

Degree programme	Type	Course
Translation and Interpreting	OB	3

Contact lecturer

Name : Judit Fontcuberta Famadas

Email : judit.fontcuberta@uab.cat

Prerequisites

This subject requires a native or near-native level of Catalan and a high level of English (e.g. CEFR level B2).

To take this subject, students must be able to:

- Demonstrate knowledge and understanding of the basic methodological principles that govern translation, basic professional and instrumental aspects, and basic problems of contrastivity between Catalan and English.
- Apply their knowledge to solve translation problems in different types of non-specialised texts in standard language.
- Use their knowledge to form opinions on matters related to the translation of different types of non-specialised texts in standard language.

Objectives

On successfully completing this subject, students will be able to:

- Demonstrate knowledge and understanding of the methodological principles that govern translation, professional and instrumental aspects, and problems of contrastivity between Catalan and English.
- Apply their knowledge to solve translation problems in non-specialised texts containing linguistic variation and cultural reference problems, in different fields and with different functions.
- Draw on their knowledge to form opinions on matters related to the translation of non-specialised texts containing linguistic variation and cultural reference problems, in different fields and with different functions.
- Convey information, ideas, problems and solutions related to the translation of non-specialised texts containing linguistic variation and cultural reference problems, in different fields and with different functions.

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. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural

references.

3. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts with problems of linguistic variation and cultural references, from several fields and with several functions, that are appropriate to their context and possess linguistic correctness.
4. Solving interferences between the working languages: Solving interferences between the working languages.
5. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts from different fields and of different functions with problems of linguistic variation and cultural references.
7. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
8. Implementing strategies to acquire cultural knowledge in order to translate: Implementing strategies to acquire cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
9. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
10. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources in order to edit non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
11. Applying technological resources in order to solve translation problems: Incorporating technological resources in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
12. Formulating the appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
13. 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-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
14. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
15. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
16. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
17. Identifying the translation as an act of communication that is addressed to a recipient: Identifying the translation as an act of communication that is addressed to a recipient.
18. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
19. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
20. 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 non-specialised written texts from different fields and from different functions, with problems of linguistic variation and cultural references.
21. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve basic translation problems of non-specialised

written texts from different fields and of different functions, with problems of linguistic variation and cultural references.

22. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
23. Learning in a strategic, independent and continuous manner: Searching for documentary evidence in order to provide more information.

Contents

The aim of this subject is to develop students' ability to solve translation problems in translation of non-specialised texts containing linguistic variation (mode, tone and style) and cultural reference problems, in different fields and with different functions.

- Solving translation problems derived from cultural references in tourist guides, comics, excerpts from novels, etc.

- Solving translation problems derived from a text's tone (vulgar, informal, formal, solemn, etc.), in informal and formal letters, comics, scripts of telefilms for teenagers, etc.

- Solving translation problems derived from a text's mode (written to be read aloud, to be spoken, etc.), in lectures, speeches (opening, closing, etc.), telefilm scripts, etc.

- Solving translation problems derived from a text's style (clear / obscure, concise / verbose, rigid and archaic / natural, etc.), in press articles, excerpts from essays, novels, etc.

- Using technological and documentation tools for the translation of non-specialised texts containing linguistic variation and cultural reference problems: all the tools seen in the 1st and

2nd years + historical and etymological dictionaries, dictionaries of neologisms, jargon and colloquialisms, etc. Specialised search engines.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Searching for documentation	10	0.4	8, 9
Exercises	12.5	0.5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Translation activities	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 20
Preparation of self-assessment	1	0.04	
Preparation of translations for assessment	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Preparation of translations and assignments	55	2.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Summarising talks	4	0.16	3, 5, 6, 7, 9
Preparation of exercises	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

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

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

Activities

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

Preparation of self-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

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Translation tests	50% (20% and 30%)	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22
Tasks related to relevant aspects of translation	0,5%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Individual or group translation exercises	45% (20% and 25%)	2.5	0.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23

Continuous assessment

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

Assessment activities

Individual translations or group translations

Summary of a talk related to translation

Translation tests

Related matters

All 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 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

1. Monolingual Catalan dictionaries

AA.DD. Diccionari de la llengua catalana. 4a ed. Barcelona: Enciclopèdia Catalana, 1998.

ALCOVER, Antoni M.; MOLL, Francesc de B. Diccionari català-valencià-balear. Palma de Mallorca: Moll, 1988.

COROMINES, Joan. Diccionari etimològic i complementari de la llengua catalana. Barcelona: Curial, 1980.

FABRA, Pompeu. Diccionari general de la llengua catalana. 11a ed. Barcelona: Edhasa, 1980.

INSTITUT D'ESTUDIS CATALANS. Diccionari de la llengua catalana. Barcelona: 1995.

2. Monolingual English dictionaries

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

Webster's Third New International Dictionary. Springfield (Mass.): Merriam-Webster, 1993.

