UNIVERSIDAD NACIONAL DEL COMAHUE
FACULTAD DE LENGUAS

Asignatura: **Lengua Inglesa III Aplicada a la Traducción**
Carrera: Traductorado Público en Idioma Inglés (Ord. 502/96)
Año: 2021
Régimen de dictado: Anual
Número de horas semanales: 7
Número total de horas a dictarse: 224

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1. Course description

In *Lengua Inglesa II Aplicada a la Traducción (LIATRAD II)*, students made their first inroads into English for Translation Purposes (ETP). *Lengua Inglesa III Aplicada a la Traducción* aims at building on this first approximation to Translation Studies, schools of Translation, and the role of translation practice in today's world. The course is devised to develop in students a deeper level of linguistic, pragmatic and cultural analysis so that they can effectively comprehend, produce and translate texts (oral, written or audiomedial) of a higher level of complexity and specificity. This progress is expected to accompany students' learning process, metacognition and degree of specialisation as they advance in the course of studies.

As in LIATRAD II, texts, whether of general interest, technical, scientific, journalistic, commercial, legal, cultural or literary, are analysed as potential Source Texts (ST), in their context of occurrence and with a specific translation commission in mind. LIATRAD III focuses on all pragmatic and discursive nuances of these texts, namely source, purpose, target audience and intended reaction, register, tone, strength of claim, engagement and attitude markers, as well as the techniques chosen (domestication vs. foreignisation, for instance, and those of the different theories of equivalence). A dynamic approach to equivalence (Nida, as cited by Hatim and Munday, 2004) is also adhered to, considering all the extra-linguistic elements involved in the decision-making process entailed by translation. Additionally, this subject aims at students' achievement of a greater awareness of the ideological stance of translators, in particular in relation to culture, gender and visibility.

As to linguistic competence, the future translators' knowledge of the system of the Language B (LB) is further enhanced, given the unequivocally central role that language acquisition plays in their training. Language is thus taught, practised and assessed in use, within the pragmatic linguistic paradigm, where the communicative purpose of language use, the functions of the language, and authentic contexts are prevalent, and interdisciplinary studies, metacognitive and metalinguistic analysis are relevant (see LIATRAD II 2021 syllabus). It is expected that not only students' linguistic competence, but also their communicative, discursive and sociocultural competences will be enhanced so that they can reach an ALTE C1 (advanced) level after successful completion of the course. Structural and lexical divergences between Languages A and B will also be focused on from a pragmatic point of view (particularly those of high complexity), in order to compare not only systemic differences but also genre conventions, generic competence (Ezpeleta Piorno, 2008) and generic performance (Devitt, 2015) in both languages.

In terms of skills, LIATRAD III aims at leading students to critically analyse, appreciate and compose texts in English with increasing specificity. Academic literacy in general- and academic discourse in particular-

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gains a more central position in the choice of texts and tasks. The gradual inception into the academic realm that started in LIATRAD II is further extended this year, in the choice of topics, text-types, writing tasks, audiomedial materials and discrete-point grammar and lexis. Academic texts are also addressed from a discursive standpoint, with a view to teaching learners to distinguish and use the main textual features of different types of discourse which they will frequently encounter when furthering their studies, when participating in research and extension projects, when presenting their work at conferences, and in their translating practice. Along these lines, LIATRAD III further develops the future translators' Instrumental-Professional Competence (PACTE, as cited in Ezpeleta Piorno, 2005), which comprises different abilities, such as using strategies for documentation, contrastive analysis of texts or professional development and specialisation.

A theoretical and practical approach to Corpus Linguistics is adopted in *LIATRAD III*, as it is a theoretical and methodological approach that allows the study of languages through the collection and processing of linguistic corpora for the use of real, comprehensive data and to access and analyse authentic linguistic productions of real speakers and writers in specific situations (Leech, as cited in Tolchinsky, 2014). As stated by Pérez Paredes (2021), corpora represent real use of the language, as a corpus "is used to model language and we can think of a corpus as a proxy for usage" (p. 1). Applying corpora to language teaching practices also encourages learning through discovery and favours the development of students' autonomy and metacognitive reflection of their learning processes (Elvira-García, 2021).

