

Degree programme	Type	Course
Translation and Interpreting	OB	2

Contact lecturer

Name : Pau Joan Hernández De Fuenmayor

Email : paujoan.hernandez@uab.cat

Prerequisites

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

- Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumentals, and the main contrastive problems encountered in this linguistic combination.
- Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.

Note for exchange students: students taking this course should have Upper Intermediate / Advanced language skills in the language combination. See instructor for more specific details concerning eligibility.

Objectives

The objective of the course is to introduce students to solving translation problems in different types of non-specialised texts (narrative, descriptive, conceptual, argumentative and instructive) written in standard language.

At the end of the course, students should be able to:

- Demonstrate that they know and understand the basic methodological principles governing translation, its basic professional and instrumental aspects and the main contrastive problems of the language combination.
- Apply this knowledge in order to solve basic translation problems in different types of nonspecialised texts written in standard language.

Learning outcomes

1. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different kinds of non-specialised written texts in standard dialect.
2. Solving interferences between the working languages: Solving interferences between the working languages.
3. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
4. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of

- non-specialised written texts in standard dialect.
5. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informational needs in order to translate different types of non-specialised written texts in standard dialect.
 6. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate different types of non-specialised written texts in standard dialect.
 7. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different types of non-specialised written texts in standard dialect.
 8. 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.
 9. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
 10. 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.
 11. 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 different types of non-specialised written texts in standard dialect.
 12. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
 13. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.

Contents

-Resolution of basic problems of translation of non-specialized narrative genres in standard language: children's story, biographical encyclopedia entry, fragment of history manual, personal letter or newspaper article describing an event, etc.

-Resolution of basic problems of translation of non-specialized descriptive genres in standard language: tourist brochure, personal letter or brief newspaper article describing situations, people or objects, etc.

-Resolution of basic problems of translation of non-specialized exhibition genres in standard language: short entry of an encyclopedia of consultation, fragment of a manual (of translation, linguistics, philosophy, etc.), etc.

-Resolution of basic problems of translation of non-specialized argumentative genres in standard language: letter to the editor of a newspaper, letter of complaint, brief review of a film, brief article on a current topic, etc.

-Resolution of basic problems of translation of non-specialized instructional genres in standard language: cooking recipe, instruction manual for everyday use, etc.

-Use of technological tools and documentation for the translation of non-specialized texts in standard language of various types: the same as 1st year (Introduction to Translation) + Analog dictionaries, synonyms and antonyms, placements, difficulties, etc. Encyclopedias, style books, parallel texts. Use of general corpora, forums and general blogs, distribution lists.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Documentation tasks	15	0.6	
Resolution of exercises	15	0.6	1, 2, 13
Preparation of translations and works	16	0.64	1, 2, 3, 4, 13
Preparation of exercises	11.5	0.46	2, 3, 13
Debates and reflection activities	4.5	0.18	
Translation activities	38	1.52	1, 2, 3, 4, 13
Preparation of translations and works	45.5	1.82	1, 2, 3, 4, 13

The teaching methodology and the evaluation that are proposed may undergo some modification depending on the face-to-face restrictions imposed by the health authorities.

The classes are structured around tasks aimed at promoting the acquisition of instruments and general translating skills.

All the activities of the subject are based on a dossier of texts of different genres, styles and functions. The work around these texts will be conducted following three fundamental stages of the translation process:

1. The process of reading and understanding the original text.
2. Resolution of translation problems; documentation resources.
3. Production phase: the process of translation.

According to the degree of autonomy of the student, the didactic activities are organized in different blocks in which the following methodologies will alternate:

- Resolution of basic problems of translation of different genres of discourse and text typologies.
- Contrastive exercises.
- Synthetic translation and analytical translation.
- Debates on relevant issues related to translation.
- Analysis and criticism of published translations.

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
Commented individual translation	20%	1.5	0.06	1, 2, 3, 4, 8, 9, 10, 13
Classroom translation test	40%	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 11, 12, 13

Classroom translation test	40%	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 11, 12, 13
----------------------------	-----	-----	------	---------------------------------

Ongoing assessment

Assessment is continuous. Students must demonstrate their progress by performing on-site or off-site activities and tests. The due dates for these activities are indicated on the first days of class.

