



## Teaching Guide

Identifying Data					2017/18
Subject (*)	Técnicas de Tradución	Code	613G02018		
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Second	Obligatoria	6	
Language	SpanishGalicianEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Barros Grela, Eduardo	E-mail	eduardo.barros@udc.es		
Lecturers	Barros Grela, Eduardo Cordoba Rodriguez, Felix Eirin García, Leticia Keane , Sean	E-mail	eduardo.barros@udc.es felix.cordoba@udc.es leticia.eirin@udc.es sean.keane@udc.es		
Web	moodle.udc.es				
General description	Translation theory and practice (Spanish-English, English-Spanish, Galician-English, English-Galician).				

## Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A4	Ter un dominio instrumental avanzado oral e escrito da lingua galega.
A5	Ter un dominio instrumental avanzado oral e escrito da lingua española.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A12	Coñecer os principios teóricos básicos da tradución directa e inversa e ser capaz de poñelos en práctica.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.

## Learning outcomes

Learning outcomes	Study programme competences		
Students will recognize the particular characteristics of different and will be able to face their translation difficulties.	A4		
	A5		
	A6		
	A12		
Students will be able to contextualize translations (theory and practice) within particular cultural environments.	A12	B1	C3
		B6	



Students will be able to translate texts in English, Spanish and Galician.	A4 A5 A6 A12	B2 B6	
Students will know the translation particularities of English, Spanish and Galician.	A4 A5 A6	B5	C1
Students will learn to perform their tasks efficiently.	A1	B3	C1
They will learn to have an active participation in class.	A4 A5 A6	B4	C1 C2
Students will be able to respect and value the linguistic and cultural diversity in our college.		B10	

Contents	
Topic	Sub-topic
I. Translation in the Field of English Studies	I.1. Introduction: What is language? What is culture? What is translation? I.2. Translation as process, as product, and as function I.3. Translation methods:  I.3.1. Basic norms for a ?good? translator and a ?good? translation I.3.2. Brief history of translation methods in the field of English  I.4. The controversial concept of equivalence I.5. Types of texts, types of translations: literature, songs, mass-media texts, audiovisual publicity, etc I.6. Translation and culture: the functional perspective I.7. Translation and audiovisual texts: dubbing and subtitling I.8. Translation and interpretation I.9. Evaluation and critique of translated texts
II. Translation in the field of Spanish Studies	II.1. Specialized translation II.1.1. Introduction. Specialized languages. Terminology II.1.2. Dictionaries and catalogs. Terminological databases  II.2. Computer-assisted translation II.2.1. Machine-assisted translation and computer-assisted translation II.2.2. Computer tools. Translation memories. Parallel corpus  II.3. Translation into Spanish II.3.1. Documentation for translation into Spanish II.3.2. Translation methods (English into Spanish)



III. Translation in the Field of Galician Studies	<p>III.1. Literary translation</p> <p>III.1.1. Preliminary issues and basic concepts</p> <p>III.1.2. Features of literary translation</p> <p>III.1.3. Literary self-translation</p> <p>III.1.4. Translation, version and creative appropriation</p> <p>III.2. Translation of poetic texts</p> <p>III.2.1. Methodologies and general remarks</p> <p>III.2.2. Formal aspects: rithm and rhyme, phonic symbolism, etc.</p> <p>III.3. Translation into Galician</p> <p>III.4. Evaluation and critique of literary translation</p>
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	B4 C1	0.5	0	0.5
Guest lecture / keynote speech	A12 B5	20.5	30	50.5
Workshop	B2 B6 C3	19.5	30	49.5
Supervised projects	B1 B2 B3	1	8	9
Oral presentation	A12 B2 B4 B10 C2	0.5	2	2.5
Workbook	B6 C1 C2	0	15	15
Mixed objective/subjective test	A1 A4 A5 A6 A12	3	15	18
Personalized attention		5	0	5

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Introductory activities	During the first class of the semester, students will complete several activities related to language and translation. These quizzes will help professors to determine each student's linguistic competence and personal interests within translation.
Guest lecture / keynote speech	The professors will introduce each topic with an oral exposition to discuss the most relevant theoretical concepts and their potential and factual application in practice.
Workshop	Students in small and medium-sized groups will be responsible to complete several supervised tasks (individual and group translation practices, presentations, debates, problem solving, etc).
Supervised projects	Students are required to complete several supervised activities related to translation. These activities include group and individual work, as well as classroom and homework exercises.
Oral presentation	Students are required to prove their oral skills with an oral presentation that will be delivered over the semester.
Workbook	Specific readings on translation.
Mixed objective/subjective test	Students will have to complete a final exam in June in order to test each student's translation competence.