As in LIATRAD II, the syllabus design focuses particularly on attitude, which Clouet (2010) defines as the learners' position towards the foreign language, its speakers and the target culture. Thus emotional factors such as mood, motivation and anxiety are central to the enhancement of *integrative motivation.* Materials and activities in LIATRAD III aim at encouraging students to learn a language in its full sociocultural potential, in order for them to establish bonds with another ethnolinguistic groups in general (Gardner & Lambert, 1972, in Clouet, ibid.), and with other academic communities in particular. Learners' creativity, flexibility, adaptability, tolerance are put to the test in the analysis of elements from different cultural communities, as well as the need to strengthen their own identity. Along the lines of the latest research (Gardner, 2017), this syllabus design also considers more complex socio-psychological variables of motivation, such as learners' reaction to the classroom environment, the cultural influences on their acquisition of a foreign culture's attributes, and the anxiety, persistence and satisfaction associated with the learning process, among others. A range of strategies and techniques, using face-to-face and virtual media, are applied to deal with these issues.

In summary, as the second of the three subjects which teach ETP, *LIATRAD III* sees future graduates as cultural mediators, and thus prepares them to face cultural and academic situations which gradually increase in complexity and divergence from their own paradigms. Students will develop their receptive and productive skills to be able to perform research and translation tasks more resourcefully and independently; and an advanced level of accuracy and appropriateness in their choice of lexis, structures and rhetorical devices will be expected from their oral and written productions.

2. General aims

The main aims of this subject are that learners can

- develop their communicative competence (including linguistic, social, sociolinguistic, discourse and strategic competences) in English, for an accurate understanding and appropriate and context-

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sensitive expression of meaning, and particularly in the specific skills, strategies and techniques relevant to the purpose of translating;

- continue enhancing their intercultural competence in English through the development of the necessary strategies and knowledge to become effective mediators across cultures who can show sensitivity and expertise in handling diverse fields, tenors and modes in the acts of communication;

- become aware and demonstrate strategic command of the specific linguistic and extra-linguistic needs of translation practice, in order to successfully understand STs and produce TTs in English, showing understanding of textual features (genre, text-type, register, coherence and cohesion) and contextual, communicative and cultural factors (such as the purpose and target culture of a translation and the choice of a suitable translation strategy) involved;

- fully develop their academic literacy, and demonstrate thorough understanding of the characteristic rhetorical features of the main text-types of the academic genres and their adequate use in texts produced by them;

- continue developing contrastive competence between source and target languages and cultures, being able to independently establish similarities and notice divergences at the linguistic, textual, contextual and cultural levels;

- further upgrade their higher-order thinking skills, particularly critical thinking, in connection to abstract, professional, academic or specialised themes, easily identifying intentions, implications and nuances of meaning in both the didactic materials and texts independently retrieved and being able to reproduce them in their own production;

- produce original written and oral (academic or specialised) argumentative texts with a clearly-delineated thesis statement, an adequate organisation of supporting facts and examples, and an effective conclusion, and with a careful selection of the rhetorical devices that best suit their purpose and intended audience;

- develop a positive attitude towards the target language and culture, while learning to self- validate their identity, and enhance their creativity, empathy and adaptability;

- be fully accountable for the choices they make in their translation practice —understood as a decision-making process—, sowing awareness of the centrality of translators' role as cultural mediators, and the power this entails; and

- improve their autonomy and metacognitive skills, taking responsibility for their ongoing learning process, reflecting on it and relating their learning experience to their current learning and future professional or academic contexts, using their intellectual, physical and affective faculties.