The information about the evaluation, the type of evaluation activity and its weight are informative and subject to possible changes. The faculty responsible for the course will specify the ongoing assessment activities at the beginning of the teaching period.

On-site tests

The on-site tests will be conducted in hard copy format, with conventional dictionaries and without access to digital tools. They will consist of the translation of a text, among two to choose from.

Review

At the time of providing the grade prior to the final record, the person in charge of the subject will communicate in writing a date and time for the review. The revision of the different evaluation activities will be agreed between the teachers and the students.

Arrear exam

Students who have submitted activities whose weight is equivalent to at least 66.6% (two thirds) of the total and who have obtained a weighted average grade of 3.5 or higher will have access to the arrear exam. At the time of communicating the final grade prior to the final record of the course, the teacher will inform in writing about the arrear exam procedure. A supplementary test may be proposed for each failed or failed activity, or several activities may be grouped in a single test. In no case may the arrear exam consist of a single final assessment activity equivalent to 100% of the grade.

Consideration of non-assessable

Non-assessable will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject.

Irregularities in assessment activities

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the qualification of this evaluation activity will be 0. In the event of irregularities in various assessment activities, the final grade for the subject will be 0.

Evaluation activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from arrear.

ABOUT COPYING AND PLAGIARISM

In the event of several irregularities in the evaluation activities of the same subject, the final grade for this subject will be 0. Suspended tests for copying or plagiarism are excluded from note recovery.

It is considered as a "copy" a work that reproduces all or a large part of the work of another colleague, and as a "plagiarism" the fact of presenting part or an entire text of an author as one's own, that is, without citing the sources, whether published on paper or in digital form on the Internet. Copying and plagiarism are intellectual robberies and, therefore, constitute a fault that will be sanctioned with the note "zero" (0). In the case of copying between two students, if it is not possible to know who has copied who, the sanction will be applied to both students.

Single assessment

This subject provides unique evaluation in the terms established in the academic regulations of the UAB and the evaluation criteria of the FTI.

The student must submit the electronic application within the calendar established by the faculty and send a copy to the teacher responsible for the subject.

The single assessment will be done in person on a single day of week 16 or 17 of the semester. Academic Management will publish the date and time on the faculty's website.

On the day of the single assessment, students must present a valid identity document with a recent photo (ID card or passport).

Type of single assessment test

The single assessment will consist of the on-site translation of a minimum of three texts of different types. The single assessment test will be done in paper format, with paper dictionaries and without access to digital tools.

The processes of review of the grades and recovery of the subject (as appropriate) are the same that apply to the ongoing assessment. See above in this teaching guide.

Bibliography

1. Dictionaries and basic reference works

FRENCH DICTIONARIES :

- *Nouveau petit Robert de la langue française 2010*, París: Le Robert, Cd-Rom.

- *Le petit Robert des noms propres*, París: Le Robert, 2010

FRENCH GRAMMARS:

- CHARAUDEAU, Patrick: *Grammaire du sens et de l'expression*, Hachette, Paris, 1992.

- GREVISSE, M. *Le bon usage*, París: Duculot, 1986

- WAGNER, R.L. *Grammaire du français classique et moderne*, París: Hachette, 1991

FRENCH ENCYCLOPEDIAS:

- *Encyclopédie Universalis*, Cd-Rom

SPANISH DICTIONARIES:

- CASARES, J. *Diccionario ideológico de la lengua española*, Barcelona: Gili, 1999

- MOLINER, M. *Diccionario de uso del español*, Madrid: Gredos, 2 vol., 2ª ed., 1998 (MOLINER, M. *Diccionario de uso del español*, Cd-Rom)

- R.A.E. *Diccionario de la lengua española*, Madrid: Espasa Calpe, 2 vol., 22ª ed., 2001, Cd-Rom (www.rae.es)

- R.A.E. *Diccionario Panhispánico de dudas*, Madrid, Santillana 2ª ed., 2006 (www.rae.es)

- SECO, M. ; ANDRES, O.; RAMOS, G. *Diccionario del español actual*, Madrid: Aguilar, 1999

SPANISH ORTHOGRAPHY MANUALS:

