

| Degree | Type | Year |
|--------------------------------------|------|------|
| 2500249 Translation and Interpreting | OB | 4 |

Contact

Name: Maria Guadalupe Romero Ramos
Email: lupe.romero@uab.cat

Teaching groups languages

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

Prerequisites

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

- Understand different types of written texts, with complex constructions, about a wide range of subjects and able to discern stylistic and dialectal variation. (CEFR-FTI C1.1)
- Write different types of text using fairly complex constructions about general topics in familiar subject areas. (CEFR-FTI B2.3)
- Understand fairly complex spoken Italian about personal and general topics in familiar subjects. (CEFR-FTI C1.1)
- Express themselves in spoken Italian on personal and general topics in familiar subject areas. (CEFR-FTI B2.4)

Objectives and Contextualisation

The aim of this course is develop students' text comprehension skills in preparation for direct translation of specialised texts covering a range of specialised fields.

All course credits are for language skills.

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

- Understand different specialised types of written texts, with fairly complex constructions, about a wide range of subjects. (CEFR-FTI C1.3)
- Write different types of texts, using fairly complex constructions, about a wide range of subjects and employing the most common styles and registers. (CEFR-FTI C1.1)
- Understand different types of spoken Italian about a wide range of subject areas and able to discern variation in accents, styles or registers. (CEFR-FTI C1.3)
- Express themselves in different types of spoken Italian on a wide range of subject areas, employing styles and registers. (CEFR-FTI C1.2)

In this course the gender intersectionality perspective is applied. See course program in Spanish or Catalan.

Competences

- 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.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Using documentation resources in order to interpret.
- Using documentation resources in order to translate.
- Working effectively in teams.

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. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Applying the documentation resources in order to solve interpretation problems: Applying the documentation resources in order to solve problems of a diverse typology of complex oral texts of a wide variety of fields and registers in foreign language.
5. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of specialised written texts of certain complexity from a wide variety of fields.
7. 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.
8. Implementing strategies in order to understand verbal texts from different fields: Applying strategies in order to comprehend a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of specialised written texts of a certain complexity from a wide variety of fields.
10. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
11. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts with a certain complexity about general topics of a wide variety of the most common fields and registers, and that possess specific communication purposes, following standard models of discourse.
12. Solving interferences between the working languages: Solving interferences between the working languages.
13. Working effectively in teams: Working effectively in teams.

Content

A) I testi argomentativi e le loro caratteristiche grammaticali e testuali (articoli di opinione, di fondo, saggi brevi, ecc.):

- Le convenzioni di genere;
- La sintassi (il periodo complesso, la subordinazione e le congiunzioni);
- La coesione (connettivi testuali);
- L'influenza degli stereotipi di genere e la prospettiva andocentrica della lingua.

B) I testi istruttivi/regolativi e le loro caratteristiche grammaticali e testuali (ricette, istruzioni per l'uso; foglietti illustrativi, ecc.):

- Le convenzioni di genere;
- Modi e tempi verbali;
- Il lessico (lingua comune, linguaggi settoriali, linguaggi specialistici);
- Testi amministrativi e lingua di genere.

C) Le lettere commerciali (per contattare clienti, ordinare merce, inviare comunicati, reclamo/contestazione fattura, ecc.):

- Le convenzioni di genere (abbreviazioni, intestazione, formule di apertura e di chiusura, ecc);
- Il tono (espressioni formali, formule di cortesia);
- Stereotipi di genere e scelte linguistiche.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|------------------------------------|
| Type: Directed | | | |
| Carrying out oral comprehension (listening) activities | 10 | 0.4 | 2, 4 |
| Carrying out reading comprehension activities | 10 | 0.4 | 5, 6, 9, 10 |
| Lectures | 10 | 0.4 | 1, 2, 3, 7, 9, 12 |
| Performing oral production activities | 6 | 0.24 | 3, 12 |
| Performing written production activities | 10 | 0.4 | 1, 7, 11, 12 |
| Type: Supervised | | | |
| Supervision and review of exercises | 10 | 0.4 | 1, 2, 3, 10 |
| Supervision and review of oral and written activities | 11 | 0.44 | 2, 3, 6, 7, 9, 11, 12 |
| Type: Autonomous | | | |
| Assimilation, study and practice of conceptual and procedural content | 15 | 0.6 | 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12 |
| Carrying out oral comprehension (listening) activities | 8 | 0.32 | 2, 4 |
| Carrying out reading comprehension activities | 17 | 0.68 | 5, 6, 9, 10 |
| Performing exercises | 20 | 0.8 | 1, 2, 3, 10 |
| Performing oral production activities | 7 | 0.28 | 3, 12 |
| Performing written production activities | 10 | 0.4 | 1, 7, 11, 12 |

To achieve the established objectives, this subject mainly involves theoretical and practical classes based on a contrastive approach. the gender perspective is applied.

