

Degree programme	Type	Course
Translation and Interpreting	OB	2

Contact lecturer

Name : Ruth Leon Pinilla

Email : ruth.leon@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 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. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic and textual basic knowledge.
4. 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.
5. 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.
6. 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.
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 specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
9. 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.
10. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.

Contents

Catalan and Spanish will be used in the classroom.

- The resolution of basic problems of translation of non-specialised narrative genres in standard language: children's story, biographical encyclopedia entry, history manual fragment, personal letter or newspaper article that describing an event, etc.
- The resolution of basic problems of translation of non-specialised descriptive genres in standard language: tourist brochure, personal letter or short article describing situations, people or objects, etc.
- The resolution of basic problems of translation of non-specialised genres in standard language: short encyclopedia entry, fragment of a manual (translation theory, linguistics, philosophy, etc.).
- The resolution of basic translation problems of non-specialised argumentative genres in standard language: letter to the director of a newspaper, letter of complaint, brief review of a film, short article on a current topic, etc.
- The resolution of basic problems of translation of non-specialised instructional genres in standard language: cooking recipe, instructions for everyday use, etc.
- Use of technological and documentation tools for the translation of non-specialised texts in standard language of different types: general monolingual and bilingual dictionaries, grammars, style manuals, general search engines, basic technological tools for the optimization of the editing and correction of texts, basic folder and file management, dictionaries of analogies, synonyms and antonyms, collocations, 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
Exercises preparation	7	0.28	1, 2, 3, 4, 5
Preparation of translations and other works	38	1.52	1, 2, 3, 4, 5

Realization of translation activities	37.5	1.5	1, 2, 3, 4, 5
Exercices resolution	20	0.8	1, 2, 3, 4
Debates and reflection activities on translation relevant aspects	5	0.2	1, 2, 3
Preparation of the student's portfolio; preparation of translations and other works	10	0.4	1, 2, 3, 4, 5
Documentation Search	15	0.6	1, 2

An active methodology is used with activities of various types. The instruments of the Virtual Campus of the UAB are used, and/or any virtual environment of teaching and learning. Possible methodologies:

- Performing translation tasks
- Completion of translation projects
- Exercise resolution
- Presentations of individual / group work
- Debates (face to face or in forums)
- Cooperative learning techniques

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

- Guided activities: responds to a predetermined time schedule and requires a teacher's face-to-face direction.
- Supervised activities: requires a more or less timely 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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Theoretical exercise on the course contents	25%	1.5	0.06	1, 2, 3, 6
Group translation project	25%	8	0.32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Critical analysis of different translations	15%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Report on a reading or activity	10%	2	0.08	1, 3, 4, 5, 7
Cooperative translation project	25%	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

At the beginning of the course, the evaluation activities and the relevant deadlines will be specified in a document accessible from the virtual campus.

Assessment

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.

Possible assessment activities

- Real or simulated translation tasks, or tasks related to relevant aspects of translation.
- Translation projects.
- Reports/forums on translations or on tasks related to key aspects of translation.
- Reflective diaries/sheets/reports about the learning process or on the process of preparing translations.
- Student portfolio.
- Oral presentation or defence of assignments.
- Attendance at lectures or activities related to translation or German culture.
- Reports on readings relevant to the content of the subject.
- Theoretical test on translation topics studied throughout the course.
- Critical analysis and comparison of different translations of the same text.

Rules for the presentation of assessment activities

- All assessment activities must specify the name and surname(s) of the author(s), the name of the lecturer, the subject and the academic year.
- The assessment activities and the student's portfolio must be submitted within the established deadlines in order to be assessed.
- Unless otherwise specified, assessment activities must be submitted in editable text format (DOC or ODT).
- Unless otherwise specified, the use of machine translation or artificial intelligence software is not allowed.

Review

When publishing final marks 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 subject's final mark and that they have a weighted average mark of at least 3.5.

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

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

Any irregularity committed during an assessment (academic fraud, plagiarism, or misuse of AI, unless expressly authorized in the course syllabus) that could lead to a significant change in the grade will result in a grade of 0 for that assessment. If multiple irregularities occur during assessments for the same course, the final grade for that course will be 0. Furthermore, disciplinary proceedings may be initiated against any individual who commits any of these irregularities.

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.

Artificial Intelligence (AI)

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage of the assessment activities. Any work that includes AI-generated content will be considered a breach of academic integrity and will be graded a 0, regardless of any disciplinary proceedings that may be initiated.

Bibliography

A. Reference Works

-Bassols, M. M.; Torrent, A. M. (1996). *Models textuels. Teoria i pràctica*. Vic: Eumo.

-Castellà, J. M. (1992). *De la frase al text. Teories de l'ús lingüístic*. Barcelona: Empúries.

-De Beaugrande, R.-A.; Dressler, W. U. (1997). *Einführung in die Textlinguistik*. Tübingen: Niemeyer. [*Introducción a la lingüística del texto*. Trad. S. Bonilla. Barcelona: Ariel, 1997.]

-Elena García, P. (1990). *Aspectos teóricos y prácticos de la traducción (alemán-español)*. Salamanca: Ediciones Universidad de Salamanca.

-Ferrarons i Llagostera, J. (2024). *La traducció dels noms propis: una aproximació teòrica i pràctica*. Vic, Eumo.

- Hönig, H. G.; Kußmaul, P. (1991). *Strategie der Übersetzung. Ein Lehr- und Arbeitsbuch*. Tübingen: Gunter Narr.
- Mestres, J. M.; Costa, J.; Oliva, M.; Fité, R. (2000). *Manual d'estil. La redacció i l'edició de textos*. 2ª. ed. Vic i Barcelona: Eumo; Universitat de Barcelona, etc.
- Pinto, M.; Cordon, J. A. (eds.). (1999). *Técnicas documentales aplicadas a la traducción*. Madrid: Síntesis.
- Snell-Hornby, M.; Hönig, H. G.; Kussmaul, P.; Schmitt, P. A. (eds.). (1998) *Handbuch Translation*. Tübingen: Stauffenburg.

