



| Teaching Guide | | | | |
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| Identifying Data | | | | 2023/24 |
| 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 | Obligatory | 6 |
| Language | SpanishGalicianEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Letras | | | |
| Coordinador | Alonso Giraldez, Jose Miguel | E-mail | miguel.giraldez@udc.es | |
| Lecturers | Alonso Giraldez, Jose Miguel Amenedo Costa, Mónica María Barros Grela, Eduardo | E-mail | miguel.giraldez@udc.es monica.amenedo@udc.es eduardo.barros@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 | | |
| 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 | |



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|--|-----------------------|----------|----------|
| 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 | |
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| Topic | Sub-topic |
| I. Translation in the Field of English Studies | I.1. Introduction to translation techniques. I.2. Translation and interculturality. I.3. Translation techniques in the field of English language. I.4. The translemic equivalence. I.4.1 Equivalence at the word level. I.4.2. Equivalence above word level. I.4.3. Grammatical equivalence. I.4.4. Textual equivalence I.4.5, Pragmatic equivalence. I.5. Types of texts, types of translations. I.6. The modernizing and adapting translation. I.7. Evaluation and criticism 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) |



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| 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 / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Introductory activities | B3 B5 B6 B10 | 0.5 | 1 | 1.5 |
| Guest lecture / keynote speech | A1 A12 B3 B5 | 30 | 16 | 46 |
| Workshop | B2 B4 B6 C3 | 29.5 | 18 | 47.5 |
| Workbook | B1 B3 B6 C1 C2 | 0 | 25 | 25 |
| Practical test: | A4 A5 A6 C1 C2 | 1 | 14 | 15 |
| Mixed objective/subjective test | A1 A4 A5 A6 A12 | 3 | 10 | 13 |
| Personalized attention | | 2 | 0 | 2 |

(*)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 medium-sized or interactive groups will be responsible to complete several supervised tasks (individual and group translation practices, presentations, debates, problem solving, etc). |
| Workbook | Specific readings on translation. |
| Practical test: | Students are required to complete several activities related to 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 | Besides regular supervision in the classroom (interactive classes), professors offer weekly office hours, and they encourage students to use them for advising purposes |

| Assessment | | | |
|---------------|------------------------|-------------|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| | | | |



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|---------------------------------|-----------------|---|------|
| Practical test: | A4 A5 A6 C1 C2 | A translation activity into Galician that will be supervised by the teaching staff. | 12.5 |
| Workshop | B2 B4 B6 C3 | English part (25%): 1. Individual translation (Spanish-English): 15% 2. Group translation (4 to 6 students), as proposed by the teacher, (Spanish-English): 10%, or, alternatively an individual translation. <hr/> Spanish part (12.5%): Supervised English-Spanish translation activities and exercises (in-class). <hr/> | 37.5 |
| Mixed objective/subjective test | A1 A4 A5 A6 A12 | The final exam will have FOUR different parts: a translation into English (20%); a translation into Galician (10%); a translation into Spanish (10%), and some theoretical questions or theory applied to texts (10%). Students will be required to get at least a 4 score (out of 10) in each of these FOUR 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. (0,0)

-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 (any call) 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, or equivalent exercises, including individual and group translations of the English section.

- July opportunity: as we say, 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.

-July opportunity: In order to receive a grade for the translation assignment done during the semester in the Galician part, students are required to hand in an equivalent written assignment. This activity will be made available to the students 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.

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the second opportunity.

About plagiarism

In this subject, the Turnitin tool could be used in the evaluation of essays and activities. Based on the recommendations of the Xunta de Facultade, the following text is added for the students' consideration: Turnitin is an application for teachers to review parts of a text from other texts and indicate their origin. This tool can identify papers presented previously in this or other universities, including those written by the same student. If this circumstance occurs, it will be understood that it is contrary to academic honesty, and the academic regulations for evaluations, grades, etc. will be applied.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accord with article 11, section 4b, of the

"Regulamento disciplinar do estudantado da UDC": "Cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese: o/a estudante será cualificado con ?suspenso? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario".

Diversity: This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención a la Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established

(<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filoloxia@udc.gal).

In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

Sources of information



| | |
|-----------------------------|---|
| <p>Basic</p> | <ul style="list-style-type: none"> - Baker, Mona (). In Other Words. Routledge. - 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 - Bassnet, Susan & Lefevere, André (eds.) (1995). Translation, History and Culture. London: Cassell - Bonnefoy, Yves (2002). La traducción de Poesía. Valencia: Pre-Textos - Doce, Jordi (ed.) (2007). Poesía en Traducción. Madrid: Círculo de Bellas Artes - García Palacios, Joaquín & M.ª Teresa Fuentes Morán (eds.) (2002). Texto, terminología y traducción. Salamanca: Almar - Gómez-Montero, Javier (ed.) (2008). Nuevas pautas de traducción literaria. Madrid: Visor Libros - Gonzalo García, Consuelo & Valentín García Yebra (eds.) (2004). Manual de documentación y terminología para la traducción especializada. Madrid: Arco Libros - Mott, Brian & Marta Mateo (2009). Diccionario-guía de traducción español-inglés, inglés-español. Barcelona: Universitat de Barcelona - Ricoeur, Paul (2005). Sobre la traducción. Barcelona: Paidós - Valesio, Paolo & Rafael-José Díaz (eds.) (1996). Literatura y traducción. Santa Cruz de Tenerife: U.I.M.P. - Vidal Claramonte, María del Carmen África (1995). Traducción, manipulación, deconstrucción. Salamanca: Colegio de España <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.Marsel 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 distribuir materiais diversos. Outros libros e artigos relevantes poden ser indicados polo profesorado.</p> |
| <p>Complementary</p> | <p> </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.