Chambers Twentieth Century Dictionary

The New Oxford English Dictionary. Òxford: Clarendon Press, 1989.

The New Shorter Oxford English Dictionary. Òxford: Clarendon Press, 1994.

CHAPMAN, Robert L. New dictionary of American Slang. Londres: McMillan, 1995.

KIRKPATRICK, Betty [ed.]. Roget's Thesaurus of English Words and Phrases. Londres: Penguin, 1987.

PARTRIDGE, Eric. A Dictionary of Slang and unconventional English. Londres: Routledge, 1987.

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

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

ESPINAL I FARRÉ, M. Teresa. Diccionari de sinònims de frases fetes. Bellaterra: Universitat Autònoma de Barcelona: Barcelona: Publicacions de l'Abadia de Montserrat: València: Universitat de València, 2004.

FRANQUESA, Manuel. Diccionari de sinònims. 6a ed. Barcelona: editorial Pòrtic, 1991.

PEY, Santiago. Diccionari de sinònims i antònims. 9a ed. Barcelona: Teide, 1986.

PIQUÉ, Ramon; VINYOLES I VIDAL, Joan. Diccionari eròtic i sexual. Barcelona: Edicions 62, 1989.

POMARES, Joaquim. Diccionari del català popular i de l'argot. Barcelona: Edicions 62, 1997.

RASPALL, Joana; MARTÍ, Joan. Diccionari de locucions i frases fetes. Barcelona: Edicions 62, 1984.

RIERA-EURES, Manel; SANJAUME, Margarida. Diccionari d'onomatopeies i mots de creació expressiva. Barcelona: Edicions 62, 2002.

VINYOLES I VIDAL, Joan. Vocabulari de l'argot de la delinqüència. Barcelona: Editorial Millà, 1978.

XURIGUERA, Joan Baptista. Els verbs catalans conjugats. 4a ed. Barcelona: Claret, 1977.

4. Grammars, handbooks and other reference works in Catalan

AINAUD, Jordi; ESPUNYA, Anna; PUJOL, Dídac. Manual de traducció anglès-català. Vic : Eumo, 2003.

AGOST, Rosa i MONZÓ, Esther, Teoria i pràctica de la traducció general espanyol-català. Castelló:

Universitas / Universitat Jaume I, 8, 2001

BADIA I MARGARIT, Antoni M. Gramàtica de la llengua catalana. Barcelona: Enciclopèdia Catalana, 1994.

CAMPS, Oriol. Parlem del català. Barcelona: Empúries, 1994.

COROMINES, Joan. Lleures i converses d'un filòleg. Barcelona: Club editor, 1983.

FABRA, Pompeu. Converses filològiques. Barcelona: Edhasa, 1983 i 1984.

FABRA, Pompeu. Gramàtica catalana. 15a ed. Barcelona: Teide, 1991.

FERRATER, Gabriel. Sobre el llenguatge. Barcelona: Quaderns Crema, 1981.

JANÉ, Albert. El llenguatge. Problemes i aspectes d'avui. Barcelona: Edhasa, 1977-80. 4 vols.

LACREU, Josep. Manual d'ús de l'estàndard oral. 2a ed. València: Universitat de València, 1992.

LOPEZ GUIX, J. G.; MINETT, J. Manual de traducción inglés español. Barcelona: Gedisa, 1997.

MESTRES, Josep M.; COSTA, Joan; OLIVA, Mireia; FITÉ, Ricard. Manual d'estil. La redacció i l'edició de textos. Barcelona: Eumo, 1995.

RUAIX I VINYET, Josep. Diccionari auxiliar. Moià: J. Ruaix, 1996.

RUAIX I VINYET, Josep. Observacions crítiques i pràctiques sobre el català d'avui. Moià: J. Ruaix, 1994, vol. I.

RUAIX I VINYET, Josep. Punts conflictius del català. Barcelona: Barcanova, 1989.

SOLÀ, Joan. A l'entorn de la llengua. Barcelona: Laia, 1977.

SOLA, Joan; Rigau, Gemma [et al.]. Gramàtica del català contemporani. Barcelona: Empúries, 2002.

SOLÀ, Joan. Parlem-ne. Converses lingüístiques. Barcelona: Proa, 1998.

TELEVISIÓ DE CATALUNYA. Criteris lingüístics sobre traducció i doblatge. Barcelona: Edicions 62, 1997.

TORRENT, Anna M. La llengua de la publicitat. Barcelona: Publicacions de l'Abadia de Montserrat, 1999.

VALOR, Enric. Millorem el llenguatge. València: 3 i 4, 1979, vol.II.

5. Grammars and dictionaries of English usage

AMMER, Christine. The American Heritage Dictionary of Idioms. Boston, Nova York: Houghton Mifflin Harcourt, 1997.

