

Degree	Type	Year
2500249 Translation and Interpreting	OB	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 students 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 B2.3.)
- Write different types of text using fairly complex constructions about general topics in familiar subject areas. (CEFR-FTI B1.2)
- Understand fairly complex spoken Portuguese about personal and general topics in familiar subjects. (CEFR-FTI B1.2)
- Express themselves in spoken Portuguese on personal and general topics in familiar subject areas. (CEFR-FTI B1.1)

Specifically, this subject requires prior knowledge obtained through the following subjects: Foreign Language and Translation C2 (Portuguese) and Foreign Language and Translation C4 (Portuguese).

## 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 Portuguese 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 Portuguese on a wide range of subject areas, employing styles and registers. (CEFR-FTI C1.2)

## 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 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 a certain complexity about personal and general topics of well-known areas.
8. 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.
9. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to the context and possess linguistic correctness.
10. 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.
11. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
12. 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.
13. 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.

14. Solving interferences between the working languages: Solving interferences between the working languages.
15. Working effectively in teams: Working effectively in teams.

## Content

Communicative Contents:

- Interpreting and analysing written texts of different genres and complexity.
- Interpreting and analysing oral texts of different genres and complexity.
- Interpreting and analysing texts from images (advertising, comics, illustrations, etc.).
- Arguing, express points of view or feelings, give opinions on current issues, orally and in writing.
- Understand different types of written texts and able to discern variation in accents.
- Understand different types of spoken Portuguese and able to discern variation in accents.
- Know the current affairs, history and culture of the lusophone countries.

Lexical Contents:

- Expansion of general and specific vocabulary as formal letters and curriculum vitae; false friends; idiomatic expressions; interjections and slang; health and human body; tourism; fauna and flora; international institutions and organizations; initials/acronyms; and more.

Sociocultural Contents:

- Historical and current society, politics, economy, culture, sports, etc. of the lusophone countries; food and gastronomy; traditions and festivities; tales and legends; advertising and press; and more.
- General grammar review of the previous courses (C1, C2, ITC1, ITC2).
- Each year, the subject's lecturers will choose the contents and materials that they consider most suitable to work on.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	9	0.36	1, 2, 3, 4, 5, 8, 13, 14
Oral presentation of the teacher / master class	6	0.24	1, 2, 3, 8, 10, 12, 14
Performing written production activities	10	0.4	2, 14
Realization of oral comprehension activities	9	0.36	1, 8, 14
Realization of oral production activities	9	0.36	5, 6, 10, 12
Realization of reading comprehension activities	10	0.4	2, 4
Type: Supervised			
Supervision and review of exercises	10	0.4	1, 2, 3, 12
Supervision and review of oral and written activities, etc.	10	0.4	2, 3, 6, 8, 10, 13, 14

Type: Autonomous			
Preparation and preparation of exercises	15	0.6	1, 2, 3, 12
Preparation of evaluation activities, etc.	13	0.52	1, 2, 3, 4, 5, 6, 8, 10, 12, 13, 14
Preparation of listening comprehension activities	8	0.32	2, 4
Preparation of oral production activities	10	0.4	3, 14
Preparation of reading comprehension activities	12	0.48	5, 6, 10, 12
Preparation of written production activities	10	0.4	1, 8, 14

To achieve the established objectives and language learning and obtain specific results, this subject mainly involves theoretical and practical activities (comprehension, production, etc.).

The communicative methodology used includes:

- Individual or group exercises.
- Individual, pair and / or group works: oral presentations and written composition.
- Seminars on specific topics.
- Presentation and explanation of content by the teachers and master classes.

The lecturers will use the Campus Virtual to upload class materials and other interesting resources.

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
First individual test about vocabulary, oral and written comprehension	30%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Oral expression assignments (one presentation: 20%)	20%	1	0.04	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Second individual test about grammar, vocabulary, oral and written comprehension	30%	2	0.08	1, 2, 3, 6, 7, 9, 10, 11, 12, 14
Writing assignments (two individual writings: 10% + 10%)	20%	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

#### Continuous assessment

Assessment activity dates will be indicated by the lecturers in the first week of classes and on the information document of the subject, available on the Campus Virtual.