Personalized attention	
Methodologies	Description
Oral presentation Supervised projects Workshop	Besides regular supervision in the classroom, professors offer weekly office hours, and they encourage students to use them for advising purposes



Assessment			
Methodologies	Competencies	Description	Qualification
Workshop	B2 B6 C3	<p>English part (25%):</p> <ol style="list-style-type: none"><li>1. Individual translation (English-Spanish): 10%</li><li>2. Group translation (4 to 6 students) (Spanish-English): 10%</li><li>3. Oral presentation based on group translation (in class): 5%</li></ol> <hr/> <p>Spanish part (12.5%):</p> <p>Supervised English-Spanish translation activities and exercises (in class), both individual and in groups. Professors will inform about the grade value of each exercise or activity.</p> <hr/> <p>Galician part (12.5%):</p> <p>An individual translation activity. Professors will inform about and supervise this activity.</p>	50
Mixed objective/subjective test	A1 A4 A5 A6 A12	The final exam will have three different parts: a translation into English (25%); a translation into Galician (12.5%); and a translation into Spanish (12.5%). Students will be required to get at least a 4 score (out of 10) in each of these parts in order to pass the exam.	50
Others			

#### Assessment comments

- All essays, activities and exercises must be handed in in due time and proper form.
- Students who violate University rules on academic dishonesty (plagiarism, cheating, etc) will be subject to disciplinary penalties, including failure of that exam, activity or failure of the whole subject.
- Regular attendance and active participation is very important for the study of this subject.
- Students will be able to use the June opportunity to retake failed translations and exercises from the Spanish section. The Spanish section professors will publish equivalent translations and exercises in the Moodle platform,
- Students who do not attend the official exams will obtain a "Non Presentado" (absent from assessment) mark.
- In the July and December opportunities students will have to take the Final Exam, and they will also have to hand in all the corresponding activities from the workshop hours.
- July opportunity: In order to receive a grade for the individual and group activities done during the semester in the English part, students are required to do equivalent translation activities that must be handed in prior to the official exam date.
- July opportunity: In order to receive a grade for the translations and exercises done during the semester in the Spanish part, students are required to do equivalent exercises. The professors will offer these exercises via the Moodle platform.
- Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.
- ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to the coordinator for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: [adi@udc.es](mailto:adi@udc.es).

#### Sources of information



<b>Basic</b>	<ul style="list-style-type: none"> <li>- Bassnet, Susan &amp; Lefevere, André (eds.) (1995). Translation, History and Culture. London. Cassell</li> <li>- Berman, Antoine (2003). La prueba de lo ajeno. Cultura y traducción en la Alemania romántica. Las Palmas. Universidad de Las Palmas de Gran Canaria. Servicio de Publicaciones</li> <li>- Boonefoy, Yves (2002). La traducción de Poesía. Valencia. Pre-Textos</li> <li>- Doce, Jordi (ed.) (2007). Poesía en Traducción. Madrid. Círculo de Bellas Artes</li> <li>- García Palacios, Joaquín &amp; Fuentes Morán, Mª Teresa (eds.) (2002). Texto, terminología y traducción. Salamanca: Almar</li> <li>- Gómez-Montero, Javier (ed.) (2008). Nuevas pautas de traducción literaria. Madrid. Visor Libros</li> <li>- Gonzalo García, Consuelo &amp; García Yebra, Valentín (eds.) (2004). Manual de documentación y terminología para la traducción especializada. Madrid: Arco Libros</li> <li>- Mott, Brian &amp; Mateo, Marta (2009). Diccionario-guía de traducción español-inglés, inglés-español. Barcelona: Universitat de Barcelona</li> <li>- Ricoeur, Paul (2005). Sobre la traducción. Barcelona. Paidós</li> <li>- Valesio, Paolo &amp; Díaz, Rafael-José (eds.) (1996). Literatura y traducción. Santa Cruz de Tenerife. U.I.M.P.</li> <li>- Vidal Claramonte, María del Carmen África (1995). Traducción, manipulación, desconstrucción. Salamanca. Colegio de España</li> </ul> <p>Outras fontes de información:Ávila, Alejandro. La censura del doblaje cinematográfico en España. Barcelona: CIMS, 1998.Bernal Merino, Miguel Ángel. La traducción audiovisual: análisis práctico de la traducción para los medios audiovisuales e introducción a la teoría de la traducción filológica. Alicante: Universidad de Alicante, 2002.Marset Mabel, Richard. La alegría de transformar: teorías de la traducción y teoría del doblaje audiovisual. Valencia: Tirant Lo Blanch, 2009.Martí Ferriol, José Luis y Ana Muñoz Miguel. Estudios de traducción e interpretación. Entornos de especialidad. Vol II. Valencia: universidad Jaume I, 2012.Merino, Raquel et al, eds. Trasvases culturales: literatura, cine, traducción. Pajares: Universidad del País Vasco, 2005.VV.AA. Traducción para el doblaje y la subtitulación. Madrid: Cátedra, 2001.Ao longo do curso utilizarase a plataforma Moodle para distribuír materiais diversos.</p>
<b>Complementary</b>	 

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.