

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

Code	35658
Name	General translation English 3/Spanish-Catalan
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
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

Degree	Subject-matter	Character
1010 - Degree in Translation and Interlinguistic Mediation (French)	30 - Additional training in practical translation and contrastive linguistics C-A 3	Optional
1011 - Degree in Translation and Interlinguistic Mediation (German)	30 - Additional training in practical translation and contrastive linguistics C-A 3	Optional

Coordination

Name	Department
GONZALEZ PASTOR, DIANA MARIA	155 - English and German

SUMMARY

See the Catalan version.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

LEARNING OUTCOMES

See the Catalan version.

DESCRIPTION OF CONTENTS

1. Getting ready for translation.

2. Problems and errors in translations.

3. Resources for professional translation.

4. Translation practice (non-specialized texts) in professional environments.

**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
TOTAL	150,00	

TEACHING METHODOLOGY

See the Catalan version.

EVALUATION

See the Catalan version.

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: Cátedra.
- 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, M. (2004). Multiple Voices in the Translation Classroom. John Benjamins Publishing Company.
- Horváth, I. (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 initially specified in the teaching guide remain unchanged.

2. Workload and teaching schedule

Reduction of load for certain activities and substitution with others without changing the total workload originally specified in the teaching guide. We eliminate assistance to events and external activities to zero and the elaboration of team projects increases from 15.00 to 20.00 hours.

3. Methodology

Theory/practice presence based teaching classroom sessions + tasks via AV

4. Assessment

The load of continuous assessment increases to 100% with the exception of students who do not have a minimum amount of presence based class sessions. These students should submit AV tasks and sit a written final exam. The maximum average marks for these students is 7/10 and the minimum mark in the written exam must be 5/10.

5. Bibliography



Recommended bibliography is kept due to being available and accessible.

DISTANCE (ONLINE) LEARNING

1. Contents

20% of the content initially specified in the teaching guide will be adapted in order to guarantee the achievement of the learning targets. This will be done via integration of Unit 2 “Translation problems and errors” into Unit 4 “Practice of translation (general texts) in professional contexts.”

2. Workload and teaching schedule

Reduction of load for certain activities and substitution with others without changing the total workload originally specified in the teaching guide.

3. Methodology

- Uploading materials and tasks on Aula Virtual
- Slide presentations with voice
- Completed problems/exercises (practical classes/labs)
- Execution of projects
- Tutoring via videoconference and online interaction

4. Assessment

The load of continuous assessment increases to 100%. Lack of continuity in the timely submission of assessment tasks and exercises can cause the loss of up to 30% of final marks.

5. Bibliography

Recommended bibliography is kept unchanged due to being available and accessible.