3. Contents

The course has been organised around six selected units from *Life Advanced* (Dummet, Hughes & Stephenson, 2014). The choice of units responds to the relevance of the linguistic input presented, anticipated learners' preferences, surveys to former students, the applicability of the texts' themes to the main areas of specialisation students may pursue in their future professional performance and the usefulness of the focused skills and strategies for the development of communicative, intercultural and professional competences.

Supplementary materials have been compiled in 6 TALU (Text Analysis and Language in Use) Packs. Each of them follows a line of research into a specific field derived from the units of *Life Advanced*, extending, through an interdisciplinary approach, the scope of the textbook topics to cover more academic aspects and

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satisfy translation-specific learning demands. Each field contains suggested topics and interdisciplinary lines of questioning which lend themselves to further research, both by the teaching team and the students. Each TALU Pack is organised around textual input (written and audiomedial, fiction and non-fiction, from academic and non-academic sources), as well as self-access materials for the development of linguistic and discursive competence, involving comprehension, analysis, appreciation and production tasks and projects.

As for skills development, reading has been divided into intensive (different text types), extensive (novels and poems) and academic reading skills, and so has listening (audio-texts for intensive listening, audiomedial texts for intensive viewing, podcasts for extensive listening and films and series for extensive viewing); and writing. For this skill, student work with specific text-type drafting and with an Academic Writing Forum, where students discuss their views based on their own interpretation of the literature, mostly around drafting strategies for essay and academic paper writing. These workshops have been graded in terms of complexity of themes and language, and sequenced following the thematic content and skills developed in each module. Each TALU Pack also contains task-based project work, namely Audiomedial Projects (AMPs) and Skopos Projects (SPs). For AMPs, students address the first season of different TV series or miniseries, and subsequently produce an academic essay and an oral presentation about some grammatical, lexical, semantic or rhetorical features discussed in the modules they can identify in different episodes. AMPs are also an opportunity to research into Audiovisual Translation (AVT) and its distinctive features, as this discipline is not addressed in other subjects of the program. Díaz Cintas (2012: 95) points to a connection between AVT and TEFL, as the former brings variety, non-linguistic communication elements and authentic language-culture interaction: (AVT) "introduce variedad, da cabida a los elementos no-verbales de la comunicación y, lo más importante, permite a los estudiantes ver el tipo de interacción que se establece entre lengua y cultura en un contexto real". As for SPs, students are expected to carry out different intra and interlinguistic translation tasks that take a written or audiomedial ST as starting point and require a change in the purpose (or *skopos*) of the expected TT.

Whereas the development of reading and writing involve a top-down approach, there is also a linguistic content focus, which includes a bottom-up, discrete-point approach to text production that deals with vocabulary, grammar, syntax, punctuation, spelling, and discourse. The latter includes the main rhetorical features of texts, as well as semantic relations, features of academic discourse, such as strength of claim, boosting and hedging, or data commentary, and specific Translation Studies issues and strategies (such as domestication, foreignization and translators' visibility).

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MODULE	TOPICS	INTERDISCIPLINARY FOCUS	SKILLS	LINGUISTIC CONTENT	PROJECT WORK
1 – LESSONS FOR LIFE	Learning from the past Historical figures and their legacy The power of the image Masterpieces and their timelessness Defining your identity Presenting your best qualities Gender-neutral language	**LANGUAGE AND CULTURE** • Cognition and metacognition • Learning strategies • Learning and affection • Interdisciplinary education • Translation and language • Translation and interdisciplinarity • Translation and intercultural communication	**RC:** **GI:** blog posts**,** opinion columns, biography, website posts, non-fiction book foreword, feature articles **Ac:** articles from the professional section of quality papers, University webpage course description, 1898 translation review, conference brochure, website homepages *Extensive Reading*: poems **Wr:** **GI:** Email/ blog post/online article revision **Ac:** covering letter *Editing and proofreading* **AcWrFr: essays:** the writing process – **Papers:** Research Article structure **Sp** job interview group presentations discussions *keeping going* **LC** conversation: lessons in life Sociology talk: identity	**Gr:** Revision of tenses- Perfect and continuous aspects Present and past participles. **Voc:** *Sem. fields:* passions: reactions and emotions– cramming for success - the plastic arts – talking about books *Phrasal verbs*: talking about success and failure *Idioms*: binomials – proverbs – Ancient myths and history - Shakespeare's coinages - *Collocations*: positive situations and feelings *Wordbuilding*: -ness + suffixes Use (Eng/Sp) **Discourse:** Text and time: time connectors & grammatical cohesion (revision) – Given and new information	Skopos theory – The commission – C9 (Hatim and Munday) **Skopos Project 1:** Textual input: La continuidad de los parques – J. Cortázar (short story and video adaptations) Task: Review **Audiomedial (AM) Project 1**: lessons from the past – binomials and proverbs – tense divergence (contrastive competence) Tasks: Academic essay – oral presentation

