# UAB
## Universitat Autònoma de Barcelona

## Translation of non-literary editorial texts B-A (English-Catalan)

Code: 101319
ECTS Credits: 6

**2025/2026**

| Degree | Type | Year |
|---|---|---|
| Translation and Interpreting | OT | 4 |

## Contact

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## Teachers

Gabriel Lopez Guix

## Teaching groups languages

You can view this information at the end of this document.

## Prerequisites

Language requirements: English C1.2 (CEFR). Exchange students should contact the course coordinator regarding Spanish and Catalan language level requirements.

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

- Demonstrate knowledge about different cultural aspects of English.
- Apply their knowledge to interpreting cultural references related to English.
- Combine knowledge from different areas when making decisions about cultural aspects of English.
- Convey information about cultural aspects of English.

## Objectives and Contextualisation

The aim of this course is to develop problem-solving skills when proofing translations and translating a range of non-literary editorial text genres.

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

- Demonstrate knowledge and understanding of the methodological principles governing the translation of non-literary editorial texts, proofing translations, professional and instrumental aspects, and contrastive problems for this language combination.
- Apply this knowledge to solving translation problems when translating a range of non-literary editorial text genres and proofing translations.

- Combine different areas of knowledge when taking decisions about questions related to translating non-literary editorial texts and proofing translations.
- Convey information, ideas, problems and solutions related to translating non-literary editorial texts and proofing translations.
- Apply their skills so that they can work with greater autonomy in future specialised translation studies.

## Competences

- 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 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 non-literary editorial 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 non-literary editorial 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 non-literary editorial 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 non-literary editorial 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 non-literary editorial 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 non-literary editorial 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 non-literary texts from the publishing business with specific communicative purposes.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend non-literary editorial texts.
13. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate non-literary editorial texts.
14. Incorporating topic-based knowledge in order to solve translation problems: Incorporating topic-based knowledge in order to solve problems of non-literary editorial translation.
15. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate non-literary editorial texts.

16. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-literary editorial texts that are appropriate to their context and possess linguistic correctness.
17. Solving interferences between the working languages: Solving interferences between the working languages.
18. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know the different types of problems and errors of non-literary editorial translation.
19. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the labour market of non-literary editorial translation.
20. 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 problems of non-literary editorial translation.
21. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve non-literary editorial translation problems.

## Content

- The publishing sector: conditions, types of work, associative sector, contracts, etc.
- Check-proofing as professional assigment.
- Resolution of translation difficulties in non-fiction books.
- Resolution of translation difficulties in press texts.
- Use of technological tools and specific documentation sources for non-literary editorial translation.
- Use of dictionaries, glossaries, specialized databases and relevant parallel texts for non-literary editorial translation.

## Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Directed | | | |
| exercises | 10 | 0.4 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| problem solving | 15 | 0.6 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| translation tasks | 36 | 1.44 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| Type: Supervised | | | |
| preparation of translations for assessment | 10 | 0.4 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| Type: Autonomous | | | |
| broadening knowledge | 10 | 0.4 | 3, 2, 13, 19, 18, 20, 7, 10, 9, 8, 14, 4, 15, 6, 21 |
| preparation of exercises and problems | 10 | 0.4 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| preparation of translations and | 35 | 1.4 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, |

| | | | |
|---|---|---|---|
| assignments | | | 15, 6, 21 |
| searching for documentation | 20 | 0.8 | 3, 19, 18, 20, 7, 10, 8, 4, 6, 21 |

Active methodology with activities of various types are used. The instruments of the Virtual Campus of the UAB or any other visual teaching and learning environment are used.

Possible methodologies:

- Carrying out translation tasks
- Realization of translation projects
- Resolution of exercises
- Presentations of individual or group work
- Debates (in person or in forums)
- Cooperative learning techniques

The didactic activities are organized in three blocks, according to the degree of autonomy required by the student:

- Directed activities: respond to a predetermined time schedule and require the classroom management of a teacher.
- Supervised activities: require more or less stringent supervision of a teacher.
- Autonomous activities: the student organizes time and effort autonomously (individually or in groups).

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 |
|---|---|---|---|---|
| Activities of research and documentation related to non-literary translation | 25% | 1 | 0.04 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| Exercises and assignments related to relevant aspects of non literary translation | 25% | 1 | 0.04 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| Supervised exercises and assignments related to non literary translation | 25% | 1 | 0.04 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |
| Translation test or final assignment | 25% | 1 | 0.04 | 1, 3, 2, 13, 12, 11, 5, 19, 18, 20, 7, 10, 9, 8, 14, 16, 4, 17, 15, 6, 21 |

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.

