

**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>	2022 - 2023

**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>
CAMPOS MARTIN, NATALIA MARIA	160 - French and Italian
SERRA ALEGRE, ENRIQUE NICOLAS	340 - Language Theory and Communication Sciences

**SUMMARY**

Children are like sponges that absorb language, which places a special responsibility on translators. In their reading, children assimilate words as they are offered to them. In childhood, the text is engraved in their minds together with the illustrations as it is given to them, and they will only be able to defend themselves against a bad text when, at the pre-adolescent stage, at around the age of twelve, they begin to develop their critical spirit.

The course aims to offer a synthetic and varied framework of French works aimed at young people and children for their correct translation into Spanish. The choice of texts combines historical criteria and the formal and thematic variety of this corpus. Elements of analysis and interpretation of narrative texts for children and young people will be provided to ensure the acquisition of the necessary skills and knowledge to translate from French narrative works aimed at children and young readers.



## 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. Brief description of the most relevant traductological approaches

### 2. Machine Translation Engines: purpose and ethics

### 3. Translation of children's and young people's texts: specific characteristics of this typology of translations

### 4. Writing for translators and self-review.

**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 consist of the following parts:

1) Assistance and class work: 20%.

Students will record class assistance in the Virtual Classroom. Translations Will be corrected in class so participation is required.

2) Translation project: Students will translate texts from a Quebecois youth collection. For this purpose, different groups will be formed in which each student will have a different role in the translation process 50%.

3) Final exam: 30% translation in the classroom of a fragment of a text. It will weigh as 30% of the final grade of the course.

Remarks:

1) Assistance to 80% of the classes is required.

2) Each student will prepare the translation of the assigned fragments for the class.

3) In order to proceed to the calculation of the average mark, it is essential to obtain at least a mark of 5/10 in each exercise and to present all of them.



- 4) Plagiarism in any exercise will result in a grade of 0.
- 5) Late submission of work will result in a grade of 0 SUSPENDED for the whole course.

Second sitting:

- 1) The exercises will be the same as in the first round. Both are recoverable.
- 2) The assistance and participation in class is not recoverable in the 2nd call.
- 3) The grades obtained in the exercises of the first call will be kept in the second call.

## 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 Wirnitzer), 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)