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MODULE	TOPICS	INTERDISCIPLINARY FOCUS	SKILLS	LINGUISTIC CONTENT	PROJECT WORK
2- INNOVATION	An innovative transport system Inventions Origami engineering A social entrepreneur	**INNOVATIONS IN BUSINESS AND SCIENCE** • Business and marketing innovation during COVID 19 crisis • Technological innovations • Patents • Translation and new technologies • Marketing and freelance work • Managing your translation business during the COVID 19 crisis • Manuals, tutorials and instructive texts	**RC**: **GI**: blog posts, speech, newspaper article, opinion column **AI:** Patent, user manual, translation blog post, translation blog Q&A Extensive Reading Machines Like Me (Ian McEwan) **Wr**: Descriptive leaflet – instruction manual **AcWrFr: essays:** argument – **Papers:** The introduction **Sp**: Discussion Presentation Negotiation Interview **LC** Interview: innovation Documentary videos: NBC Learn	**Gr**: Modal verbs (present and past) - Probability (Eng/Sp) – Intensifying adverbs **Voc**: *Sem. fields*: science & technology– *Phrasal verbs*: come-changes *Idioms*: give- science and technology – new idioms – business news *Collocations* Plans and decisions – quantity and size – groups and amounts **Discourse**: Data commentary: strength of claim- Degrees of certainty (Ac) - Presenting an argument (Ac)	**Skopos Project 2:** - Textual input: Abstract (season 2, episode 5, 2019) - Tasks: - Pre-viewing: documentation: summary - While- viewing : note-taking - Post-viewing: opinion essay - letter to the editor - cover letter – leaflet **Audiomedial (AM) Project 2**: innovation– modality and strength of claim – new idioms/collocations (contrastive competence) Tasks: Academic essay – oral presentation

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| 3- THE WRITER'S JOURNEY | Travel writing

Travelogues

Extraordinary journeys

Graphic novels (text and image)

Films and novels on travelling | TRAVEL AND TOURISM
• PERSONAL AND PROFESSIONAL TRAVEL EXPERIENCES
• COMMUNICATION ACROSS CULTURES
• TRAVEL AND TRANSLATION
• INTERPRETATION AND CULTURE
• GUIDELINES FOR TRAVELLERS DURING THE PANDEMIC
• IMPACT OF COVID-19 ON EUROPE'S LANGUAGE INDUSTRY | **RC:**
GI Film review, blog post, newspaper article, online article

AI professional blog post, book/article review, writing guidelines

Extensive Reading: novel 1 - poems

Wr: film review – travel article (GI) article review (AI)
AWF 3: Essays: formal essays- elements
Papers: the discussion section

Sp: Discussing, evaluating, giving presentations

LC: radio programme, interview and travelogue | **Gr:** Substitution – nominalisation - ellipsis – reduced relative clauses; participle, infinitive and noun clauses - emphatic structures (Eng/Sp)

Voc:
Sem. fields: roads and ways, global contact and language enrichment, travel and accommodation, tourism, weather and climate
Phrasal verbs: time– weather - places
Idioms: rhyming – cast – telling stories - emphasizing
Collocations: Travel and adventure
Wordbuilding: -ing adjectives

