

**COURSE DATA****DATA SUBJECT****Code:** 40710**Name:** Translation of narrative genres for youngsters and children (english)**Cycle:** Master's Degree**ECTS Credits:** 4**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2055 - Master's Degree in Creative and Humanistic Translation	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2055 - Master's Degree in Creative and Humanistic Translation	Translation of narrative genres for youngsters and children (english)	ELECTIVES

COORDINATION

SERRA ALEGRE ENRIQUE NICOLAS

HABA OSCA JULIA

SUMMARY

Acquisition of skills and knowledge necessary to translate from English into Spanish narrative works addressed to children and teenagers.

The inclusion of this subject can be justified by the professional demand. In the publishing sector, the narrative genres take on a privileged position; at the same time, a very important part of this production addresses a group of readers defined by the age: children and teenagers. Therefore the convergence of these two elements (genre and the group of readers) when delimiting a production sector and the literary demand, as well as its importance in qualitative and economic terms, recommends the training of translators with expertise in the type of challenges proposed by the narrative works addressed to children and teenagers. If we focus on our immediate linguistic environment (Valencian), with the simultaneous presence of Valencian and Castilian in our teaching, the importance of this sector becomes even more clear.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Not applicable

COMPETENCES / LEARNING OUTCOMES

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Adquirir rigor para la revisión y control de calidad de las traducciones.

Alcanzar nivel de excelencia en la lengua propia.

Apostar de manera sistemática por los principios de ética, justicia y solidaridad.

Apostar de manera sistemática por una cultura de la igualdad (sexual y de género, de oportunidades, de trato, etc.)

Buscar información y documentación.

Dominar la lengua extranjera elegida como fuente para la traducción.

Interpretar, analizar y traducir textos de géneros y complejidad diversa

Poseer cultura general y de civilización.

Saber relacionarse profesionalmente en el campo de la traducción.

Ser capaz de complementar la formación específica de este Máster con otros conocimientos científicos, históricos, lingüísticos, sociales, etc.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Trabajar en equipo.



DESCRIPTION OF CONTENTS

1. Unit 1

Professional market and tools for the consultation and research of translation for children and youngsters

2. Unit 2

Application of the bidirectional process of translation analytic reading, sequencing and segmentation of translation units in a strict sense, stylistic revision using the help of different sources of literary translation research

3. Unit 3

Reflecting over the characteristics of narrative subgenres for youngsters and children's translation, like the tale, fantasy novel, adventures novel or the novel first directed to adults

4. Unit 4

Commentary and discussion of the information obtained during the translation practice about linguistic variation, individual style, figurative language and tropes, word play and cultural elements, through translation strategies like simplification, abbreviation and adaptation, in line with the finality or skopos of the translation (types according to the commission and addressee)

5. Unit 5

Revising, self-criticism and self-correction of the tasks

6. Unit 6

Management of due dates for individual tasks and resolution of problematic situations of group projects (if there are any)

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
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Theory	12,00
Laboratory	16,00
Total hours	28,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	6,00
Independent study and work	66,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	72,00

TEACHING METHODOLOGY

Autonomous work, self-instructive learning

Problem Solving

Case Study

EVALUATION

Continuous evaluation: 25%

Attendance and participation: 25%

Papers, exams, and other practical tasks: 50%

REFERENCES

- Brinton, E. E. Cruz, R. Ortiz Ortiz & C. White. 1996 [1981]. Translation strategies. Estrategias para la traducción. Hemel Hempstead: Phoenix ELT.
- Calvo, J. J. 1986. "Hacia una calificación crítica de las traducciones. Propuesta de una simbología de evaluación. Pasado, presente y futuro de la lingüística aplicada en España", Actas del III Congreso Nacional de Lingüística Aplicada (Valencia 16-20 abril 1985). Valencia: Universitat de València.



**40710 Translation of narrative genres for youngsters
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- Ewers, H.-H. 2009. *Fundamental Concepts of Children's Literature Research: Literary and Sociological Approaches*. Nueva York: Routledge.
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- Hervey, S. I. Higgins & L. M. Haywood. 1995. *Thinking Spanish Translation. A course in translation method: Spanish to English*. London/New York: Routledge Ltd.
- Llácer, E. V. 2004. *Sobre la traducción: Ideas tradicionales y teorías contemporáneas*. Valencia: Col·lecció Oberta, Universitat València.
- Mateo Díez, L. et al. 1999. *Literatura para cambiar el siglo: una revisión crítica de la literatura infantil y juvenil*. 7as Jornadas de bibliotecas infantiles y escolares (24, 25 y 26 de junio de 1999). Salamanca: Fundación Germán Sánchez Ruipérez. - Newmark, P. 1988. *A Textbook of Translation*. London: Prentice Hall. Nobile, A. 1990. *Literatura infantil y juvenil. la infancia y sus libros en la civilización tecnológica*. Madrid: M.E.C., Ediciones Morata. - Pascua Febles, I. 1998. *La adaptación en la traducción de la literatura infantil*. Servicio de Publicaciones de la Universidad de las Palmas de Gran Canaria. --- et al. 2007. *Literatura infantil para una educación intercultural: traducción y didáctica*. Servicio de Publicaciones de la Universidad de las Palmas de Gran Canaria. - Reiss, K., y J. Vermeer. 1996. *Fundamentos para una teoría funcional de la traducción*. Madrid: Akal. - Risco, A., Soldevila, I., y A. López-Casanova (eds.). 1998. *El relato fantástico: historia y sistema*. Salamanca: Colegio de España. - Ruzicka Kenfel, V., y L. Lorenzo García, Coord. 2003. *Estudios críticos de traducción de literatura infantil y juvenil*. Tomo I. Oviedo: Septem Ediciones. - Valero Garcés, C. 1990. *Apuntes sobre traducción literaria y análisis contrastivo de textos literarios traducidos*. Servicio de Publicaciones de la Universidad de Alcalá de Henares. - Vázquez Ayora, G. 1977. *Introducción a la traductología*. Washington D.C.: Georgetown University Press.
- Diccionarios bilingües, monolingües, enciclopedias... - Textos a traducir