



Universitat de Lleida

# DEGREE CURRICULUM **FOUNDATIONS AND RESOURCES FOR TRANSLATION**

Coordination: GARCIA ALBERO, M.CARMEN

Academic year 2022-23

## Subject's general information

Subject name	FOUNDATIONS AND RESOURCES FOR TRANSLATION			
Code	101085			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Hispanic Philology	3	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	3	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in Catalan Philology and and Bachelor's degree in Applied Languages and Translation	2	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	3	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	GARCIA ALBERO, M.CARMEN			
Department	CLASSICAL, FRENCH AND HISPANIC STUDIES			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GARCIA ALBERO, M.CARMEN	carmen.garcia@udl.cat	6	

## Learning objectives

- Identify translation as an act of communication addressed to a recipient.
- Understand the stages of the translation process.
- Know the role of the translator as a cultural mediator.
- Know the elements that constitute the translation competence and begin to develop it.
- Identify and solve basic translation problems, using the appropriate strategies.
- Learn to locate and manage sources of information.
- Know the general characteristics of the translation of instructional, tourist, advertising and literary texts.
- Beginning in the practice of translating texts (Catalan-Spanish)
- Acquire a systematic work method of translation and textual analysis.

## Competences

### General skills

- CG1 Demonstrate capacity for analysis and synthesis.
- CG2 Analyze and evaluate a topic or subject, applying critical and objective reasoning.
- CG3 Demonstrate creativity and initiative.
- CG4 Properly plan individual and team work and manage time.
- CG5 Evaluate the rigor and quality of academic work.
- CG6 Demonstrate a systemic attitude of rigor at work.
- CG7 Demonstrate autonomous learning capacity and intellectual maturity.
- CG8 Properly plan the organization of work and research.
- CG10 Identify and know how to manage the different sources of documentation and information as a basis to promote the study.

### Basic skills

- CB2 That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

CB3 That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CB4 That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences).

## Transversal skills

CT1 Acquire an adequate understanding and oral and written expression of Catalan and Spanish

CT3 Acquire training in the use of new technologies and information and communication technologies.

CT4 Acquire basic knowledge of entrepreneurship and professional environments.

CT5 Acquire essential notions of scientific thought.

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## Specific skills

CE15 Recognize the creative features associated with Spanish and Latin American literature.

CE18 Know how to interpret and judge literary texts from a critical perspective.

CE19 Know how to identify the relationships between historical and social events and literary production, throughout the various historical periods and cultural frameworks, especially in the Hispanic world.

CE21 Have knowledge and practical command of rhetoric, stylistics and other resources associated with the process of literary creation and the optimization of the objectives of oral and written communication in Spanish.

- Acquire the ability to produce translated texts according to the context in which they are situated.

- Identify the basic concepts and the different methodologies related to translation.

## Subject contents

### 1. Introduction:

1.1. Translation and interpretation. Origin and definition.

1.2. The role of the translator as a cultural mediator.

1.3. Regulations for the exercise of the profession of translator.

1.4. Types of translation.

### 2. Translation competence

2.1. Definition.

2.2. Text analysis.

2.3. The concept of equivalence.

2.4. The translation process and its phases.

2.5. Translation errors.

2.5.1. False friends and traces.

2.5.2. Types of tracings and resources to avoid them.

2.6. The importance of the target language.

2.6.1. The importance of the proofreading phase in translation.

3. The difficulties and problems of translation.

3.1. The role of the translator as a cultural mediator. The translation of cultural elements.

3.2. Translation techniques.

3.3. The translation of collocations and locutions.

3.4. The gastronomic translation. Recipes, menus, restaurant web pages and gastronomic criticism

4. The translation of instructional texts

4.1. Characteristics, problems and translation techniques.

4.2. Sight translation. Characteristics and typology.

5. Instrumental competence.

5.1. Generic competence: informative level, procedural level, technological, evaluative and professional level

5.1.2. Specific competition. specialized translation.

5.1.3. Analysis of the sources. Evaluation criteria.

6. The translation of tourist texts.

6.1. Typology (promotional and non-promotional tourism texts) and characteristics.

6.2. the tourist brochure

6.2.1. Translation problems and techniques.

6.2.2. The cultural elements.

7. The translation of advertising texts.

7.1. Characteristic.

7.2. Translation problems.

7.3. Advertising texts for cosmetic products.

8. The feminist translation

8.1. Fundamentals and strategies.

9. Introduction to literary translation.

9.1. General characteristics.

9.2. Translation problems.

9.2.1. The translation of metaphors

## Evaluation

Continued evaluation.

The evaluation will be based on the following parameters:

- Attendance and participation to the classes: 10%

- Translation exercises 35%

- Assignments: 15%

- Exam: 40%

However, students who combine their studies with full-time employment (with Social Security registration) have the right to request an alternative evaluation within 5 days of the beginning of the semester. In this case they should:

1.- Inform the teachers of the subjects in which they have enrolled.

2.- Inform the coordinator of the Degree, who will indicate the steps that must be carried out

## Bibliography

Agost Rosa, Monzó Esther, Teoria i pràctica de la traducció general Espanyol-català. Universitat Jaume I. Col·lecció Universitats.

García-Noblejas Gabriel, Problemas culturales en la traducción de textos escritos.

Hurtado Albir Amparo, La enseñanza de la traducción. Castellón, Universitat Jaume I, 1996.

Hurtado Albir Amparo, Traducción y Traductología: Introducción a la traductología. Madrid, Cátedra, 2001.

Martínez de Sousa José, La traducción y sus trampas. Tribuna