Discourse:
Modality in legal texts
Boosters and hedges-
Evaluative language (academic)
Academic vocabulary: Key nouns in academic writing and the words they combine with
Evaluation and emphasis | **Project work:**

SP3: Academic article review –
Source Text: Travel article -*Welcome Stranger* (by Sebastian Junger)

AMP3: cultural elements substitution and ellipsis – repetition and boosting/hedging – semi-specialised vocabulary |

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| 4- DIGITAL MEDIA | Digital technology

Social media marketing

Hackers and IT security

Podcasts and blogs

AI and threat intelligence

Technology and inequality

Journalism and translation | **NEW TECHNOLOGIES IN XXI CENTURY WORKPLACE**

DIGITAL NARCISISM

THE DIGITAL DIVIDE

SOCIAL MEDIA AND FREEDOM OF SPEECH

POETRY AND SOCIAL MEDIA

THE DIGITAL WORLD AND CONSUMERISM

SOCIAL MEDIA AND CUSTOMER SERVICE

TRANSLATION IN THE INFORMATION TECHNOLOGY ERA

TRANSLATION AND JOURNALISM | **RC**: GI: Newspaper articles – Cartoons – Editorials
AI: Book chapters - foreword- specialised articles – translation blog entries

Extensive Reading: poems

Wr: online news report – Foreword

AWF: Essays: beginnings and endings
Papers: Writing about results

Sp: Making presentations

Holding discussions

LC: watching shorts & podcasts | **Gr**: Impersonal structures- Reporting verbs - Passive reporting verbs-Expressions with no

Voc: *Sem. Fields*
Online learning (Ac)
E-commerce
Idioms: break – journalism - advertising
Collocations: business – making things easier - difficulty
Wordbuilding:
Business buzz words – secrets and lies

Discourse:
Data commentary: structure (AI)
Performatives and by- adverbs in contracts | **Skopos Project 4**:
Translation and the news

- Textual input: 22- Translating News (by David Bellos); news cables and reports in English and Spanish
- Tasks: Discussing the role of languages in the news and their visibility Developing a news story for a specified target culture and audience

AMP4: digital media: ubiquity and changes to lifestyles – repetition and boosting/hedging – semi- specialised vocabulary |

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| 5- SOCIAL LIVING | Citizenship education

A sense of community

Civic Duties

Societal organisation

Lifestyles and freedom

Social background and prospects in life | **CIVILISED SOCIETY**

SOCIAL ROLES

INDIVIDUAL AND SOCIAL RIGHTS

LAW AND ORDER

SHARED VALUES IN SOCIETIES

ARCHITECTURE AND SOCIAL LIVING

CITIZENS' WELLBEING AND WELFARE

CLASSISM, CLASS STRUGGLES AND WAR

TRANSLATION AND (IN)VISIBILITY | **RC GI:** newspaper articles – editorial - well-known essays – poems - blogposts
AI: synopsis of PhD dissertation

Extensive Reading: Poems

Wr: discursive essay

AWF: Complex sentences; effective sentences: subordinate clauses, form and function

Sp: Discussing – evaluating – giving presentations

LC: lecture – radio interview | **Gr:** Tag questions – Other types of questions- adverbs - subordination

Voc: *Sem. fields:* good citizenship - Home styles, lifestyles – Socialising and networking- Festivals in their cultural context
Business vocabulary: work-life balance - social reporting
Idioms: animal – free
War and conflict – Greek mythology - Society
Collocations: Festivals and celebrations
Wordbuilding: Compound adjectives

Discourse:
Writing conclusions

(AI) *Polysemous words - Metaphors and Idioms - Evaluation, summary, conclusions*
(AI) *Oral presentations* | **Skopos Project 5:**
Translation and (in)visibility
- *Textual input*: research based on Venuti's tenets on the invisibility of translators
-Bo Burnham: Inside (2021) TV special
-Soy Rada: Serendipity (2021) TV special
-La Frecuencia Kirlian (2017-): TV series (season 1)
-F is for family (2015-): TV series (season 1)

