

Degree programme	Type	Course
Translation and Interpreting	OB	4

Contact lecturer

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Prerequisites

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

- Demonstrate that they are familiar with and understand contrastive aspects of the language combination and the principles of translation methodology.
- Apply this knowledge to solving different kinds of translation problems in non-specialised texts written in Italian which reflect linguistic variation and cultural references, and also in simple specialised texts from various fields.
- Incorporate this knowledge in order to make judgments on questions related to the translation of different kinds of non-specialised texts reflecting linguistic variation and cultural references, as well as simple specialised texts from various fields.

Objectives

The purpose of this subject is to develop students' ability to solve translation problems in semi-specialised texts from different fields.

All the subject's credits are for translation exercises.

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

- Demonstrate their knowledge concerning instrumental aspects and documentation, and the language combination's problems of contrastivity.
- Apply their knowledge to solve translation problems in semi-specialised texts from different fields.
- Draw on their knowledge to form opinions on matters related to the translation of semi-specialised texts from different fields.
- Transmit information and ideas, identify problems and offer solutions as regards the translation of semi-specialised texts from different fields.

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 a diverse typology of specialised written texts (narrative, descriptive, expository, argumentative, and educational text types).
 3. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of basic specialised written texts 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 basic scientific, technical, economic, administrative and legal specialised written texts.
 6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of basic scientific, technical, economic, administrative, and legal specialised written texts.
 7. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate basic scientific, technical, economic, administrative and legal specialised written texts.
 8. Applying technological resources of collection, preparation and analysis of information in order to translate: Applying the technological resources of collection, preparation and analysis of information in order to translate basic scientific, technical, economic, administrative and legal specialised written texts.
 9. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate basic scientific, technical, economic, administrative and legal specialised written texts.
 10. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate basic scientific, technical, economic, administrative, and legal specialised written texts.
 11. 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 translation problems.
 12. 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 translation and carrying out the assigned tasks.
 13. Working effectively in teams: Working effectively in teams.
 14. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate.
 15. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate.
 16. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate.
 17. Incorporating topic-based knowledge in order to solve translation problems: Incorporating topic-based knowledge in order to solve translation problems.
 18. Applying terminological resources in order to solve translation problems: Applying terminological resources in order to solve translation problems.
 19. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
 20. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve translation problems of basic scientific, technical, economic, administrative and legal specialised written texts.
 21. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.

Contents

a) Resolution of translation problems of semi-specialized genres from various fields, such as:

- Resolving translation problems in recipes.
- Resolving translation problems in scientific and technical genres.

- Resolving translation problems in didactic texts.

b) Use of tools (technological and documentation) for the translation of semi-specialized texts.

Note: Information on areas of specialization is for guidance only. At the beginning of the course, the teacher in charge will specify which fields and genres will be worked on in the course.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Preparation of exercises	7	0.28	4
Deepen tasks related to translation	25	1	1, 2, 3, 4, 5, 6
Preparation of translations and projects	10	0.4	1, 2, 3, 4, 5, 6
Documentation search	10	0.4	
Consolidate problem-solving techniques	24	0.96	4
Exercises review and other tasks related to translation	24	0.96	1, 3, 4
Preparation of translations and tasks	44	1.76	1, 2, 3, 4, 5, 6

-Consolidate exercise resolution techniques

-To deepen the tasks related to translation

-Consolidate problem solving techniques

-Preparation of translations and projects

Observations:

The contents of the subject will be covered in class in a practical way. The students will prepare the exercises or the translations at home or in class and will share them in the classroom, commenting on the problems and translation proposals.

Adherence to the timetable will depend on the pace of work and the needs of the group. The teacher reserves the right to make any changes they deem appropriate.

The practice of translating texts will be done from Italian to Catalan and/or Spanish.

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/revision exam 3	35%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Translation/revision exam 2	35%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Translation/revision exam 1	30%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

Continuous assessment

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 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. In case of retaking, maximum grade will be 5 (Pass).

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.

Use of Artificial Intelligence (AI) technologies

In this course, the use of Artificial Intelligence (AI) technologies may or may not be permitted depending on the activity. The permitted and prohibited uses in each case will be detailed in the course introduction. Students must clearly identify which parts were generated using AI technologies, specify the tools used, and include a critical reflection on how these tools influenced the process and the final result of the activity. A lack of transparency regarding the use of AI in graded assignments will be considered a breach of academic integrity and may result in a partial or total penalty on the assignment grade, or more severe sanctions in serious cases.

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.

Bibliography

1.1 Italian monolingual dictionaries

De Mauro, Tullio: *Il dizionario della lingua italiana*. Turin: Paravia, 2000.

Devoto, Giangiacomo; Oli, Giancarlo. *Il dizionario della lingua italiana*. Florence: Le Monnier, 2002.

Zingarelli, Nicola. *Lo Zingarelli: Vocabolario della lingua italiana*. Bologna: Zanichelli, 2020.

1.2. Bilingual dictionaries

Arqués, Rossend (dir.): *Diccionari Català-Italià, Diccionari Italià-Català*, 2 vols. Barcelona: Enciclopèdia Catalana, 2002.

Arqués, Rossend (dir.): *Il grande dizionario di spagnolo: dizionario italiano-spagnolo, español-italiano*. Milan: Zanichelli, 2012.

Carbonell, Sebastián: *Dizionario fraseologico completo italiano-spagnolo e spagnolo-italiano*. 2 vols. Milan: Hoepli, 1986 i 1989.

Tam, Laura: *Grande dizionario Hoepli spagnolo-italiano italiano-spagnolo*. Milan: Hoepli, 2013.

1.3. Synonym dictionaries

Coppo, Luigi: *Dizionario dei sinonimi, delle analogie e dei contrari*. Milan: Mondadori, 1990.

Corripio, Fernando: *Diccionario de ideas afines*. Barcelona: Herder, 1991.

Dizionario Garzanti dei Sinonimi e dei Contrari. Milan: Garzanti, 1991.

Pey, S.: *Diccionari de sinònims, idees afins i antònims*. Barcelona: Teide, 1997 [1970].

Pittàno, Giuseppe: *Sinonimi e contrari (Dizionario fraseologico delle parole equivalenti, analoghe e contrarie)*. Bologna: Zanichelli, 1988.

2. Websites

Accademia della Crusca www.accademiadellacrusca.it

De Mauro. Il dizionario della lingua italiana www.paroledascoprire.it

Garzanti Linguistica www.garzantilinguistica.it

Sapere.it www.sapere.it

Treccani.it www.treccani.it

Sabatini Coletti http://dizionari.corriere.it/dizionario_italiano/

Centro Virtual Cervantes <http://cvc.cervantes.es/>

Elcastellano.org. La página del idioma español <http://www.elcastellano.org/>

Fundación del Español Urgente <http://www.fundeu.es>

Real Academia Española <http://www.dle.rae.es>

Software

Specific tools will be presented in the classroom.

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/Spanish	second semester	morning-mixed