- MARTÍNEZ DE SOUSA, J. *Ortografía y ortotipografía del español actual*, Oviedo: Trea, 2004
- R.A.E. *Ortografía de la lengua española*, Madrid: Espasa Calpe, 2003

SPANISH GRAMMARS:

- ALARCOS LLORACH, E. *Gramática de la lengua española*, Madrid: Espasa Calpe-R.A.E., 1994
- GILI GAYA, S. *Curso superior de sintaxis española*, Barcelona: SPES, 1993, 15ª ed.
- R.A.E. *Nueva gramática de la lengua española*, Madrid: Santillana, 2 vol. 2009

OTHER DICTIONARIES:

- BOSQUE, I. (dtor.) *Redes. Diccionario combinatorio del español contemporáneo*, Madrid: SM, 2004
- CORRIPIO, F. *Diccionario de ideas afines*, Barcelona; Herder, 2000, 7ª ed.
- MARSA, F. *Diccionario normativo y guía práctica de la lengua española*, Barcelona: Ariel, 1990
- MARTÍNEZ DE SOUSA, J. *Diccionario de usos y dudas del español actual*, Barcelona: Bibliograf, 1998, 2ª ed.
- SECO, M. *Diccionario de dudas y dificultades de la lengua española*, Madrid: Espasa Calpe, 2000, 10 ed.

WRITING AND STYLE MANUALS:

- AGENCIA EFE, *Manual de español urgente*, Madrid: Cátedra, 1998, 12ª ed. (www.efe.es)
- MARTÍNEZ DE SOUSA, J. *Manual de estilo de la lengua española*, Oviedo: Trea, 1999
- MONTOLIO, E. (coord.) *Manual de escritura académica*, Barcelona: Ariel, 3 vol., 1999-2000
- PAIS, EL, *Libro de estilo*, Madrid: Ediciones El País S.A., 1994

SPANISH ENCYCLOPEDIAS:

- *Enciclopedia Universal Larousse*, 2003, Cd-Rom

REFERENCE WORKS:

- ORTEGA, G.; ROCHEL, G. *Dificultades del español*, Barcelona: Ariel, 1995
- LÁZARO CARRETER, F. *El dardo en la palabra*, Barcelona: Círculo de lectores, 1997
- LÁZARO CARRETER, F. *El nuevo dardo en la palabra*, Madrid: Aguilar, 2003

BILINGUAL DICTIONARIES (FRENCH-SPANISH):

- ALLOA, H.D.; de Torres, S.M. *Hacia una lingüística contrastiva francés- español*, Córdoba(Argentina): Comunicarte editorial.
- *Dictionnaire moderne français-espagnol, espagnol-français* (García-Pelayo/Jean Tedstas), Librairie Larousse, París: 1967
- ROCHEL, G.; POZAS ORTEGA, M.N. *Dificultades gramaticales de la traducción al francés*, Barcelona: Ariel, 2001

FRENCH FINDERS:

- www.google.fr
- www.google.ca
- www.yahoo.fr
- www.voila.fr
- www.nomade.fr
- www.altavista.fr
- www.francesurf.net
- www.afrik.com

FRENCH DICTIONARIES (*on line*):

- Trésor de la langue française www.inalf.fr/cgi-bin/mep.exe?HTML=mep_tlfi.txt
- www.le-dictionnaire.com
- www.dicorama.com
- www.dicoweb.levillage.org

FRENCH ENCYCLOPEDIA:

- Encyclopédie Universalis www.universalis-edu.com
- <http://www.quid.fr>

SPANISH DICTIONARIES (*on line*):

- * www.rae.es
- www.elmundo.es/diccionarios
- tradu.scig.uniovi.es

2.ARTICLES AND ESSAYS ON TRANSLATION:

- BERMAN, Antoine. 1985. "La Traduction et la lettre ou l'auberge du lointain", *Les tours de Babel*. Mauvezin, Trans-Europ-Repress: 35-150.
- BERMAN, Antoine. 1985. «El Albergue de lo lejano» (trad. N. d'Asprer). *DOLETIANA, REVISTA DE TRADUCCIÓ LITERATURA I ARTS* . Nº 4 " Filosofía i traducció", 2013 [<http://webs2002.uab.es/doletiana/Catala/Doletiana4/Doletiana4.html>].
- COSERIU, Eugenio. "Alcance y límites de la traducción". *LEXIS*. Vol. XXI. W 2. 1997. <http://revistas.pucp.edu.pe/index.php/lexis/article/view/7350/7568>
- COSERIU, Eugenio (1977) : Lo erróneo y lo acertado en la teoría de la traducción. *In* : Eugenio Coseriu. *El hombre y su lenguaje: Estudios de teoría y metodología lingüística*. (Traducido por Marcos Martínez Hernández) Madrid: Gredos, 214-239.
- D'ASPRER, Núria. "Vers une critique du sens : sémiose en traduction". *Meta. Journal des traducteurs*. Volume59, Issue1, Avril 2014, p. 8-23
- DELISLE, Jean. *L'analyse du discours comme méthode de traduction*, Ottawa, Editions de l'Université d'Ottawa, *Cahiers de traductologie*, 1980, nº 2.
- GARCÍA YEBRA, Valentín. *En torno a la traducción. Teoría, Crítica, Historia*, Madrid, Gredos, "Biblioteca Románica Hispánica", 1983.
- HURTADO Albir, Amparo. *Aprender a traducir del francés al español. Competencias y tareas para la iniciación a la traducción*. Serie Aprender a traducir 6: Publicaciones de la Universidad Jaume I. 2015.
- LADMIRAL, Jean-René. *Théorèmes pour la traduction*, Paris, Payot, 1979
- MESCHONNIC, Henri. *Poétique du traduire*. Paris: Verdier, 1999
- MOUNIN, Georges. *Les Belles Infidèles* [Paris, Cahiers du Sud, 1955], Lille, Presses Universitaires de Lille, 1994.
- MOUNIN, Georges. *Les problèmes théoriques de la traduction* (1963), Paris, Gallimard, col.I. Tel, 1990.
- MUÑOZ Martín, Ricardo. *Lingüística para la traducción*, Vic, Eumo, Biblioteca de Traducció i Interpretació, 1995
- NIDA, E./Taber,Ch. *Towards a Theory and practice of Translation*, Leiden, Bull, 1974.
- PYM, Anthony. [*Epistemological Problems in Translation and its Teaching*](#), Calaceite: Caminade, 1993.
- PYM, Anthony. 2016. Translation solutions for many languages. Histories of a flawed dream. London: Bloomsbury.
- PYM, Anthony. 2018. "A typology of translation solutions". *Journal of Specialised Translation* 30 (2018): 41-65

-PYM, Anthony. [*Exploring Translation Theories*](#). London and New York; Routledge. 2010. Second edition: 2014. [Google Books version here](#).

Spanish translation, [Teorías contemporáneas de la traducción. Materiales para un curso universitario](#), Tarragona: Intercultural Studies Group, 2012; second edition 2016

-RASTIER, François (2006) : La traduction : interprétation et genèse du sens. In : Marianne Lederer et Centre de recherche en traductologie (Paris), dir. *Le Sens en traduction*. Caen : Lettres modernes Minard, 37-49.

- RICOEUR, Paul (2004) : *Sur la traduction*. Paris : Bayard.

- RODRÍGUEZ MONROY, Amalia. *El saber del traductor*, Barcelona, Montesinos, 1999.

-STECCONI, Ubaldo (2001) : Un mapa de la semiótica y sus aplicaciones a los estudios de traducción. *Tonos digital. Revista electrónica de estudios filológicos*. 2. Consulté le 21 mars 2011, <http://www.um.es/tonosdigital/znum2/estudios/SteconiTonos2B.htm>.

- STEINER, George. *Después de Babel(Aspectos del lenguaje y la traducción)*, Mexico- Madrid-Buenos Aires, Fondo de Cultura Económica, 1981.

- TRICÁS PRECKLER, M. Manual de traducción francés-castellano, Barcelona: Gedisa, 1995

- VINAY, J-P/Dalbarnet,J. *Stylistique comparée du français et de l'anglais* (1959), Paris, Didier, 1976.

Software

No specific software required, just virtual platforms for teaching purposes (moodle and Teams), and text processing software for the translations.

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	Spanish	first semester	morning-mixed