- *Task*s:
Discursive essay
Oral presentation
Handout

AMP 5: essay on issues related to social living |

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6- REASON AND EMOTION	Emotional intelligence Rational and irrational thinking Technological developments in intuition and emotions Showcasing your qualities as a translator	**THE NATURE OF THE HUMAN MIND** THE ROLE OF INTUITION REASON, EMOTION AND THE PURSUIT OF HAPPINESS NEW TRENDS IN PSYCHOLOGY ADVANCES IN NEUROSCIENCES REASON AND INTUITION IN TRANSLATION EMOTIONAL ABUSE EMOTION REGULATION EQ	**RC:** GI: articles, blog-posts, poems AI: Professional blog posts, semi-specialised articles Extensive Reading: novel 2 - poems **Wr:** speculative letter text-type revision **AWF:** Writing a research paper **LC**: radio programme - interview **Sp**: Discussion . presentation	**Gr** Unreal Past – Inversion – Fronting - Inversion in conditionals - (Use Eng/Sp) **Voc:** *Sem. fields:* feelings – passions: reactions and emotions – antipathies and aversions *Phrasal verbs*: feelings *Collocations*: positive and negative situations and feelings *Idioms*: emotions *Wordbuilding*: heteronyms (Eng/Sp)	**Skopos Project 6:** Report on problem areas before translating a novel - *Textual input*: selected novel. - T*ask*s: prepare and answer a set of questions – report on problem areas **AMP 6:** themes and relevance – words connoting positive and negative emotions – metacognitive reflection on AMPs 1-6 Tasks: *academic essay - presentation*

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4. Evaluation

The competences developed in the course will be evaluated in terms of students' oral and written comprehension and expression through assignments, tests and a final written and oral exam.

In compliance with the University and Faculty regulations, to qualify as *alumno regular,* students should meet the following requirements:

- o pass at least 70% of all assignments and 50% of the in-class assignments; and
- o pass two term exams (including reading comprehension, reading and writing, language in use and speaking tasks) or their corresponding make-up exams with a minimum pass-mark of 4 (four) in each part.

Students with a very good record of performance can qualify as *alumno promocional*, which implies not having to sit a final exam. Students should meet the following requirements (compliant with the University and Faculty regulations) to achieve *promoción*:

- o pass at least 80% of assignments;
- o pass two term exams (including reading comprehension, reading and writing, language in use and speaking tasks) with a minimum final mark of 7 (seven) and a minimum pass-mark of 6 (six) in each part; and
- o pass a comprehensive oral exam (*coloquio de promoción*) at the end of the course, with a mark of 7 (seven) or more.

Notes:

- Assignments will include Reading Comprehension & Writing, Reading Comprehension & Language in Use, *AMP (Audiomedial Project)* and *SP (Skopos Project)* tasks, involving reading and writing (and giving an oral presentation in some cases).

- Some assignments will be done at home and others in class and, in some cases, students will be given the chance to make up for an assignment whose grade is below the pass-mark.

- Term tests will be taken in June or August (Term Test 1) and November (Term Test 2). Makeup tests will be taken in August or September (Term Test 1) and November (Term Test 2).

- An assignment, test or any other evaluative situation where any form of plagiarism or lack of adequate attribution is observed will be graded FAILED, without the chance to make up for it.

Final exams

Attending students who have successfully completed the course —*alumnos regulares*— and those who have not (including non-attending or challenging students) —*alumnos libres*— will have to meet different requirements (in compliance with the University and Faculty regulations):

Attending students

Written exam: it will consist of tasks testing

- o general comprehension and analysis of a written text;
- o summary writing and
- o production of a text (of one of the types included in the modules) triggered by or in response to the written text.

