# Course Details

**Course Code:** C48LE  
**Full Course Title:** Spanish Advanced 1  
**SCQF Level:** 8  
**SCAF Credits:** 15  
**Available as Elective:** Yes

## Delivery Level

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Yes</th>
<th>Postgraduate Taught</th>
<th>Yes</th>
<th>Postgraduate Research</th>
<th>No</th>
</tr>
</thead>
</table>

Additional Information:

## Course Aims

The course consists of 4 discrete classes which cover 4 different areas, namely:

### Text

- To enable students to achieve a competent standard in the production and presentation of translations and forms of derived text in English, working from source texts in the FL.
- To improve FL reading comprehension in specified topic areas to a level suitable for embarking on translation tasks.
- To introduce the specialist skills of translating by ensuring that (a) students are able to identify and attempt to resolve translating difficulties; (b) students are able to use the appropriate terminology in discussion of translating problems encountered.
- To learn to write summaries and reports.

### Written Composition

- To achieve understanding of basic principles of translation from English into the FL and ability to produce particular text forms in the FL for specific purposes.
- To consolidate students' ability to produce grammatically correct and idiomatic written texts in the FL.
- To improve students' knowledge of procedures for researching source texts and target texts.
- To enable students to produce short FL translations appropriate to specific purposes.
- To foster the acquisition of the skills of summarising and/or report-writing for specific purposes.
- To reinforce students' knowledge and understanding of the contemporary institutions and affairs of the countries where their languages of study are spoken.

### Spoken/Liaison

- To learn the principles of liaison interpreting: working into and out of Spanish; relaying information accurately between languages; prioritising the meaning of the utterances rather than word for word translation; focusing on the importance of effective communication, body language, etc.
- Assimilating the basic linguistic tools to do a simple piece of liaison interpreting.
- To equip students with the generic skills needed to act as a liaison interpreter between English and Spanish.
- Familiarise students with the activity of liaison interpreting between English and Spanish.
- To consolidate students' comprehension of spoken Spanish.
C48LE Spanish Advanced 1

- To further familiarise oneself with aspect of Spanish society
- To practise/improve one's speaking of the Spanish language

Conference Interpreting

- To improve understanding of a variety of speech forms in FL and to foster the specialist skills of consecutive interpreting
- To comprehend meaning of the source text
- To divide attention between tasks
- To take notes from comprehensible input
- To use notes effectively to produce accurate speeches in English at an appropriate register
- To express meaning in formal spoken English
- To develop realistic approaches to preparation (including glossary building).
- To develop confidence in delivery, voice projection, appropriate booth behaviour.

LEARNING OUTCOMES – SUBJECT MASTERY

- Undertake critical analysis, evaluation and synthesis of ideas, concepts, information, and issues relating to Spanish culture.
- Use a range of routine skills, techniques, practices and materials associated with translating and interpreting, some of which are advanced or complex.

LEARNING OUTCOMES – PERSONAL ABILITIES

- Exercise autonomy and initiative.
- Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating translating and interpreting tasks.

- Convey complex information in English and the FL (written and spoken) to a range of audiences and for a range of purposes.

SYLLABUS

Translation

Workshops on techniques of summarising/translation; group and individual presentation of texts prepared for oral summary/translation, including class discussion. Students are given preparation work which they are expected to complete outside class hours.

Written Composition
Workshops involving a variety of activities (translating, correspondence, précis-writing, text analysis) relating to the production of target texts in the FL working from English and/or FL source texts. Students are given preparation work which they are expected to complete outside class hours.

Spoken/Liaison

Workshops involving a variety of oral activities (argumentation, presentation, discussion) based on a range of topics which deal with Spanish society and institutions. Students are expected to carry out necessary preparatory research for classes using a variety of written, audio and video sources.

Introductory exercises on standard speech acts (statements and enquiries of fact; statements and enquiries of opinion; introductions and leave-taking; politeness; cultural mediation). Recorded material is provided for class preparation and follow-up which students are expected to work on outside class.

Work devoted to investigation and development of lexis in the relevant topic fields (media; education; social welfare and services; industrial relations; government and legal system; political parties; regionalism and the European dimension) will help prepare students for workshops based on simulated dialogues making use of the lexis acquired. Additional recorded material is provided which students are expected to work on outside class hours.

Skills for Interpreting

Conference

Keyword exercises, memory exercises; preparation through video and/or written texts; consecutive interpreting exercises and analysis of performance. Recorded material is provided for class preparation and follow-up which students are expected to work on outside class.

<table>
<thead>
<tr>
<th>COURSE RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>C47ME</td>
</tr>
<tr>
<td>C48LF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCATION AND ASSESSMENT METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edi</td>
</tr>
<tr>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
</tr>
</tbody>
</table>

Page | 3 of 3