BOATNER, Maxine Tull; GATES, J. Edward; A Dictionary of American Idioms. Woodbury, Nova York, Londres, Toronto, Sydney: Barron's , 1975.

COWIE, A.; MACKIN, R. Oxford Dictionary of Phrasal Verbs. Òxford: Oxford University Press, 1994.

EASTWOOD, J.; MACKIN, R. A Basic English Grammar. Òxford: Oxford University Press, 1990.

HARRISON, Mark. Word Perfect. Vocabulary for fluency. Walton-on-Thames: Nelson, 1990.

HUDDLESTON, R.; PULLUM, G.K. The Cambridge Grammar of the English Language. Cambridge: Cambridge University Press, 2002.

LEECH, G. A Communicative Grammar of English. Londres:Longman, 1990.

MCARTHUR, T.; ATKINS, B. Dictionary of English Phrasal Verbs and their Idioms. Londres: Collins, 1990.

QUIRK, R.; GREENBAUM, S.; LEECH, G.; SVARTVIK, J. A Comprehensive Grammar of the English Language. Londres: Longman, 1985.

QUIRK, R.; GREENBAUM, S. A University Grammar of English. Londres: Longman, 1993.

SEILD, Jennifer, MCMORDIE, W. English Idioms and How to Use Them. Oxford: Oxford University Press, 1978.

SWAN, M. Practical English Usage. Nova York: Oxford: Oxford University Press, 1995.

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

6. Bilingual dictionaries

Diccionari anglès-català (Enciclopèdia Catalana)

Diccionari català-anglès (Enciclopèdia Catalana)

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

OLIVA, Salvador; BUXTON, Angela. Diccionari anglès-català, català-anglès. Barcelona: Enciclopèdia Catalana, 2 v.

Diccionario Collins español-inglés / English-Spanish. Barcelona: Grijalbo, 2000.

Diccionario internacional Simon and Schuster inglés-español / español-inglés. Nova York: MacMillan, 1997.

Diccionario Oxford español-inglés / inglés-español. Madrid: Oxford University Press, 2003.

Gran diccionario Larousse español-inglés / English-Spanish. Barcelona: Larousse, 2004.

Diccionari castellà-català. Barcelona. Enciclopèdia Catalana: 1985.

Diccionari català-castellà. Barcelona: Enciclopèdia Catalana: 1987.

7. About translation

Bacardí, Montserrat; Fontcuberta, Joan; Parcerisas, Francesc [eds.]. Cent anys de traducció al català (1891-1990). Antologia. Vic: Eumo Editorial, 1998.

Bacardí, Montserrat; Godayol, Pilar. Diccionari de la Traducció Catalana. Vic: Eumo Editorial, 2011.

Fontcuberta, Joan. Tots els colors del camaleó. Tarragona: Arola Editors, 2008.

Mallafrè, Joaquim. Llengua de tribu i llengua de polis: bases d'una traducció literària. Barcelona: Quaderns Crema, 1991.

Parcerisas, Francesc. Traducció, edició, ideologia: aspectes sociològics de les traduccions de la Bíblia i de l'Odissea al català. Vic: Eumo, 2009.

Online resources

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

Diccionari català-valencià-balear (Alcover-Moll) <https://dcvb.iec.cat>

Optimot <https://aplicacions.llengua.gencat.cat/llc/AppJava/index.html>

Diccionari de l'Enciclopèdia <https://www.diccionari.cat>

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

Diccionari de sinònims Franquesa <https://www.diccionari.cat/diccionari-de-sinonims-franquesa>

Diccionari de sinònims Albert Jané <https://sinonims.iec.cat>

Diccionari de sinònims Softcatalà <https://www.softcatala.org/diccionari-de-sinonims>

Diccionari de sinònims de frases fetes M.Teresa Espinal <https://dsff.uab.es/coneix>

Paremiologia catalana comparada digital <https://pccd.dites.cat>

Diccionari descriptiu de la llengua catalana <https://dcc.iec.cat/ddlci/scripts/index.html>

Diccionari normatiu valencià <https://www.avl.gva.es/lexicval/>

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

Diccionari anglès-català de Softcatalà <https://www.softcatala.org/diccionari-angles-catala>

Llista complementària del diccionari anglès-català de l'Enciclopèdia de Xavier Pàmies
<https://diccxpamies.xarxa.cat>

Termcat www.termcat.net

Portal CiT (Terminologia de Ciències i Tecnologia) <https://cit.iec.cat>

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

Manual d'estil <https://estil.iec.cat>

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

Corpus textual informatitzat de la llengua catalana https://ctilc.iec.cat/scripts/CTILCQConc_Lemes1.asp

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

TRACES <https://traces.uab.cat>

Diccionari de la traducció catalana <https://visat.cat/diccionari>

Software

Text processors

Search engines

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course

CODE

Type of teaching	Group	Language	Semester	Shift
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed