

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

<b>Code</b>	44229
<b>Name</b>	Translation of specialised texts
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - M.D. in Advanced English Studies	6 - Translation of specialised texts	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
RICART VAYA, ALICIA	155 - English and German
ZARAGOZA NINET, MARIA GORETTI	155 - English and German

**SUMMARY**

This subject aims to prepare students to effectively function and fluidly perform in the domains of specialised translation. This includes in-depth looks at advanced research into the theoretical aspects of specialised genres and of translatology, as well as into applied linguistics, alongside the translational practice applicable to the different text types.

**Theory**

The theory will deal with the concept of linguistic variety, genre and register. To do so, we will rely on the operative models and procedural techniques that translatology offers when facing issues which are specific to this kind of texts, including problems such as apparent monosemy, acronyms, interferences, borrowings and supposed internationalisms, among other factors.



## Practice

The practice is, qualitatively and quantitatively, the most important part of the subject, amounting to at least 50% of the in-class sessions. Texts from different specialised domains will be analysed and/or translated, both in class and as part of the students' individual workload.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Recommendations: Proficient knowledge of both English and Spanish. There will be accommodations for foreign students who are not proficient in Spanish.

## OUTCOMES

### 2196 - M.D. in Advanced English Studies

- 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.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.
- Ability to conduct academic research in diverse areas of English Studies.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.



- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

## LEARNING OUTCOMES

- To become familiar with studies and research into the translation of specialised texts.
- To understand what the process of specialised translation means and of its possible constraints, as well as the ethical aspects of translation and its diverse modalities.
- To be able to cope with, manage, deal with, analyse and/or translate specialised texts.
- To be able to criticise and assess one's own specialised translations and those of others (see competence SC 3), guaranteeing compliance with European protocols for actions in the translation services sector and, more specifically, the European quality standard UNE EN-15038:20006, as regards the processes of translation, proofreading and quality assessment.

## DESCRIPTION OF CONTENTS

### 1. Language variety in English

- 1): Theoretical aspects and definitions (language variety vs. common-core language).
- 2) The importance of the medium (written vs. oral production)
- 3) The situational factors (formal vs. informal language)

### 2. Technolects or registers 1

Theoretical aspects and definitions of technolect or register. Categories and taxonomies

### 3. Technolects or registers 2

The linguistic characteristics of technolects or registers: morphosyntactic, stylistic and pragmatic features of specialised texts in English

**4. Methodology and translation techniques**

- 1) Techniques and procedures applicable to the translation of specialised texts
- 2) Semantic faithfulness to the TL1 as a general guiding principle

**5. Misguiders in specialised translation**

- 1) Interlinguistic equivalence: monosemy (including the translation of symbols, numbers, acronyms and of non-verbal signs and semiotic values), polysemy, zero equivalence and false cognates.
- 2) International equivalences vs. national peculiarities (e.g. British English vs. American English)

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of individual work	20,00	0
Study and independent work	10,00	0
Preparation of evaluation activities	11,00	0
Preparing lectures	10,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY****Theory-based classes:**

The theoretical part of the subject will take place as usual in class with the ordered presentation of the various subdivisions (units) of the subject and the analysis of the pertinent vocabulary, terminological terms and text segments.

Introduction of theoretical content through lectures, with IT support where relevant

Pair or group work.

Set readings (autonomous Reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries.

Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres).

Individual paper (project design and development for oral or written presentation).

**Practical classes:**



The student must hand in to the lecturer a typed copy of the draft translation prepared at home when the translations are due to be analysed. They will be corrected in class by public contrast and assessment. A second copy should be kept for ulterior corrections at home and the submission of the second, final version.

Each translation handed in must be duly identified, writing 1a, 1b, 2a, 2b, etc. on the upper right hand corner of the sheet of paper, together with the name and surname of the student in capitals. This applies for every single sheet, unless the pages are stapled. The number identifies the ordinal, the letter the draft (a) or final (b) version.

All the draft translations should have been handed in at least a week before the date of the first call of the exams.

## EVALUATION

Assessment will be made up of 2 parts:

Type of assessment	% of final grade
a) Written examination: theory and applied theory	20%
b) English-Spanish and Spanish-English translations	75%
c) Attendance and active/positive in-class participation	05%

### Assessment Criteria

Assessment in both the first and the second calls will rely upon the marks obtained in the theoretical and practical (the specific translation) exams, but also will take into consideration an active and positive participation of the student in the in-class activities.

**N.B. PLAGIARISM IN ANY SORT OF MATERIAL SUBMITTED FOR ASSESSMENT IMPLIES, *IPSO FACTO*, FAILING THE SUBJECT**

### Final exams

Both finals are identical in their layout and value. Depending on whether the student is proficient in both the English and Spanish languages or not, the student will have to choose, **from the start**, one of these two options





Option A: Specialised English to Spanish Translation

Option B: Linguistic analysis of a specialised text

### Theory

Option A

A set of multiple choice and/or objective assessment questions comprehending the entire syllabus and including applied theory questions referring to the English text to be translated into Spanish. This part will make up 25% of the total marks (2.0 points out of 10).

Option B

A set of multiple choice and/or objective assessment questions comprehending the entire syllabus. This part will make up 25% of the total marks (2.0 points out of 10).

### Practice

Option A

An English to Spanish translation of a specialised text. This part will make up 75% of the total marks (7.5 out of 10 points)

Option B

A detailed and guided linguistic analysis of a specialised text. (This part will make up 75% of the total marks (7.5 out of 10 points))

## REFERENCES

### Basic

- ALCARAZ VARÓ, E. (2000). El inglés profesional y académico. Madrid. Alianza Editorial (Filología y Lingüística).
- BARNICKEL, K.D. (1982). Sprachliche Varianten des Englischen: Register und Stile. München. Max Hueber.
- BHATIA, V. K. (1993). Analysing genre. Language use in professional settings. London. Longman.
- CABRÉ, T. (1993). La terminología. Barcelona. Editorial Antártida/Empuries.
- CRYSTAL, D. & DAVY, D. (1995) [1969]. Investigating English style. London. Longman.
- GARCÍA, C. y GARCÍA-YEBRA, V.. (eds.) (2004). Manual de documentación y terminología para la traducción especializada. Madrid. Arcos Libros.



- GARCIA YEBRA, V. (1982). Teoría y práctica de la traducción. 2 vols. Madrid. Gredos.
- MAILLOT, J. (1997). La traducción científica y técnica. (Prólogo de Valentín García Yebra. Versión española de Julia Sevilla Muñoz). Madrid: Gredos.
- PIQUÉ, J. et al. (1996). English in specific settings. Valencia. NAU Llibres.
- ROELKE, TH. (1999). Fachsprachen. Berlin. Erich Schmidt Verlag (Grundlagen der Germanistik, 37).

### Additional

- BROOK, G.L. (1979). Varieties of English. London. Macmillan.
- JOOS, M. (1967). The five clocks. A linguistic excursion into the five styles of English language. New York. Harcourt, Brace & World.
- VV.AA. (2004). Diccionario de ciencias médicas. STEDMAN bilingüe inglés-español español-inglés. 2ª reimpresión. Buenos Aires y Madrid. Editorial médica panamericana.
- 2. On-line dictionaries, glossaries, portals and megacrawlers

<http://iate.europa.eu/SearchByQueryLoad.do?method=load>

<http://www.thefreedictionary.com/>

<http://www.wordreference.com/>

[http://en.wikipedia.org/wiki/List\\_of\\_glossaries](http://en.wikipedia.org/wiki/List_of_glossaries)

<http://www.uva.fi/en/sites/terminology/glossaries/>

<http://ipsc.jrc.ec.europa.eu/index.php?id=198>

<http://es.glosbe.com/es/en/>

<http://www.linguee.es/>

<http://www.lexicool.com/?IL=3>

<http://metadic.com/>.

### 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**

The contents of the course syllabus remain unchanged.

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

The workload expected from students remains unchanged.

### **3. Methodology**

1. Face-to-face sessions + BBC videoconference
2. Face-to-face sessions + Materials uploaded to UVEG's Virtual Classroom
3. Face-to-face sessions + Moodle quizzes and tasks available at UVEG's Virtual Classroom

### **4. Assessment**

Assessment criteria and instruments remain unchanged.

### **5. Bibliography**

The bibliographical selection for the course remains unchanged.

## **DISTANCE (ONLINE) LEARNING**

### **1. Contents**

The contents of the course syllabus remain unchanged.

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

The workload expected from students remains unchanged.

### **3. Methodology**

1. Online instruction via BBC videoconference
2. Materials uploaded to UVEG's Virtual Classroom





3. Moodle quizzes and tasks available at UVEG's Virtual Classroom

#### **4. Assessment**

The assessment criteria remain unchanged.

N.B. Assessment in this modality (100% online) will be via Moodle and BCU videoconference at UVEG's Virtual Classroom.

#### **5. Bibliography**

The bibliographical selection for the course remains unchanged.