

Degree	Type	Year
Translation and Interpreting	OT	4

Contact

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Teachers

Gabriel Lopez Guix

Teaching groups languages

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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 should be able to:

- Demonstrate their knowledge about different cultural aspects of English.
- Apply this knowledge to interpreting cultural references related to English.
- Combine different areas of knowledge 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 assignment.
- 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			
Solving exercises	10	0.4	1, 2, 13, 12, 11, 5, 9, 14, 16, 17, 15
Translation related activities	32.5	1.3	1, 2, 13, 12, 11, 5, 9, 14, 16, 17, 15
Type: Supervised			
Debates and activities on relevant aspects of non-literary translation	5	0.2	
Preparation of translations and assignments	16.9	0.68	1, 2, 13, 12, 11, 5, 9, 14, 16, 17, 15
Type: Autonomous			
Preparation of exercises	8.1	0.32	1, 2, 13, 12, 11, 5, 9, 14, 16, 17, 15
Preparation of translations and assignments	40	1.6	1, 2, 13, 12, 11, 5, 9, 14, 16, 17, 15

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	1.5	0.06	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	1.5	0.06	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	2	0.08	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	2.5	0.1	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.

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.

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.

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

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Collins universal español-inglés/English-Spanish Dictionary, Barcelona, Grijalbo, 2009, 8ª ed.

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6. Corpora

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- CORDE, Corpus diacrónico del español. [Online version](#).

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Software

No specific software is required.

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	English	first semester	morning-mixed