

Degree	Type	Year
2500249 Translation and Interpreting	OB	4

Contact

Name: Joaquin Fernandez-Valdes Roig-Gironella

Email: joaquin.fernandezvaldes@uab.cat

Teachers

Gustavo Pita Céspedes

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 written texts with a certain level of complexity on personal and general topics.
- Understand written texts of some complexity on personal and general topics in familiar domains (MCRE-FTI B1.2.).
- Produce written texts on personal and general topics in familiar domains (MCRE-FTI B1.1.)
- Understand simple and clear spoken texts on everyday topics (MCRE-FTI A2.1.)
- Produce simple oral texts on everyday topics (MCRE-FTI A2.1).
- Solve basic translation problems of simple non-specialised texts in standard language: narrative and descriptive texts.

Objectives and Contextualisation

- Understand written texts of different types on general topics (MCRE-FTI B2.1).
- Produce written texts of a certain complexity on personal and general topics in familiar areas (MCRE-FTI B1.2.).
- Solve problems of translation of non-specialised texts of different types (expository, argumentative, instructive, literary).

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 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 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 lexical, morphosyntactic, textual and rhetorical knowledge.
3. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve translation problems of diverse typology of basic non-specialised texts (expository, argumentative, educational type texts) in standard dialect.
4. 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.
5. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of basic non-specialised texts in standard dialect (expository, argumentative and educational type texts).
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
8. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
9. 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.
10. 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 basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
11. 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.
12. 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.
13. 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.
14. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.

15. 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.
16. 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.
17. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of complex oral texts from a wide variety of fields and registers, that are appropriate to their context and possess linguistic correctness.
18. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of basic non-specialised written texts (expository, argumentative, educational text types) in standard dialect, that are appropriate to their context and possess linguistic correctness.
19. Solving interferences between the working languages: Solving interferences between the working languages.
20. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know different kinds of translation problems and errors of a diverse typology of basic non-specialised written texts (expository, argumentative...) in standard dialect.
21. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies in order to solve a diverse typology of translation problems of basic non-specialised texts in standard dialect.
22. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate.
23. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve translation problems of different types of basic non-specialised texts in standard dialect.
24. Working effectively in teams: Working effectively in teams.

Content

Language

- expression of determination in simple phrase.
- correct use of adjectives.
- Correct use of verbs.

Translation

- Solving problems of translation of non-specialised expository genres, e.g. an encyclopaedia entry, an extract from a manual, etc.
- Solving translation problems in non-specialised argumentative genres, e.g. a letter to the editor of a newspaper, a film or book review, an advertising text, etc.
- Solving translation problems in journalistic and literary genres.
- Dialogue in literary translation
- Transcription of the Russian alphabet.
- Use of tools (technological and documentation) for the translation of simple non-specialised texts in standard language.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Comprehension	3	0.12	1, 5, 7, 13, 15
Comprehension exercises	7	0.28	1, 7, 15, 20, 21
Grammar exercises	2.5	0.1	1
Read specialized texts	5	0.2	1
Reading and analyzing texts	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23
Reedition exercises	7	0.28	11, 12, 17, 24
Type: Supervised			
Edition	14	0.56	4, 8, 9, 23, 24
Grammar exercises	1.25	0.05	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23
Oral exercises	4	0.16	3, 22
Reading and comprehension, translation	4	0.16	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 18, 19
Translation activities	3.5	0.14	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 18, 19, 24
Type: Autonomous			
Lecture of texts	35.5	1.42	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23
Magistral classes	7	0.28	3, 22
Re expresión exercises	12	0.48	2, 11, 12
Read and translate	10	0.4	1, 13
Translation activity	8	0.32	1, 7, 15

Language

The teaching methodology is based on the problem-solving method and is carried out with grammatical exercises and communicative exercises. In the theoretical part of the classes, learning is based on problems or the exposition of contents through the presentation or explanation of the teacher; in the practical part, on the resolution of exercises, seminars, presentation of individual work, etc. Students will have to write essays and summaries at home, which will then be discussed in class; there will be exercises in lexical comprehension, text selection, vocabulary acquisition, problem solving, etc.

Translation

The classes will have a theoretical part: the teacher will explain the main problems raised in the translation of the texts studied, and a practical and participatory part in which students will have to present their proposals for translating the texts prepared at home. The different translations worked on at home will also be commented on, debated and shared in class, and exercises will be carried out (lexical comprehension, selection of translations, vocabulary acquisition, 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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Partial tests	10%	0.8	0.03	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 18, 19, 24
Sentence test without a dictionary	30%	2.45	0.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Translation task execution tests	30%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 17, 18, 19, 20, 21, 22, 23
Translation test of a text with dictionary	30%	2	0.08	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 18, 19

Assessment is continuous. 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.

Language

During the semester the following will be assessed:

Essays, back translations and other autonomous work (5 in total, 25%).

A presentation (10%)

Mid-term grammar and vocabulary tests (30%)

Final exam (35%)

Translation

1. Autonomous works
2. Phrase exam without a dictionary
3. Translation exam of one text with a dictionary
4. Partial controls

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.

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 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

Texts, exercises and diverse material prepared by a teacher.

Software

Word, Pdf.

Language list

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

PROVISIONAL