Review

When publishing final grades 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 final grade for the subject and that they have a weighted average grade of at least 3.5.

The lecturer will inform students, in writing, of the procedure involved when publishing final grades 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 grade be retaken or compensated for. In the case of retakes, the maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event that the assessment activities a student has performed account for 25% or less of the subject's final grade for the subject, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

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.

Studentsmust 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.

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a grade 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 grade of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from retake activities.

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 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

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

Catalan monolingual dictionaries

ALCOVER-MOLL, *Diccionari català-valencià-balear*. (http://dcvb.iecat.net).

ENCICLOPÈDIA CATALANA, *Diccionari de la llengua catalana*. (https://www.enciclopedia.cat/)

CORPORACIÓ CATALANA DE MITJANS AUDIOVISUALS. El portal lingüístic ÉsAdir. https://esadir.cat/

INSTITUT D'ESTUDIS CATALANS., *Diccionari de la llengua catalana*. (https://dlc.iec.cat/).

JANÉ, ALBERT. *Diccionari de sinònims.* (https://sinonims.iec.cat/sinonims.asp)

GENERALITAT DE CATALUNYA. Optimot. Consultes lingüístiques. ( https://aplicacions.llengua.gencat.cat/llc/AppJava/index.html)

English monolingual dictionaries

*Cambridge Dictionary. https://dictionary.cambridge.org/*

*New Oxford English Dictionary*, 20 vols., Oxford, Clarendon Press, 1989.

https://www.oed.com/

*The Free Dictionary*. https://www.thefreedictionary.com

*The New Shorter Oxford Dictionary*, 2 vols., Oxford, Clarendon Press, 1994, 4ª reimpr.

https://www.oxfordlearnersdictionaries.com/

*Webster's Third New International Dictionary*, Springfield (Mass.), Merriam-Webster, 1993. https://www.merriam-webster.com/

Bilingual dictionaries

ENCICLOPÈDIA CATALANA. *Diccionari Anglès-Català*. https://www.diccionaris.cat/

Reference works in Catalan

INSTITUT D'ESTUDIS CATALANS (2022). *Gramàtica de la llengua catalana.* *https://giec.iec.cat/proleg/presidenta*

MESTRES, Josep M.; COSTA, Joan; OLIVA, Mireia; FITÉ, Ricard (1995). *Manual d'estil. La redacció i l'edició de textos.* Eumo. https://estil.llocs.iec.cat/

TELEVISIÓ DE CATALUNYA (1997). *Criteris lingüístics sobre traducció i doblatge*. Edicions 62. Actualitzat a: https://esadir.cat/Modeldellengua

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https://ctilc.iec.cat/scripts/CTILCQConc_Lemes2.asp?cadlema=amor&cadlemacond=0&seccio=CTILC1


On translation

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AINAUD, Jordi; ESPUNYA, Anna; PUJOL, Dídac (2003). *Manual de traducció anglès-català*. Eumo.

LOPEZ GUIX, J. G.; MINETT, J (1997). *Manual de traducción inglés español.* Gedisa.

OROZCO, Mariana (2012). *Metodología de la traducción directa del inglés al español. Materiales didácticos para la traducción general y especializada.* Comares.


Reference works in English

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CHICAGO MANUAL OF STYLE. https://www.chicagomanualofstyle.org/home.html

McHardy Sinclair, John (2017). *Collins Cobuild English Grammar*. Collins.

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SWAN, Michael (2016). *Practical English Usage.* 4a ed. Oxford.

On publishing

PIMENTEL, Manuel (2012). *Manual del editor. Cómo funciona la moderna industria editorial.* Berencie Manuales.

MARTÍNEZ DE SOUZA, José (1994). *Manual de edición y autoedición.* Pirámide.

JARDÍ, Enric (2007). *Cincuenta y tantos consejos sobre tipografía.* Editorial GG.

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JARDÍ, Enric (2012). *Pensar con imágenes.* Editorial GG.

FEDERACIÓN DE GREMIOS DE EDITORES DE ESPAÑA. https://www.federacioneditores.org/

GREMI D'EDITORS DE CATALUNYA. https://www.gremieditors.cat/

ASSOCIACIÓ D'EDITORS EN LLENGUA CATALANA. https://editors.cat/


## Software

Adobe Acrobat Reader


## Groups and Languages

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

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