



COURSE DATA

DATA SUBJECT

Code: 40715
Name: Translation of narrative genres for young people and children (french)
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 young people and children (french)	ELECTIVES

COORDINATION

CAMPOS MARTIN NATALIA MARIA
 SERRA ALEGRE ENRIQUE NICOLAS

SUMMARY

Children are like sponges that absorb language, which implies a special responsibility for translators. During their reading, children assimilate words as they are offered to them. In childhood, the text is engraved in the mind along with the illustrations as it has been given to them. They will only be able to defend themselves against poorly written texts when, in the preadolescent stage, around the age of twelve, they begin to develop their critical thinking skills.

The course aims to offer a synthetic and varied framework of French works aimed at young people and children for their correct translation into Spanish. The selection of texts combines historical and cultural criteria with the formal and thematic variety of this corpus. Elements of analysis and interpretation of narrative texts for children and young people will be provided, ensuring the acquisition of the skills and knowledge necessary to translate from French narrative works aimed at an infant and juvenile readership.

Additionally, the United Nations Sustainable Development Goal number 4, which promotes inclusive, equitable, and quality education for all, will be taken into account. This will ensure that the translations respect the values of inclusion and diversity, offering positive models for children.



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.

Contar con conocimientos transversales.

Demostrar la asimilación de los principios metodológicos del proceso traductor.

Dominar la lengua extranjera elegida como fuente para la traducción.

Poseer cultura general y de civilización.

Saber relacionarse profesionalmente en el campo de la traducción.

Ser capaz de acceder a herramientas de información en otras áreas de conocimiento y utilizarlas adecuadamente.

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.

DESCRIPTION OF CONTENTS

1. History and Evolution of Children's and Young Adult Narrative Translation

Explore the origins and evolution of translating narrative texts for children and young adults, analyzing how practices and approaches have changed over time.

2. Machine Translation Engines: purpose and ethics

1. Quality of translations: While machine translation engines have improved significantly in recent years, they can still make mistakes and produce inaccurate or confusing translations. It is critical to be aware of these limitations and not rely solely on machine translations in situations where accuracy is crucial.

2. Data privacy

Cultural and contextual sensitivity: Machine translation engines do not always capture the context and cultural subtleties of languages. Literal translations may not reflect the original meaning or intentions of the text. It is always advisable to review and correct machine translations when necessary, especially for sensitive or professional texts.

3. Translation of children's and young people's texts: specific characteristics of this typology of translations

The translation of children's and young adult texts is a delicate and significant task that requires special attention due to the specific characteristics and needs of your target audience.

The translation of children's and young adult texts requires sensitivity to the needs and characteristics of your target audience, and a careful approach to adapt the content and language appropriately. It is a rewarding task that brings stories, knowledge and experiences to children and young people from different cultures and parts of the world.

4. Critical Analysis of Existing Translations

Conduct a detailed analysis of existing translations of children's and young adult texts, identifying successes and mistakes to better understand best practices in translation.



5. Translation project: Translation, terminology research, editing, review. Teamwork.

Effective communication and project management are critical in this collaborative translation modality. Deadlines, queries, revisions and any other aspects of the project must be coordinated and communicated clearly and efficiently among all participants.

A multi-person translation project involves task distribution and close collaboration between translators, coordinators and reviewers to ensure a quality translation that meets the specific requirements of the project

WORKLOAD

PRESENCIAL ACTIVITIES

Table with 2 columns: Activity, Hours. Rows include Theory (20,00), Classroom practices (8,00), and Total hours (28,00).

NON PRESENCIAL ACTIVITIES

Table with 2 columns: Activity, Hours. Rows include Attendance at other activities (0,00), Individual or group project (15,00), Independent study and work (50,00), Preparation of lessons (7,00), Preparation for assessment activities (0,00), Resolution of case studies (0,00), and Total hours (72,00).

TEACHING METHODOLOGY



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Case Studies and Text Translation:

- **Selection of Real Cases:** Real examples of translating children's and young adult narrative texts will be used to illustrate the different areas of study in the course. These cases will be selected for their relevance and complexity, providing a comprehensive view of the challenges faced in professional practice.
- **Detailed Analysis:** Each case will be analyzed in detail, breaking down translation decisions and discussing different possible options. Active participation from students will be encouraged in these discussions to develop their critical thinking and analytical skills.



