

**Literary translation B-A (English-Catalan)**

Code: 101294  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	0

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Prerequisites

Prerequisites

At the beginning of the course students should be able to:

Demonstrate knowledge of the basic methodological principles governing translation, professional and instrumental aspects and the contrastive problems for this language combination

- Apply this knowledge to solve translation problems of simple specialized genres.
- Integrate knowledge to issue judgments on issues related to the translation of simple specialized genres.
- Convey information, ideas, problems and solutions related to the translation of simple specialized genres.

### Objectives and Contextualisation

The aim of this course is to develop problem-solving skills when translating literary texts reflectint different genres.

By the end of this course students should be able to:

Demonstrate knowledge and understanding of the methodological principles governing the translation of literary texts, professional and instrumental aspects, and contrastive problems for this language combination.

Apply this knowledge to solving translation problems in classic and contemporary literary texts for genres such as prose, poetry, theatre.

Combine different areas of knowledge when making decisions about questions related to translating literary texts.

Convey information, ideas, problems and solutions related to translating literary texts.

Apply their skills so that they can work with greater autonomy in future specialised studies in translating literary texts.

## Competences

- Applying cultural knowledge in order to translate.
- Applying topic-based knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- Solving translation problems of non-specialised texts.
- Understanding written texts in a foreign language in order to translate.
- Understanding written texts in language A in order to translate.
- Using documentation resources in order to translate.
- Using technological resources in order to translate.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve literary translation problems.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
4. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the creation of a literary translation and carrying out the assigned tasks.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of literary texts.
6. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
7. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of literary translator.
8. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate literary texts.
9. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate literary texts.
10. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce literary written texts with specific communicative purposes.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend literary texts.
13. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate literary texts.
14. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve literary translation problems.
15. Incorporating topic-based knowledge in order to solve translation problems: Incorporating topic-based knowledge in order to solve translation problems.
16. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate literary texts.

17. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing literary written texts that are appropriate to their context and possess linguistic correctness.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know the different types of literary translation problems and errors.
20. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the labour market of literary translation.
21. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies needed to solve literary translation problems.
22. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve literary translation problems.

## Content

- Methodology of literary translation (basic norms of literary translation in the linguistic combination). Professional aspects of literary translation.
- Solving translation problems of prose genres such as memoirs, stories, novel chapters, literary essays, letters, etc.
- Solving text translation problems related to rhyme and metric structure such as poems, songs, etc.
- Solving translation problems of dramatic genres such as plays, opera books, etc.
- Solving translation problems of other literary genres such as comics, children's literature, aphorisms, etc.
- Use of the technological tools and sources of specific documentation for literary translation
- Use of dictionaries, glossaries, specialized databases and parallel texts suitable for literary translation.

## Methodology

An active methodology is used, with activities of various types.

- Completion of translation tasks.
- Completion of translation projects.
- Exercise resolution.
- Presentations of individual / group work.
- Debates (face to face or in forums).
- Cooperative learning techniques.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Completion of translation tasks	38	1.52	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22
Resolution of exercises	15	0.6	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22
Type: Supervised			
Debates and reflection activities on relevant aspects of translation	10	0.4	20, 19, 21, 7

preparation of student portfolio, preparation of translations and papers	12	0.48	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22
Type: Autonomous			
Preparing exercises	12.5	0.5	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22
Preparing translations and projects	58	2.32	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22

## Assessment

**Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.**

Possible evaluation activities:

- Real or simulated translation tasks, or tasks related to relevant aspects of translation.
- Completion of translation tasks.
- Reports / forums about translations or tasks related to relevant aspects of translation.
- Diaries/ files / reflective reports on the learning process or on the process of drawing up translations.

## Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

## Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

## Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

## Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

## Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation of text related to translation	35%	1.5	0.06	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22
Student's portfolio	25%	1.5	0.06	1, 3, 2, 13, 12, 11, 5, 19, 21, 9, 8, 14, 15, 17, 18, 16
Translating of a text similar to the texts which had been worked on during the course	40%	1.5	0.06	1, 3, 2, 13, 12, 11, 5, 20, 19, 21, 7, 10, 9, 8, 14, 15, 17, 4, 18, 16, 6, 22

## Bibliography

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Enciclopèdia Catalana, Diccionari de la llengua catalana. ([www.enciclopedia.cat](http://www.enciclopedia.cat)) Institut d'Estudis Catalans, Diccionari de la llengua catalana. ([dlc.iec.cat](http://dlc.iec.cat)).

Pey, S, Diccionari de sinònims i antònims, Barcelona: Teide, 1981.

### 2. English Dictionaries

New Oxford English Dictionary, 20 vols., Oxford, Clarendon Press, 1989.

The New Shorter Oxford Dictionary, 2 vols., Oxford, Clarendon Press, 1994, 4a reimpr.

Webster's Third New International Dictionary, Springfield (Mass.), Merriam-Webster, 1993.

### 3 Bilingual Dictionaries

Enciclopèdia Catalana, Diccionari Anglès-Català.

Diccionario Oxford español-inglés inglés-español, Madrid, Oxford University Press, 2008, 4a ed..

Diccionario internacional Simon&Schuster inglés-español español-inglés, Nueva York, MacMillan, 1997, 2aed.

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### 4. English Grammars

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