

**COURSE DATA****Data Subject**

<b>Code</b>	35620
<b>Name</b>	General translation English / Spanish-Catalan
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	2	Second term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	4	Second term
1011 - Degree in Translation and Interlinguistic Mediation (German)	Faculty of Philology, Translation and Communication	4	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1009 - Degree in Translation and Interlinguistic Mediation(English)	7 - General translation (language B) English	Obligatory
1010 - Degree in Translation and Interlinguistic Mediation (French)	24 - English general translation II	Optional
1011 - Degree in Translation and Interlinguistic Mediation (German)	25 - English general translation II	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
CEREZO MERCHAN, BEATRIZ	155 - English and German
GONZALEZ PASTOR, DIANA MARIA	155 - English and German



## SUMMARY

This subject is part of the module *Translation Practice*, which constitutes (with a total of 72 ECTS credits) the practice core of the studies of Translation and Interlinguistic Mediation. Within this subject matter, there are several modules: general translation (30 ECTS), specialised translation (18 ECTS), interpreting (12 ECTS) and knowledge of the professional environment (12 ECTS).

Specifically, the module general translation is made up of the following subjects:

- General Translation (B/A) 1
- General Translation(B/A) 2
- General Inverse Translation (A/B)
- General Translation (C/A) 1
- General Translation (C/A) 2

The subjects *General Translation (B/A) 1 (English/Spanish)* (35617) and *General Translation (B/A) 2* (35620) are the first contact with translation practice subjects, and are conceived as general training. Specifically, they are intended to teach students the basic methodological principles of translation through non-specialised texts in a standard variety of language and practice of these.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There are no compulsory academic requirements. However, students are required to show a high degree of competence in English and Spanish or Catalan, in addition to broad cultural knowledge about the topics and disciplines of the set texts: this is a basic premise in all translation activity.

## OUTCOMES

### 1009 - Degree in Translation and Interlinguistic Mediation(English)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.



- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Design and manage projects in the academic or professional field of translation and linguistic mediation.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.
- Have translation competence (direct and/or reverse) for general texts.
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

#### **1010 - Degree in Translation and Interlinguistic Mediation (French)**

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Design and manage projects in the academic or professional field of translation and linguistic mediation.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.



- Have translation competence (direct and/or reverse) for general texts.
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

## LEARNING OUTCOMES

Learning outcomes for this subject include the whole set of intellectual abilities that define the general competencies of this degree programme, especially the ability to obtain and interpret relevant information on a topic and the critical ability creativity in problem solving, adapting to different situations. Specific abilities include:

- To assess and comprehend the application of different translation norms in different sociocultural contexts.
- To be able to identify and use different translation techniques appropriately.
- To appraise the differences between language system and language usage as regards translation practice and interlinguistic mediation.
- To be able to make decisions and assess them critically in the tasks of translation and communicative mediation.

## DESCRIPTION OF CONTENTS

### 1. Unit 1. Preparing for translation.

Concept of translation. Source and target text (and culture). Concept of non-specialised texts. Pre-translation process: Reading and analysis for translation. Analytical levels: spelling; morphosyntactic; textual; discursive.

### 2. Unit 2. Problems and errors in translations.

Revising, discussing and correcting translations. Translation strategies and techniques.

### 3. Unit 3. Resources for translation.

Lexicographic resources, style manuals, etc. Internet and electronic resources. Parallel and comparable texts.

### 4. Unit 4. Translation practice (non-specialized texts): Project-based work.

**5. Unit 5. Translations revision****6. Unit 6. The professional world of translation****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	15,00	0
Development of individual work	30,00	0
Study and independent work	10,00	0
Preparation of evaluation activities	10,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Formative activities for contact hours include the teaching of practical classes and the realisation of tasks of interpretation and translation of the selected non-specialised texts.

This subject will encourage group work, especially the practice of translation as a project. This will involve the performance of different roles in the tasks of translating texts. It is essential then that students discuss and compare viewpoints, make decisions and correct/edit the translation commissions.