Students have to perform 5 assessment activities in class:

- One oral presentation: 20% of the final mark.
- One individual test about vocabulary, oral and written comprehension: 30%.
- One individual test about grammar, vocabulary, and oral and written comprehension: 30%.
- Two individual writing assignments: 10% of the final mark, each one (10% + 10%).

The subject's final mark will be the sum of the five partial percentages (20% + 30% + 30% + 10% + 10% = 100%).

Students must attend assessment activities (on the date and at the time established). The subject's two lecturers must be notified of any absences from assessment activities in advance, via e-mail. In the case of a health problem, an official medical certificate must be provided. Any absence from assessment activities must be justified by means of official documents. If a student is unable to attend an assessment activity for work reasons, the two lecturers must be notified at least one week in advance.

The subject's lecturers will evaluate any exceptional cases or circumstances personally.

Following the subject and contacting its lecturers are solely the responsibility of each student. Any communication regarding this subject must be sent to the two lecturers.

The subject's schedule may vary depending on the group's pace of work and needs. The lecturers reserve the right to make any modifications they consider appropriate.

#### Review

When publishing final marks prior to recording them on students' transcripts, the lecturers will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturers.

#### 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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. Students may only retake assessment activities they have failed or for which they have not presented evidence of evaluation. The lecturers may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

In the case of an assessment activity being retaken or compensated for, the highest mark that can be obtained for the subject is 5.

The lecturers will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts.

Once the subject has been passed, it may not be reassessed.

#### 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 students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct.

Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

### 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:

1. One individual oral presentation: 20% of the final mark.
2. One individual test about grammar and vocabulary: 30% of the final mark.
3. One individual test about oral and written comprehension: 30% of the final mark.
4. One individual writing assignments: 20% of the final mark.

The subject's final mark will be the sum of the four percentages (20% + 30% + 30% + 20% = 100%).

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

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## **Bibliography**

The lecturers will upload, on the Campus Virtual, the texts and materials to work and follow the subject.

### REFERENCE BIBLIOGRAPHY

Portuguese dictionaries:

*Dicionário Houaiss da Língua Portuguesa*. Rio de Janeiro: Editora Objetiva.

*Dicionário da Língua Portuguesa Contemporânea*, Academia das Ciências de Lisboa. Lisboa: Verbo.

*Novo Aurélio Século XXI*, Buarque de Holanda, A. Rio de Janeiro: Nova Fronteira.

Bilingual dictionaries:

*Diccionari Català-Portuguès/Portuguès-Català*. Barcelona: Enciclopèdia Catalana.

*Diccionari de paranyis de traducció portugués-català (falsos amigues)*, Ferriz, C., Gorgori, R. i Pitta, P. Barcelona: Enciclopèdia Catalana.

*Dicionário Português-Espanhol/Espanhol-Português*. Porto: Porto Editora.

Grammar of the Portuguese language:

Bechara, E. *Moderna Gramática Portuguesa*. Rio de Janeiro: Nova Fronteira.

Cunha, C. i Cintra, L. *Nova Gramática do Português Contemporâneo*. Lisboa: Lexikon Editorial.

Gomes Ferreira, A. i Nunes de Figueiredo, J. *Compêndio de Gramática Portuguesa* (3.º ciclo/Ensino Secundário). Porto: Porto Editora.

## REFERENCE WEBOGRAPHY

Brazilian Portuguese online dictionaries:

<http://www.aulete.com.br/>

<http://www.dicio.com.br/>

<http://www.dicionarioweb.com.br>

<https://michaelis.uol.com.br/>

European Portuguese online dictionaries:

<http://www.infopedia.pt/>

<http://www.priberam.pt/dlpo/>

Online bilingual dictionaries:

<http://www.dicespanhol.ufsc.br/>

<http://www.infopedia.pt/>

<http://michaelis.uol.com.br/>

<http://www.wordreference.com/ptes/luso-brasileiro>

More Portuguese online sources:

<https://ciberduvidas.iscte-iul.pt/>

<http://www.conjuga-me.net/>

<http://www.conjugacao.com.br/>

<http://www.conjugador.com.br/>

<http://www.linguateca.pt/>

<http://linguistica.insite.com.br/cgi-bin/conjugue>

<http://www.sinonimos.com.br>

<https://duvidas.dicio.com.br/>

## Software

No specific software is used, beyond the basic knowledge of Office automation (e-mail, Word, PDF, internet) and the Campus Virtual.

## Language list

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

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PROVISIONAL