Students must keep abreast of the news and information published on the Virtual Campus / Moodle(assignments to be performed outside class, deadlines, review arrangements, etc.).

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 |
|--|-----------|-------|------|---------------------------------|
| Activities related to morphosyntactic, lexical and textual knowledge | 20% | 1.5 | 0.06 | 1 |
| Homework and/or projects | 25% | 1.5 | 0.06 | 1, 2, 3, 4, 5, 6, 7, 11, 12, 13 |
| Oral comprehension (listening) activities | 10% | 0.5 | 0.02 | 2, 8 |
| Reading comprehension activities | 35% | 2 | 0.08 | 6, 9, 10 |
| Writing activities | 10% | 0.5 | 0.02 | 1, 7, 11 |

Continuous assessment

Students must provide evidence of their progress by completing 3-5 tasks. Task 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

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.

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 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

Additional reading materials and digital resources will be published on the Virtual Campus

Gramàtiques de consulta:

Lorenzo Renzi, Giampaolo Salvi, Anna Cardinaletti: *Grande grammatica italiana di consultazione*. 3 Vol. Bolonya: Il Mulino, 1989-1995.

Gramàtiques amb exercicis :

Manuel Carrera Díaz: *Curso de lengua italiana*, 2 vol.: Parte teórica i Parte práctica. Barcelona: Ariel, 2000.

Camilla Bettoni, Giosi Vicentini: *Imparare dal vivo*. Livello avanzato. Roma: Bonacci, 1986.

AA.DD.: *Curso avanzado de italiano*. 2 vol. Barcelona: Planeta-De Agostini, 1989.

Paola Marmini, Giosi Vicentini: *Ascoltare dal vivo*. Roma: Bonacci, 1989.

Silvia Luraghi, Anna M. Thornton, Miriam Voghera: *Esercizi di linguistica*. Roma: Carocci editore, 2000.

Diccionaris monolingües:

Tullio de Mauro: DIB. *Dizionario di base della lingua italiana*, Torino, Paravia, 1996.

Nicola Zingarelli: *Vocabolario della lingua italiana*, Bologna, Zanichelli, 2010.

Diccionaris bilingües:

Rosend Arqués: *Diccionari català-italià*, Barcelona, Enciclopèdia Catalana, 1992.

_____ *Diccionari italià-català*, Barcelona, Enciclopèdia Catalana, 2002.

Laura Tam: *Dizionario spagnolo-italiano / italiano spagnolo*, Milano, Hoepli, 1997.

_____ *Dizionario spagnolo-italiano / italiano spagnolo*. Ed. minore, Milano, Hoepli, 2000.

_____ *Dizionario spagnolo-italiano / italiano spagnolo*, Milano, Hoepli, 1998 [CD ROM]

Recursos a la xarxa:

Accademia della Crusca www.accademiadellacrusca.it

Dizionario Garzanti: <http://www.garzantilinguistica.it/>

Sabatini Coletti <http://dizionari.corriere.it/cgi-bin/sabcol/trova>

Sapere.it www.sapere.it

Treccani.it www.treccani.it

LiberLiber: <http://www.libertiber.it/>

Biblio.net. La biblioteca virtuale on-line www.biblio-net.com

Come si dice...? www.emt.it/italiano/csd.html

Coniugatore di verbi www.units.it/~niritat/texel/coni/conihome.htm

Il sito del verbo www.chass.utoronto.ca/~ngargano/corsi/verbi/verbi.html

CORIS Corpus di italiano scritto www.cilta.unibo.it/Portale/RicercaLinguistica/linguistica_corpora.html

Banca Dati dell'Italiano Parlato <http://languageserver.uni-graz.at/badip/badip/home.php>

DizioNet. Dizionario informaticoper tutti www.dizionet.it/home.php

Il vocabolario.it www.ilvocabolario.it

Mediateca Italiana www.emt.it

Software

We will work with the most usual tools to edit documents

Language list

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