



## Teaching Guide

| Identifying Data    |  |        |  | 2019/20 |
|---------------------|--|--------|--|---------|
| Subject (*)         | Técnicas de Tradución  | Code   | 613G03018  |         |
| Study programme     | Grao en Inglés: 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<br>Cordoba Rodriguez, Felix<br>Doolittle Kratofil, Timothy Brian<br>Eirin García, Leticia | E-mail | miguel.giraldez@udc.es<br>felix.cordoba@udc.es<br>t.doolittle@udc.es<br>leticia.eirin@udc.es |         |
| Web                 | moodle.udc.es  |        |  |         |
| General description | Translation theory and practice (Spanish-English, English-Spanish, Galician-English, English-Galician)                 |        |  |         |
| Contingency plan    |  |        |  |         |

## 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/a 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 should be able to recognize the specific characteristics of different texts, and able to solve the translation difficulties that affect to each type of text. | A4                          |          |    |
|  | A5                          |          |    |
|  | A6                          |          |    |
|  | A12                         |          |    |
| Students should be able to understand translations (as both discipline and practical work) within a particular cultural context.                                       | A12                         | B1<br>B6 | C3 |



|   |                       |          |          |
|---|-----------------------|----------|----------|
| Students should be able to do direct and inverse translations in Spanish, Galician, and English.                        | A4<br>A5<br>A6<br>A12 | B2<br>B6 |          |
| Students should be able to know the distinctive features of Spanish, Galician, and English translation.                 | A4<br>A5<br>A6        | B5       | C1       |
| Students should be able to complete assignments properly and in time.   | A1                    | B3       | C1       |
| Students should participate in the classroom actively.  | A4<br>A5<br>A6        | B4       | C1<br>C2 |
| Students should be able to appreciate and respect the linguistic and cultural diversity that is present in our degrees. |                       | B10      |          |

| Contents  |   |
|---|---|
| Topic   | Sub-topic   |
| I. Translation in the Field of English Studies  | I.1. Introduction to translation techniques.<br>I.2. Translation and interculturality.<br>I.3. Translation techniques in the field of English language.<br>I.4. The translemic equivalence.<br>I.4.1 Equivalence at the word level.<br>I.4.2. Equivalence above word level.<br>I.4.3. Grammatical equivalence.<br>I.4.4. Textual equivalence<br>I.4.5, Pragmatic equivalence.<br>I.5. Types of texts, types of translations.<br>I.5.1. The literary translation.<br>I.5.2. The journalistic translation.<br>I.5.3. The scientific-technical translation.<br>I.5.4. Other translations<br>I.6. The modernizing and adapting translation.<br>I.7. Evaluation and criticism of translated texts. |
| II. Translation in the field of Spanish Studies | II.1. Specialized translation<br>II.1.1. Introduction. Specialized languages. Terminology<br>II.1.2. Dictionaries and catalogs. Terminological databases<br>II.2. Computer-assisted translation<br>II.2.1. Machine-assisted translation and computer-assisted translation<br>II.2.2. Computer tools. Translation memories. Parallel corpus<br>II.3. Translation into Spanish<br>II.3.1. Documentation for translation into Spanish<br>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> |
|---|---|

| 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                        | B6 B2 C3        | 20                   | 30                            | 50          |
| Supervised projects             | B1 B2 B3 B10    | 1                    | 10                            | 11          |
| 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.   |
| 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 competence in translation practice and translation theory.   |

| Personalized attention          |   |
|---------------------------------|---|
| Methodologies                   | Description   |
| Supervised projects<br>Workshop | Besides regular supervision in the classroom, professors offer weekly office hours and e-mail contact, and they encourage students to use them for advising purposes. |

| Assessment    |              |             |               |
|---------------|--------------|-------------|---------------|
| Methodologies | Competencies | Description | Qualification |
|               |              |             |               |



|                                 |                 |  |    |
|---------------------------------|-----------------|--|----|
| 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 |
| Workshop                        | B6 B2 C3        | <p>English part (25%):</p> <ol style="list-style-type: none"> <li>1. Individual translation (English-Spanish): 15%</li> <li>2. Group translation (4 to 6 students) (Spanish-English): 10%</li> </ol> <hr/> <p>Spanish part (12.5%):</p> <p>Supervised English-Spanish translation activities and exercises (in-class). Professors will inform about the grade value of each exercise or activity.</p> <hr/> <p>Galician part (12.5%):</p> <p>A translation activity. Professors will inform about and supervise this activity.</p> <hr/> | 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.
- Students sitting the December exam (final exam brought forward) will be assessed according to the 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).
- 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.

### Sources of information



|                             |   |
|-----------------------------|---|
| <p><b>Basic</b></p>         | <ul style="list-style-type: none"> <li>- Bassnet, Susan &amp; André Lefevere (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>- Gómez-Montero, Javier (ed.) (2008). Nuevas pautas de traducción literaria. Madrid: Visor Libros</li> <li>- Gonzalo García, Consuelo &amp; Valentín García Yebra (eds.) (2004). Manual de documentación y terminología para la traducción especializada. Madrid: Arco Libros</li> <li>- Mott, Brian &amp; Marta Mateo (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; Rafael-Jose Díaz (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> <li>- García Palacios, Joaquín &amp; M.<sup>a</sup> 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. Traslases 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 profesor.</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.