

Literary translation B-A (English-Catalan)

Code: 101294
ECTS Credits: 6

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Degree	Type	Year
Translation and Interpreting	OT	4

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Teaching groups languages

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Prerequisites

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

- Demonstrate knowledge of the basic methodological principles governing translation, professional and instrumental aspects and the contrastive problems for this language combination.
- Differentiate between literary genres and identify their specific features.
- Apply strategies to further their literary knowledge to be able to translate.
- Apply literary knowledge to be able to translate.
- Demonstrate their knowledge about different cultural aspects of English.
- Apply this knowledge to interpreting cultural references related to English.

Objectives and Contextualisation

The aim of this course is to develop problem-solving skills when translating literary texts reflectint different genres.

By the end of this course students should be able to:

- Demonstrate knowledge and understanding of the methodological principles governing the translation of literary texts, professional and instrumental aspects, and contrastive problems for this language combination.
- Apply this knowledge to solving translation problems in classic and contemporary literary texts for genres such as prose, poetry, theatre.
- Combine different areas of knowledge when making decisions about questions related to translating literary texts.
- Convey information, ideas, problems and solutions related to translating literary texts.
- Apply their skills so that they can work with greater autonomy in future specialised studies in translating literary texts.

Competences

- Applying cultural knowledge in order to translate.
- Applying topic-based knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- Solving translation problems of non-specialised texts.
- Understanding written texts in a foreign language in order to translate.
- Understanding written texts in language A in order to translate.
- Using documentation resources in order to translate.
- Using technological 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. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve literary translation problems.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
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 creation of a literary translation and carrying out the assigned tasks.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of literary texts.
6. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
7. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of literary translator.
8. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate literary texts.
9. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate literary texts.
10. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce literary written texts with specific communicative purposes.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend literary texts.
13. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate literary texts.
14. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve literary translation problems.
15. Incorporating topic-based knowledge in order to solve translation problems: Incorporating topic-based knowledge in order to solve translation problems.
16. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate literary texts.
17. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing literary written texts that are appropriate to their context and possess linguistic correctness.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know the different types of literary translation problems and errors.

20. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the labour market of literary translation.
21. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies needed to solve literary translation problems.
22. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve literary translation problems.

Content

- Methodology of literary translation (basic norms of literary translation in the linguistic combination).
- Solving translation problems of prose genres such as memoirs, stories, novel chapters, literary essays, letters, etc.
- Solving text translation problems related to rhyme and metric structure such as poems, songs, etc.
- Solving translation problems of dramatic genres such as plays, opera books, etc.
- Solving translation problems of other literary genres such as comics, children's literature, aphorisms, etc.
- Use of the technological tools and sources of specific documentation for literary translation
- Use of dictionaries, glossaries, specialized databases and parallel texts suitable for literary translation.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Completion of translation tasks	38	1.52	1, 2, 13, 12, 11, 5, 9, 14, 15, 17, 18, 16
Resolution of exercises	15	0.6	1, 2, 13, 12, 11, 5, 9, 14, 15, 17, 18, 16
Type: Supervised			
Debates and reflectionactivities on relevant aspects of translation	10	0.4	
preparation of translations and papers	12	0.48	1, 2, 13, 12, 11, 5, 9, 14, 15, 17, 18, 16
Type: Autonomous			
Preparing exercises	12.5	0.5	1, 2, 13, 12, 11, 5, 9, 14, 15, 17, 18, 16
Preparing translations and projects	58	2.32	1, 2, 13, 12, 11, 5, 9, 14, 15, 17, 18, 16

An active methodology is used, with activities of various types.

- Completion of translation tasks.

- Exercise resolution.
- Presentations of individual / group work.
- Debates (face to face or in forums).
- Cooperative learning techniques.

To achieve the established objectives, this subject mainly involves practical classes.

Learning activities are organised into three categories based on the degree of student autonomy involved:

Directed activities: carried out according to a set timetable and in the presence of a lecturer.

Translation activities

Exercises

Supervised activities: carried out under the supervision of a lecturer or tutor.

Attending talks

Preparation of translations for assessment

Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually)

Searching for documentation

Preparation of translations and assignments

Preparation of exercises

All activity deadlines are indicated in the subject's schedule (that will be available at the beginning of the course) and must be strictly adhered to.

The work students carry out mainly consists of:

- Individual/group presentations in class (or online)
- Debates and discussions (in class or online)
- Documentation searches
- Reading assignments
- Assignments to be performed outside class
- Exercises to be performed in class (or online)
- Translation exercises
- Preparation of translation tasks
- Preparation of translations and associated tasks
- Exam.

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
Exercise solving and tasks related with signifying aspects of translation	40%	1.5	0.06	1, 2, 13, 12, 11, 5, 9, 14, 15, 17, 18, 16
Oral presentation of a text related to translation or written summary of a text	20%	1.5	0.06	1, 2, 13, 12, 11, 5, 9, 14, 15, 17, 18, 16
Translation activities	40%	1.5	0.06	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22

Continuous assessment

Students must provide evidence of their progress by completing tasks and tests.

Possible evaluation activities:

- Translation of texts used during the course.
- Translation of a text similar to the ones used during the course.
- Reports / forums about translations or tasks related to relevant aspects of translation.
- Diaries/ files / reflective reports on the learning process or on the process of drawing up translations.

IMPORTANT:

If any student, for any justified reason, cannot follow the class, he/she should contact the teacher personally during the first weeks of the course.

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Review

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

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.

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 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.

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2. Monolingual English dictionaries

Chambers Twentieth Century Dictionary
The Collins Dictionary of the English Language

The Collins COBUILD English Language Dictionary

The Longman Dictionary of Contemporary English

The Concise Oxford Dictionary of current English

The New Oxford English Dictionary

The New Shorter Oxford English Dictionary

Webster's Third New International Dictionary

CHAPMAN, Robert L. New dictionary of American Slang

KIRKPATRICK, Betty [ed.]. Roget's Thesaurus of English Words and Phrases

PARTRIDGE, Eric. A Dictionary of Slang and unconventional English

3. Dictionaries of synonyms, set phrases, etc., in Catalan

Diccionari del català col·loquial. Dubtes davant del micròfon. Barcelona: Enciclopèdia Catalana, 2009.

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4. Grammars, handbooks and other reference works in Catalan

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THOMSON, A.J.; MARTINET, A.B. A Practical English Grammar. Òxford: Oxford University Press, 1996.

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Diccionari català-anglès (Enciclopèdia Catalana)

Diccionari de paranys de traducció anglès-català (Enciclopèdia Catalana)

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Online resources

Diccionari de l'Institut d'Estudis Catalans <http://dlc.iec.cat/>

Diccionari català-valencià-balear <http://dcvb.iecat.net/>

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

<https://www.diccionari.cat>

Portal lingüístic de la Corporació Catalana dels Mitjans Audiovisuals <http://esadir.cat/>

<https://dsff.uab.es/coneix>

Termcat www.termcat.net

<https://cit.iec.cat>

<https://estil.iec.cat>

Criteria. Espai web de correcció de l'IEC <http://criteria.espais.iec.cat/>

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Enciclopèdia Catalana <http://www.enciclopedia.cat/>

Catàleg Col·lectiu d'Universitats de Catalunya <http://ccuc.cbuc.cat/>

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One Look <http://www.onelook.com/>

<https://diccxpamies.xarxa.cat>

Software

Text processors

Search engines

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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