

Degree programme	Type	Course
Translation and Interpreting	OB	3

Contact lecturer

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Prerequisites

At the beginning of this course students should be able to understand different types of written texts about general topics which cover a wide range of subject areas, styles and registers.

We strongly recommend that students have successfully completed the Italian modules from previous courses.

Objectives

The purpose of this course is for students to master essential contrastive aspects regarding their Foreign Language C (Italian) and be able to solve translation problems in different Standard Italian non-specialised text types (narrative, descriptive, expository, argumentative and instructive). At the end of this course students should be able to:

- Demonstrate they are familiar with and understand the fundamental contrastive problems 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 Standard Italian (narrative, descriptive, expository, argumentative and instructive).

Learning outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. 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.
4. 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.
5. Producing written texts from different fields and with specific communicative purposes: Producing different kinds of non-specialised written texts in standard dialect with specific communicative purposes.

6. Solving interferences between the working languages: Solving interferences between the working languages.
7. 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.
8. 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.
9. 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.
10. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of different types of non-specialised written texts in standard dialect.
11. 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.
12. Applying technological resources in order to solve translation problems: Applying the basic technological resources in order to solve different types of translation problems of non-specialised written texts in standard language.
13. 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.
14. 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.
15. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate different types of non-specialised written texts in standard dialect.
16. 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 different types of non-specialised written texts in standard dialect.
17. 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.
18. 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.
19. 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.
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 different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
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 different types of non-specialised written texts in standard dialect.
22. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
23. Working effectively in teams: Working effectively in teams.

Contents

Solving problems of translation of non-specialized genres.

Use of tools (technological and documentation) for the translation of non-specialised texts: text editors, monolingual and general bilingual dictionaries, synonyms and antonyms, collocations, difficulties, style manuals, parallel texts, general search engines, basic technological tools for the optimisation of editing and proofreading of texts.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Problem-solving exercises	18	0.72	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Consolidate techniques in order to solve translation problems	18	0.72	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Looking up information	18	0.72	
Preparation of exercises (individual or group)	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Deepen in tasks related to translation	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Exercises review and other tasks related to translation	23	0.92	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Preparation of translationss and projects	70	2.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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 test 2	25%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Translation test 3	25%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Italian history and culture	25%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23
Translation test 1	25%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

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

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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2. Spanish monolingual dictionaries

Asociación de Academias de la Lengua Española, *Diccionario de americanismos*, Madrid, Santillana, 2010 (online).

Bosque, Ignacio (dir.), *Redes. Diccionario combinatorio del español contemporáneo*, Madrid, SM, 2004.

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Seco, Manuel, Olimpia Andrés and Gabino Ramos, *Diccionario del español actual*, 2nd ed., 2 vols., Madrid, Aguilar, 2011 (online).

3. Reference in Spanish

Martínez de Sousa, José, *Diccionario de uso de las mayúsculas y minúsculas*, 2nd ed., Gijón, Trea, 2010.

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4. Catalan monolingual dictionaries

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5. Reference in Catalan

Badia, Jordi et al., *El llibre de la llengua catalana*, 2a ed., Barcelona, Castellnou, 1997.

Direcció General de Política Lingüística, *Criteris de traducció de noms, denominacionis i topònims*, Barcelona, Generalitat de Catalunya, 1999.

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6. Bilingual dictionaries Italian-Catalan/Spanish

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7. History and culture of Italy

Banti, Alberto Maria, *Il Risorgimento italiano*, Bari, Laterza, 2014.

Duggan, Christopher, *Historia de Italia*, trad. Adrián Fuentes i Alfredo Brotons, Madrid, Akal, 2017.

Giovagnoli, Agostino, *La Repubblica degli italiani (1946-2016)*, Bari, Laterza, 2016.

Header, Harry, *Breve historia de Italia*, trad. Borja García Becerro, Madrid, Alianza, 2003.

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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	Italian	first semester	morning-mixed