B. Dictionaries

B.1. German Language Dictionaries

- Agricola, E. (ed.) (1988). *Wörter und Wendungen: Wörterbuch zum deutschen Sprachgebrauch*. Leipzig: Enzyklopädie.
- Carstensen, B. (1986). *Beim Wort genommen. Bemerkenswertes in der deutschen Gegenwartssprache*. Tübingen: Gunter Narr.
- Das große Wörterbuch der deutschen Sprache in sechs Bänden* (1976-1981). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.
- Der große Duden in 10 Bänden* (1972). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.
- Deutsches Universalwörterbuch* (1989). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.
- Frey, C. et al. (1983). *Deutsche Sprichwörter für Ausländer. Eine Auswahl mit Beispielen*. Leipzig: Enzyklopädie.
- Heinemann, M. (1989). *Kleines Wörterbuch der Jugendsprache*. Leipzig: Bibliographisches Institut.
- Hermann, U. (1978). *Knaurs Fremdwörter-Lexikon*. München: Droemer Knaur.
- Küpper, H. (1990). *Pons-Wörterbuch der deutschen Umgangssprache*. Stuttgart: Klett.
- Langenscheidts Großwörterbuch Deutsch als Fremdsprache*. (1997). Berlin, etc.: Langenscheidt.
- Röhrich, L. (1979). *Lexikon der sprichwörtlichen Redensarten*. Freiburg i. B.: Herder.
- Wahrig, G. (1990). *Deutsches Wörterbuch*. Gütersloh: Bertelsmann.

B.2 Catalan Language Dictionaries and Manuals

- Abril Español, J. (1997). *Diccionari pràctic de qüestions gramaticals*. Barcelona: Ed. 62.
- Alcover, A. M.; Moll, F. de B. (1950-1968). *Diccionari català-valencià-balear*. 2ª. ed. 10 vols. Palma de Mallorca: Moll.
- Coromines, J. (1980-1995). *Diccionari etimològic i complementari de la llengua catalana*. 9 vols. Barcelona: Curial.
- Diccionari visual Duden* (1994). Barcelona: Enciclopèdia catalana.
- Fabra, P. (1986). *Diccionari general de la llengua catalana*. 22ª. ed. Barcelona: Edhasa.
- Franquesa, M. (1998). *Diccionari de sinònims Franquesa*. 2ª. ed. Barcelona: Enciclopèdia Catalana.
- Ginebra, J.; Montserrat, A. (1999). *Diccionari d'ús dels verbs catalans*. Barcelona: Ed. 62.

-*Gran diccionari de la llengua catalana* (1998). Barcelona: Enciclopèdia Catalana.

-Institut d'Estudis Catalans (2007). *Diccionari de la llengua catalana*. 2^a. Edició. Barcelona; Palma de Mallorca; València: Ed. 3 i 4; Ed. 62; Ed. Moll, etc.

-López del Castillo, L. (1998). *Diccionari complementari del català normatiu*. Barcelona: Ed. 62.

-Paloma, D.; Rico, A. (1998). *Diccionari de dubtes del català*. Barcelona: Ed. 62.

-Pey, S. (1997). *Diccionari de sinònims i antònims*. 17^a. ed. Barcelona: Teide.

-Raspall, J.; Martí, J. (1986). *Diccionari de locucions i de frases fetes*. 3^a. ed.

Barcelona: Ed. 62. [Reimpressió en 2 vols.: *Diccionari de locucions* (1995) i *Diccionari de frases fetes* (1996). Ambdós Barcelona: Ed. 62.]

-Termcat (1997). *Diccionari de neologismes*. Barcelona: Ed. 62.

B.3. Bilingual Dictionaries

-Batlle, L. C.; Haensch, G.; Kockers, E. (2007). *Diccionari alemany-català*. 3a ed. Barcelona: Enciclopèdia Catalana.

-Guàrdia, R.; Ritter, M. (1981). *Diccionari alemany-català, català-alemany*. Barcelona: Pòrtic.

C. Digital Resources

C.1. Dictionaries, Glossaries, Grammars

-Diccionari alemany-català: <http://de.glosbe.com/>

-Diccionari de la llengua alemanya: <http://www.duden.de/>

-Diccionari d'ús de la llengua alemanya: <http://wortschatz.uni-leipzig.de>

-Diccionari alemany de modismes i frases fetes: <http://www.redensarten-index.de/suche.php>

-Diccionari normatiu de la llengua catalana: <http://dlc.iec.cat/>

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

-Diccionari de neologismes: <http://www.termcat.net/neoloteca>

-Recull de diccionaris: <http://yourdictionary.com>

http://www.uib.es/secc6/slg/gt/diccionaris_linea.htm

<http://www.lexikon.ch/thesauri/index.php>

<http://www.techwriter.de/ue-portal/woerterb/>

C.2. Resource Directories

-Ferrarons i Llagostera, Joan (2023). "Recursos en línia per a traduir de l'alemany". Dipòsit Digital de Documents. Bellaterra: Universitat Autònoma de Barcelona. URL: <<https://ddd.uab.cat/record/281842>>.

-Schopp, J. F. *Links für TranslatorInnen* (<http://www.uta.fi/~trjusc/translnk.htm>)

Software

Unless otherwise specified, the use of machine translation software or artificial intelligence programmes is not

allowed.

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