non-specialized, instructive genres, and which are written in a standard language, such as a recipe, an advertisement text, etc.
- Solve problems of translating simple specialized texts from various thematic fields.
- Using tools (technological and documentation tools) to translate simple, non-specialized texts written in a standard language.

Language:

- Understanding simple written texts in Japanese in order to be able to translate them (CE5). Gender perspective is included.
- Producing written texts in Japanese in order to be able to translate them (CE6).

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Documentation activities	45	1.8	1, 4, 5, 6, 8, 9, 10, 11, 12, 18, 19, 20
Lectures	10	0.4	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Methodological principles for text comprehension	45	1.8	1, 4, 5, 6, 10, 18, 19, 20
Type: Supervised			
Text and context comprehension activities	15	0.6	1, 3, 5, 6, 7, 10, 11, 12, 15, 16, 20
Type: Autonomous			
Vocabulary learning	30	1.2	1, 4, 5, 6, 8, 9, 10, 11, 12, 18, 19, 20

- Projects
- Case studies
- Cooperative learning techniques
- Exercises
- Lectures

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
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Grammar exercises	5%	0.5	0.02	1, 3, 5, 6, 7, 15, 16, 20
Kanji and vocabulary tests	10%	0.5	0.02	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20
Portfolio	10%	0.5	0.02	1, 3, 5, 8, 9, 16, 18, 20
Textbook contents tests	15%	1	0.04	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Translation and report	25%	1	0.04	1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18, 19, 20, 21
Translation test	25%	1	0.04	1, 5, 6, 7, 10, 11, 20
Written expression	10%	0.5	0.02	1, 3, 7, 16

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. 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.

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. 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.

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:

Grammar Test: 20%

Kanji & Vocabulary test: 15%

Written expression: 10 %

Individual Translation Test in classroom: 30%

Individual Translation and Comment: 25%

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

Textbooks and Japanese language dictionaries

HADAMITZKY, W.; SPAHN, M. *Kanji & Kana: a Handbook of the Japanese Writing System*. Tòquio: Tuttle Language Library, 1997.

HALPERN, J. *New Japanese-English character dictionary*. Tòquio: Kenkyusha, 1990.

Kanji no michi: A road to kanji, Tòquio: Bonjinsha, 1990.

MIYAGI, N.; CONTRERAS, E. *Diccionario japonés-español*. Tòquio: Hakusuisha, 1979.

NELSON, A. N. *The Modern Reader's Japanese-English Character Dictionary*. 2a ed. Tòquio: Tuttle, 1974.

OKA, Mayumi, TSUTSUI, Michio. *Jyookyuu e no Tobira: Tobira Getway to Advanced Japanese Learning Through Content and Multimedia*. Tòquio, Kuroshio, 2012.

SEICHI, M.; TSUTSUI, M.A. *A Dictionary of Basic Japanese Grammar*. Tòquio: The Japan Times, 1995.

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Dictionaries (Spanish and Catalan)

ALCOVER, Antoni; MOLL, Francesc de B. *Diccionari català-valencià-balear*. Palma de Mallorca: Moll, 1988.

CASARES, J. *Diccionario ideológico de la lengua española*. Barcelona: Gili, 1999.

COROMINES, Joan. *Diccionari etimològic i complementari de la llengua catalana*. Barcelona: Curial, 1980.

ENCICLOPÈDIA CATALANA. *Diccionari de la llengua catalana*. 4a. Ed. Barcelona: Enciclopèdia Catalana, 1998.

MOLINER, María. *Diccionario de uso del español*. Madrid: Gredos, 2 vol., 2ª ed., 1998.

R.A.E. *Diccionario de la lengua española*. 21ª ed., 2 vol., Madrid: Espasa-Calpe, 1999.

Webs

APTIC (Associació Professional de Traductors i Intèrprets de Catalunya)

<http://apticblog.wordpress.com/enllacos/>

ASETRAD (Asociación Española de Traductores, Correctores e Intèrprets) <http://www.asetrad.org/>

FUNDÉU BBVA. *Buscador urgente de dudas* <http://www.fundeu.es/>

GOO DICTIONARY. <http://dictionary.goo.ne.jp>

JISHO. <http://jisho.org/words>

KOTOBA DICTIONARY: <http://www.kotoba.ne.jp>

OPTIMOT: <http://www14.gencat.cat/llc/AppJava/index.jsp>

RIKAI. <http://www.rikai.com>

Software

No software is used.

Language list

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