



## Teaching Guide

| Identifying Data    |   |        |  |           | 2017/18 |
|---------------------|---|--------|--|-----------|---------|
| Subject (*)         | Translation Techniques  |        | Code   | 613G01018 |         |
| Study programme     | Grao en Español: 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<br>Cordoba Rodriguez, Felix<br>Eirin García, Leticia<br>Keane , Sean              | E-mail | eduardo.barros@udc.es<br>felix.cordoba@udc.es<br>leticia.eirin@udc.es<br>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 / results

| Code | Study programme competences / results   |
|------|---|
| 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 / results |          |    |
|---|---------------------------------------|----------|----|
| Recoñecer as características particulares de textos de tipo diverso e resolver as dificultades de tradución que son pertinentes en cada caso. | A4                                    |          |    |
|   | A5                                    |          |    |
|   | A6                                    |          |    |
|   | A12                                   |          |    |
| Ser capaz de situar a tradución (entendida como disciplina e tamén como práctica) dentro dun contexto cultural.                               | A12                                   | B1<br>B6 | C3 |



|   |                       |          |          |
|---|-----------------------|----------|----------|
| Ser capaz de realizar traducións directas e inversas en español, galego e inglés.                               | A4<br>A5<br>A6<br>A12 | B2<br>B6 |          |
| Coñecer as peculiaridades traductolóxicas das linguas inglesa, galega e española                                | A4<br>A5<br>A6        | B5       | C1       |
| Realizar as tarefas de maneira eficiente e nos prazos esixidos  | A1                    | B3       | C1       |
| Participar activamente na clase   | A4<br>A5<br>A6        | B4       | C1<br>C2 |
| Ser capaz de apreciar, respetar e disfrutar da diversidade lingüística e cultural manifestas na nosa titulación |                       | B10      |          |

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



## Planning

| Methodologies / tests           | Competencies / Results | Teaching hours (in-person & virtual) | 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  |
|--|--|
| Workshop<br>Supervised projects<br>Oral presentation | Besides regular supervision in the classroom, professors offer weekly office hours, and they encourage students to use them for advising purposes. |

## Assessment

| Methodologies | Competencies / Results | 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 discapacity 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/adi/>, or by phone ext. 5622, or via email: [adi@udc.es](mailto:adi@udc.es).

#### Sources of information



|                             |  |
|-----------------------------|--|
| <p><b>Basic</b></p>         | <ul style="list-style-type: none"> <li>- Xosé Manuel Fernández Castro e Luciano Rodríguez (Eds.) (2008). Cadernos de Mariñán 3. V Encontro de Escritores Galegos. Ámbitos da Tradución. A Coruña. Deputación Provincial</li> <li>- Antoine Berman (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>- Yves Boonefoy (2002). La traducción de Poesía. Valencia. Pre-Textos</li> <li>- Paolo Valesio e Rafael-Jose Díaz (Eds.) (1996). Literatura y traducción. Santa Cruz de Tenerife. U.I.M.P.</li> <li>- Javier Gómez-Montero (Ed.) (2008). Nuevas pautas de traducción literaria. Madrid. Visor Libros</li> <li>- Jordi Doce (ed.) (2007). Poesía en Traducción. Madrid. Círculo de Bellas Artes</li> <li>- Paul Ricoeur (2005). Sobre la traducción. Barcelona. Paidós</li> <li>- María del Carmen África Vidal Claramonte (1995). Traducción, manipulación, desconstrucción. Salamanca. Colegio de España</li> <li>- Susan Bassnet &amp; André Lefevere (Eds.) (1995). Translation, History and Culture. London. Cassell</li> <li>- Brian Mott y Marta Mateo (2009). Diccionario-guía de traducción español-inglés, inglés-español. Barcelona: Universitat de Barcelona</li> <li>- Consuelo Gonzalo García y Valentín García Yebra (eds.) (2004). Manual de documentación y terminología para la traducción especializada. Madrid: Arco Libros</li> <li>- Joaquín García Palacios y M.ª Teresa Fuentes Morán (eds.) (2002). Texto, terminología y traducción. Salamanca: Almar</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 subtítulos. Madrid: Cátedra, 2001.Ao longo do curso utilizarase a plataforma Moodle para distribuír materiais diversos.</p> |
| <p><b>Complementary</b></p> | <p>&lt;br /&gt;</p>  |

**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.