

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

|                      |                                                                        |
|----------------------|------------------------------------------------------------------------|
| <b>Code</b>          | 40715                                                                  |
| <b>Name</b>          | Translation of narrative genres for young people and children (french) |
| <b>Cycle</b>         | Master's degree                                                        |
| <b>ECTS Credits</b>  | 4.0                                                                    |
| <b>Academic year</b> | 2021 - 2022                                                            |

**Study (s)**

| <b>Degree</b>                                      | <b>Center</b>                                       | <b>Acad. year</b> | <b>Period</b> |
|----------------------------------------------------|-----------------------------------------------------|-------------------|---------------|
| 2055 - M.D. in Creative and Humanistic Translation | Faculty of Philology, Translation and Communication | 1                 | Second term   |

**Subject-matter**

| <b>Degree</b>                                      | <b>Subject-matter</b>                                                       | <b>Character</b> |
|----------------------------------------------------|-----------------------------------------------------------------------------|------------------|
| 2055 - M.D. in Creative and Humanistic Translation | 12 - Translation of narrative genres for young people and children (french) | Optional         |

**Coordination**

| <b>Name</b>         | <b>Department</b>        |
|---------------------|--------------------------|
| MICO ROMERO, NOELIA | 160 - French and Italian |

**SUMMARY**

The subject intends to offer a synthetic and wide frame of the French works directed to youngsters and children to translate them properly into Spanish. It is taken as main reference the French production starting from the beginning to nowadays. The election of the texts combines the historical criteria along with the formal variety and topic criteria of this corpus. The elements of analysis and interpretation in the narrative text for children and youngsters will be provided in order to ensure the acquisition of the necessary skills and knowledge to translate from French narrative works directed to children and youngsters



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Not applicable

## OUTCOMES

### 2055 - M.D. in Creative and Humanistic Translation

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Dominar la lengua extranjera elegida como fuente para la traducción.
- Alcanzar nivel de excelencia en la lengua propia.
- Poseer cultura general y de civilización.
- Adquirir rigor para la revisión y control de calidad de las traducciones.
- Buscar información y documentación.
- Contar con conocimientos transversales.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Ser capaz de complementar la formación específica de este Máster con otros conocimientos científicos, históricos, lingüísticos, sociales, etc.
- Ser capaz de acceder a herramientas de información en otras áreas de conocimiento y utilizarlas adecuadamente.
- Apostar de manera sistemática por una cultura de la igualdad (sexual y de género, de oportunidades, de trato, etc.)
- Apostar de manera sistemática por los principios de ética, justicia y solidaridad.
- Saber relacionarse profesionalmente en el campo de la traducción.



- Demostrar la asimilación de los principios metodológicos del proceso traductor.

## LEARNING OUTCOMES

- To be able to translate specialised texts with a high complexity.
- To know how to do research in order to solve the translation problems that may arise in the narrative works for children and youngsters.
- To know how to resolve the translation problems and difficulties that are more common in narrative works for children and youngsters.
- To know the different machine translation systems and understand how to use them properly to carry out a post-edition.

## DESCRIPTION OF CONTENTS

### 1. A brief history of literature for young people and children

### 2. Introduction to the translation of classic children's texts

### 3. Translations of narrative texts for youngsters and children from the XIX century until now

## WORKLOAD

| ACTIVITY                                     | Hours         | % To be attended |
|----------------------------------------------|---------------|------------------|
| Theory classes                               | 20,00         | 100              |
| Classroom practices                          | 8,00          | 100              |
| Development of individual work               | 15,00         | 0                |
| Study and independent work                   | 50,00         | 0                |
| Preparation of practical classes and problem | 7,00          | 0                |
| <b>TOTAL</b>                                 | <b>100,00</b> |                  |

## TEACHING METHODOLOGY



Case Study and translation of texts that illustrate the different themes of study of the subject. Autonomous work, self-instructive learning and problem solving will be encouraged

## EVALUATION

The evaluation will take into account the following exercises:

- 1) Translation and commentary on the difficulties or particularities of a fragment of a work, freely chosen by the student, but always with the teacher's supervision. It will be weighted as **50%** of the final grade of the course. It will be delivered in AV on the indicated date.
- 3) Final exam: classroom translation of a text fragment. It will be weighted as **50%** of the final grade of the course.

Observations:

- 1) Attendance to 80% of the classes is compulsory.
- 2) Each student will prepare for the class the translation of the assigned fragments.
- 3) In order to proceed to the calculation of the average grade it is essential to obtain in each exercise at least a grade of 5/10 and to present all of them.
- 4) Plagiarism in any of the exercises will result in a grade of 0.
- 5) The late delivery of the work will result in a grade of 0 **SUSPENDED** for the whole course.

Second convocatòria:

- 1) The exercises will be the same as in the first call. All two are recoverable.
- 2) Attendance and participation in class is not recoverable in the 2nd call.
- 3) Qualifications obtained in the exercises of the first call will be retained in the second call.

Translated with [www.DeepL.com/Translator](http://www.DeepL.com/Translator) (free version)

## REFERENCES

### Basic

- Nières-Chevrel, Isabelle, Introduction à la littérature de jeunesse, Ed. Didier-jeunesse, Collection Passeurs dhistoires, Paris, 2009
- Oittinen, Rütta (Traducción de Isabel Pascua Feble y Gisela Marcelo Wurnitzer), Traducir para niños, Universidad de las Palmas de Gran Canaria, 2005
- Thouvenin, Catherine (Coordination éditoriale), Traduire les livres pour la jeunesse. Enjeux et spécificités, Hachette, BnF- La joie par les livres, 2008
- Traducción Automática: conceptos clave, proceso de evaluación y técnicas de posesición. M<sup>a</sup> del Mar Sánchez Ramos y Celia Rico Pérez. Ed. Comares. Granada, 2020.

### Additional



- LA TRADUCCIÓN E INTERPRETACIÓN DE LA LITERATURA INFANTIL Y JUVENIL BICULTURAL EN ESPAÑA. ALESSANDRO GHIGNOLI (AUTOR) , MARÍA GRACIA TORRES DÍAZ (AUTORA). Comares. Granada, 2019
- Las profesoras proporcionarán bibliografía complementaria durante el curso
- LA LITERATURA INFANTIL Y SU TRADUCCIÓN. ELENA ABÓS ÁL VAREZ-BU1ZA: [https://cvc.cervantes.es/lengua/iulmyt/pdf/palabra\\_vertida/39\\_abos.pdf](https://cvc.cervantes.es/lengua/iulmyt/pdf/palabra_vertida/39_abos.pdf)
- En torna a la literatura infantil. Juan Cervera (1989). CAUCE.Revista de filología y su didàctica: [https://idus.us.es/bitstream/handle/11441/21795/file\\_1.pdf?sequence=1](https://idus.us.es/bitstream/handle/11441/21795/file_1.pdf?sequence=1)

## **ADDENDUM COVID-19**

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

### **MODALITAT DE DOCÈNCIA HÍBRIDA**

#### **1. Continguts**

1. Es mantenen els continguts inicialment recollits a la guia docent

#### **2. Volum de treball i planificació temporal de la docència**

1. Manteniment del pes de les diferents activitats que sumen les hores de dedicació en crèdits ECTS marcades en la guia docent original

#### **3. Metodologia docent**

1. Classe (presencial) teòrica/pràctica, etc.
2. Classe (presencial) teòrica/pràctica + videoconferència síncrona BBC
3. Classe (presencial) teòrica/pràctica + publicació de materials a AV
4. Classe (presencial) teòrica/pràctica + presentacions enregistrades o locutadas
5. Classe (presencial) teòrica/pràctica + tasques per AV
6. Classe (presencial) teòrica/pràctica + tutories per videoconferència



#### **4. Avaluació**

2. Es manté l'avaluació proposada a la guia docent i el percentages

#### **5. Bibliografia**

1. La bibliografia recomanada es manté

#### **MODALITAT DE NO PRESENCIAL**

##### **1. Continguts**

1. Es mantenen els continguts inicialment recollits a la guia docent

##### **2. Volum de treball i planificació temporal de la docència**

1. Manteniment del pes de les diferents activitats que sumen les hores de dedicació en crèdits ECTS marcades en la guia docent original



### **3. Metodologia docent**

1. .
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3. Classe teòrica/pràctica + publicació de materials a AV
4. Classe teòrica/pràctica + presentacions enregistrades o locutadas
5. Classe teòrica/pràctica + tasques per AV
6. Classe teòrica/pràctica + tutories per videoconferència

### **4. Avaluació**

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- 1.

### **5. Bibliografia**

1. 1. La bibliografia recomanada es manté