The participation of native speakers of A, B and C languages will be highly encouraged in the groups. For non-contact hours, students will read texts or documents autonomously, attend academic activities related to the subject of general translation, attend group meetings and make consultations in tutorials.

**EVALUATION**

The assessment system for this subject and, generally, for the rest of subjects in this module will include:

- a) Written exams
- b) In-class translation tasks





c) Translation projects

d) Other activities

Exams will essentially involve translation practices: pre-translation analysis and justification of translation techniques or strategies. (In the specific teaching guide, lecturers will specify the assessment modalities and the assigned weighing).

At the beginning of the course, lecturers will inform about the assessment percentages (and activities) that will (not) be carried over to the second call.

## REFERENCES

### Basic

- Ainaud, J. & A. Espunya & D. Pujol (2003). Manual de Traducció Anglès-Català. Eumo: Universitat de Vic. [Biblioteca de Traducció i Interpretació, 9]
- Hurtado Albir, A. (2001): Traducción y Traductología. Introducción a la Traductología. Madrid: Càtedra.
- Maruenda Bataller, S. & J. Santaemilia Ruiz (2012): An Introduction to Translation (English-Spanish/Catalan). Valencia: PUV.
- Orozco Jutorán, M. (2016): Metodología de la traducción directa del inglés al español. Materiales didácticos para traducción general y especializada. Granada: Comares.

### Additional

- González Davies, María (2004): Multiple Voices in the Translation Classroom. Amsterdam: John Benjamins.
- Horváth, Ildikó (ed.) (2016). The Modern Translator and Interpreter. Budapest: Eötvös University Press.
- Kelly, D. (2005). A Handbook for Translator Trainers. Manchester: St. Jerome Publishing.
- Meseguer Cutillas, P. & A.M. Rojo López (2018). La profesión del traductor e intérprete: claves para dar el salto al mundo laboral. Gijón: Trea.
- Mossop, B. (2001). Revising and Editing for Translators. London: St Jerome.
- Oliver, A., Moré J. & S. Climent (coord.) (2008): Traducción y tecnologías. Barcelona: UOC.
- Rodríguez Martínez, M.C. (2016). Competencias y recursos para la práctica eficiente de la traducción profesional (Parte I). Revista Entreculturas, 7-8, 231-257.



## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **HYBRID LEARNING MODE (BLENDED)**

#### **1. Contents**

Contents are kept the same as in the original teaching guide.

#### **2. Workload and teaching schedule**

The weight of the different activities that add up the ECTS hours has been kept as in the original teaching guide. Continuous assessment activities will continue as scheduled by the lecturers and will be handed in through Aula Virtual.

#### **3. Methodology**

- Face-to-face class + synchronous videoconference BBC.
- Tasks to be handed in via Aula Virtual (as scheduled by the lecturers).
- Class forum through the UV Virtual Learning Environment.

#### **4. Assessment**

The breakdown for the assessment is kept: 30% (continuous assessment activities) + 70% (final written evaluation). The same system will apply to both first and second calls.

#### **5. Bibliography**

Bibliographical references are maintained, as they are accessible online.

### **DISTANCE (ONLINE) LEARNING**

#### **1. Contents**

Contents are kept the same as in the teaching guide, as now they are equally taught online.

#### **2. Workload and teaching schedule**

The weight of the different activities that add up the ECTS hours has been kept as in the original teaching guide. Continuous assessment activities will continue as scheduled by the lecturers and will be handed in through Aula Virtual.

#### **3. Methodology**



- Uploading of materials and key to exercises in Aula Virtual.
- (A)synchronous teaching via BBC.
- The Virtual Classroom Forum has been activated to solve potential doubts and questions.
- Consultation is realised by email.

#### **4. Assessment**

The breakdown for the assessment is kept: 30% (continuous assessment activities) + 70% (final written evaluation). The same system will apply to both first and second calls.

#### **5. Bibliography**

Bibliographical references are maintained, as they are accessible online. Additional material has been given from the class manual.