



## COURSE DATA

### DATA SUBJECT

**Code:** 35620  
**Name:** General translation English / Spanish-Catalan  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	4	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	General translation (language B) English	COMPULSORY
1010 - Degree in Translation and Interlinguistic Mediation (French)	English general translation II	ELECTIVES
1011 - Degree in Translation and Interlinguistic Mediation: German	English general translation II	ELECTIVES

### COORDINATION

CEREZO HERRERO ENRIQUE

TELLO FONS ISABEL

## SUMMARY

This course forms part of the Translation Practice module, which (accounting for 72 credits) serves as the practical core of the Translation and Interlinguistic Mediation program. The module comprises several subject areas: General Translation (30 credits), Specialized Translation (18 credits), Interpreting (12 credits), and Professional Environment Knowledge (12 credits).

The General Translation module includes the following courses:

- General Translation (B/A) 1



- General Translation (B/A) 2
- Reverse General Translation (A/B)
- General Translation (C/A) 1
- General Translation (C/A) 2

The courses General Translation (B/A) 1 (English/Spanish) (code 35617) and General Translation (B/A) 2 (English/Spanish) (code 35620) represent students' initial exposure to practical translation training. They are designed to offer a foundational education in translation by introducing the core methodological principles for translating non-specialized texts written in standard language. These courses also provide structured, hands-on practice to reinforce these principles.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

It is recommended that students complete the course General Translation 1: English/Spanish-Catalan prior to enrolling in this course, and possess at least a C1- level in language B or C, as applicable, and a C1 level in language A.

## COMPETENCES / LEARNING OUTCOMES

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Advanced knowledge of the grammar of the Catalan language and its parts.

Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

Design and manage projects in the academic or professional field of translation and linguistic mediation.

Have translation competence (direct and/or reverse) for general texts.

Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced



textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

## DESCRIPTION OF CONTENTS

### **Unit 1. Preparation for translation.**

Concept of translation. Source and target text (and culture). Concept of general texts. Pre-translation process: reading and analysing texts to be translated. Levels of analysis: orthotypographic; morphosyntactic; lexical; textual; discursive.

### **Unit 2. Problems and errors in translations.**

Review, discussion and correction of translations. Translation strategies and techniques.

### **Unit 3. Resources for translation.**

Lexicographic resources, style guides, etc. Internet and electronic resources. Parallel and comparable texts.

**Unit 4. Translation practice (general texts):** Development of translation projects.

### **Unit 5. Revision of translations**

### **Unit 6. The professional world of translation**

#### **Learning outcomes**

To assess and understand the application of different translation norms depending on diverse sociocultural contexts.

To identify and appropriately use different translation techniques.

To evaluate the differences between language system and usage in relation to translation practice and interlinguistic mediation.

To make decisions and critically evaluate them in translation or communicative mediation tasks.



To understand and appreciate, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	45,00
Independent study and work	10,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>85,00</b>

## TEACHING METHODOLOGY

The planned training activities include a classroom component focused on practical instruction, featuring hands-on exercises in interpreting and translating a range of general texts. These activities may be completed individually or in groups, encouraging the exchange of perspectives and fostering teamwork.

When possible, special emphasis will be placed on forming groups that include native speakers of languages A, B, and C, to enrich the collaborative experience. The distance learning component will involve independent reading of assigned texts or documents, participation in academic activities related to the course content, attendance at group meetings, and the use of tutorial hours for guidance and feedback.

Throughout the course, the following Sustainable Development Goals (SDGs) will be addressed in a cross-curricular manner through the texts:

SDG 5: Gender Equality

SDG 10: Reduced Inequalities

## EVALUATION

The course will be assessed as follows:

Continuous Assessment (30%): This component may include a variety of activities, such as translation



exercises completed during the course, translation projects, and similar tasks.

Continuous assessment will be conducted throughout the course and cannot be retaken. If a student takes the resit exam, the continuous assessment grade from the first sitting will be carried over. If a student is unable to complete the continuous assessment for a valid reason, the final exam will account for 100% of the course grade.

It will not be necessary to achieve 50% in this component to pass the course.

**Final Exam (70%):** The final assessment will consist of a direct translation of a general text and a set of theoretical and applied questions.

A minimum score of 5 out of 10 is required on the final exam to pass the course.

**IMPORTANT:** Intellectual honesty is essential in academic communities and for the fair assessment of student work. All assignments submitted in this course must be the student's own **original work**. Assignments involving **fraudulent collaboration** or generated with the help of **artificial intelligence** (ChatGPT or others) will not be accepted, unless their use is part of the course content and explicitly authorised by the lecturer.

Both the exam and the practical exercises will require accurate spelling and grammar. Errors in spelling, punctuation, or expression will result in deductions from the final grade and may lead to an F.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### Core

- Ainaud, J.; Espunya, A. i Pujol, D. (2003). Manual de Traducció Anglès-Català. Eumo: Universitat de Vic. [Biblioteca de Traducció i Interpretació, 9]
- Sánchez-Monpeán, S. (2020). Traducción general II B-A (Inglés-Español). Editum.

### Supplementary

- Baker, M. (2018). In other words: A Coursebook on Translation. Routledge. (3rd edition)
- Carreres, A.; Noriega-Sánchez, M. i Calduch, C. (2018). Mundos en palabras. Learning Advanced Spanish through Translation. Routledge.
- González Davies, M. (2004). Multiple Voices in the Translation Classroom. John Benjamins.
- Hurtado Albir, A. (2011). Traducción y Traductología. Introducción a la Traductología. Cátedra.
- Kelly, D. (2005). A Handbook for Translator Trainers. St. Jerome Publishing.
- Maruenda Bataller, S. i Santaemilia Ruiz, J. (2012). An Introduction to Translation (English-



Spanish/Catalan). Publicacions de la Universitat de València.

-Mossop, B. (2001). *Revising and Editing for Translators*. St. Jerome Publishing.

-Newmark, P. (2006). *Manual de traducción*. Cátedra.

-Nord, C. (1997). *Translating as a purposeful activity. Functionalist Approaches Explained*. Routledge. (2nd edition)

-Orozco Jutorán, M. (2016). *Metodología de la traducción directa del inglés al español. Materiales didácticos para traducción general y especializada*. Comares.