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Independent Work:

- **Individual Projects:** Students will have the opportunity to work on individual translation projects, where they will need to select, translate, and justify their translation choices. This will promote independent learning and self-management of knowledge.
- **Self-Assessment:** Self-assessment guides will be provided so that students can reflect on their own work and identify areas for improvement.



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Self-Directed Learning and Problem Solving:

- **Educational Materials:** Educational materials, such as translation guides, thematic glossaries, and online resources, will be provided to allow students to learn independently and delve deeper into topics of interest.
- **Problem-Solving Techniques:** Specific techniques for solving common problems in translating children's and young adult narrative texts will be taught. Students will have the opportunity to practice these techniques in real exercises and projects.



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Teamwork:

- **Collaborative Projects:** Group translation projects will be carried out, where students will need to collaborate to complete a joint translation. This will foster teamwork and effective communication skills.
- **Feedback and Peer Review:** Peer review of translations will be promoted, allowing each student to receive constructive feedback from their peers and improve their work based on these insights.



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Integration of SDGs (Sustainable Development Goals):

- **SDGs in Translation:** Special attention will be given to the Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). The course will explore how translations can contribute to inclusive and quality education and help reduce cultural and linguistic inequalities.



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EVALUATION

The evaluation will consist of the following parts:

1) Attendance and class work: 20%.

Students will record class attendance in the Virtual Classroom. Translations will be corrected in class, so participation is required.

2) Translation project: French texts for young people and children will be translated. For this purpose, different groups will be formed in which each student will have a different role in the translation process. 60% of the students will be involved in the translation process.

3) Two evaluable works of continuous evaluation will be carried out. 20%

Observations:

1) Attendance to 80% of the classes is mandatory.

2) Each student will prepare the translation of the assigned fragments for the class.

3) In order to proceed to the calculation of the average grade it is essential to obtain at least a grade of 5/10 in each exercise and to present all of them.

4) Plagiarism in any exercise will result in a 0 grade.

5) Late submission of the work will result in a grade of 0 SUSPENDED for the whole course.

Second call:

1) The exercises will be the same as in the first call. Both are recoverable.

2) Attendance and participation in class is not recoverable in the 2nd call.

3) The grades obtained in the exercises of the first call will be kept in the second call.

In accordance with the RD1125/2003, the honorable mention (MH) can be awarded to students who have obtained a grade equal to or higher than 9.0, and in strict order of grade in the grade report.

In the case of fraudulent practices, the procedure will be as determined by the Protocol of action before fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

- Nières-Chevrel, Isabelle, Introduction à la littérature de jeunesse, Ed. Didier-jeunesse, Collection Passeurs d'histoires, Paris, 2009
- Oittinen, Rütta (Traducción de Isabel Pascua Feble y Gisela Marcelo Wirnitzer), Traducir para niños, Universidad de las Palmas de Gran Canaria, 2005



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- Thouvenin, Catherine (Coordination éditoriale), Traduire les livres pour la jeunesse. Enjeux et spécificités, Hachette, BnF- La joie par les livres, 2008
- Traducción Automática: conceptos clave, proceso de evaluación y técnicas de posesición. M^a del Mar Sánchez Ramos y Celia Rico Pérez. Ed. Comares. Granada, 2020.
- LA TRADUCCIÓN E INTERPRETACIÓN DE LA LITERATURA INFANTIL Y JUVENIL BICULTURAL EN ESPAÑA. ALESSANDRO GHIGNOLI (AUTOR) , MARÍA GRACIA TORRES DÍAZ (AUTORA). Comares. Granada, 2019
- Las profesoras proporcionarán bibliografía complementaria durante el curso
- LA LITERATURA INFANTIL Y SU TRADUCCIÓN. ELENA ABÓS ÁL VAREZ-BU1ZA: https://cvc.cervantes.es/lengua/iulmyt/pdf/palabra_vertida/39_abos.pdf
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