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Oral exam: it will be taken in pairs (as long as this is physically possible, otherwise students can sit individually), and it will include

- o a long transactional (individual) turn, in which each student will discuss an issue triggered by any of the topics discussed during the year. The presentation should include (a) a hypothesis or preliminary research questions, (b) their thesis or line of argumentation and (c) pragmatic evidence to support their stance, which should include at least two of the texts discussed in class and one additional text (of any type) retrieved by the student;

- o teachers-student(s) interaction, in which students may be asked questions to retell or reflect upon the longer (extensive reading) texts discussed in the modules; and

- o a three/four-way teachers-student(s) exchange on their appreciation of the AMPs carried out throughout the year (in terms of content, strategies developed, metacognitive appreciation, group dynamics).

Non-attending (challenging) students

The final exam for students who do not credit the course (non-attending or challenging students, called *alumnos libres* at UNCO) includes **a written part** (to be done completely at University on the day of the exam), and **an oral part** (which may take place on the day of the written part, or one or two days after it).

Written exam – Section 1

In this section, students will have to write a 400-word academic review or academic essay in answer to one or more analysis or appreciation questions focused on the rhetorical and linguistic aspects of an academic paper, article or review. Students will be able to access this text on PEDCO one week in advance, in order to carry out the necessary research in preparation for the writing task: thorough reading, documentation, dictionary work, note-taking, summarising, etc. This section will be assessed in terms of task achievement, organisation, accuracy, range of vocabulary and syntax, and correct spelling and punctuation; students are expected to demonstrate their reading and writing skills, as well as their linguistic (communicative and discursive), and sociocultural competences.

Written exam – Section 2

The same as that for *attending students.*

Oral exam

The same as that for *attending students*, except that *non-attending students* will have to answer questions, in the teacher-student interaction stage (second part), about an additional novel (from the options in the modules) and about any of the written and audiomedial texts in the syllabus. Additionally, in the third part (teachers-students interaction), they will be assigned the script of one of the episodes of any series dealt with during the year and asked to analyse it considering theoretical and practical aspects discussed in any of the AMPs.

Notes:

- An exam where any form of plagiarism or lack of proper attribution is observed will be graded FAILED.
- The guidelines in this section (***Final exams***) apply to face-to-face exams. In case online exams need to be given, due to any natural or man-made situation, this section is supplemented by the following documents: *Resolución 014/2020 Facultad de Lenguas* and *Guía para rendir*

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exámenes virtuales – Lengua Inglesa III Aplicada a la Traducción, available on the Faculty website and LIATRAD III virtual classroom on PEDCO, respectively.

5. Students' bibliography

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Series (AMPs)

Term 1	Term 2
UNIT 1	**UNIT 4**
• The Crown: TV series – drama, history (2016-) • Peaky Blinders: TV series – crime, drama (2013-) • The Alienist: TV series – drama, mystery (2018) • Mindhunter: TV series – crime, drama, thriller (2017) • Firefly Lane: TV series – drama, romance (2021-)	• Black Mirror: TV series – drama, sci-fi, thriller (2011-) • Bodyguard: TV series – crime, drama, suspense(2018) • Designated survivor: TV series - drama, thriller (2016-) • National Bird: Documentary (2016) • The One: TV series – crime, drama, sci-fi (2021-) • You: : TV series – crime, drama, romance (2019)
UNIT 2	**UNIDAD 5**
• Grace & Frankie: TV series – comedy (2015-) • Sense 8: TV series – drama, mystery, sci fi (2015- 2017) • The Kominsky Method: TV series – comedy (2018-) • Away: TV series- drama, sci fi (2020-) • Madam C. J. Walker: TV series – drama (2020)	• Game of Thrones: TV series - adventure, drama, fantasy (2011-2019) • Orange is the New Black: TV series – comedy, crime, drama (2013-2019) • Safe: TV series – drama, mystery (2018) • Sex Education: TV series – comedy, drama (2019-) • Community: TV series – comedy (2009-2015) • When They See Us: TV miniseries – biographical, drama, crime (2019)
UNIDAD 3:LITERATURA DE VIAJES	**UNIT 6**
• Tales by Light: TV mini-series – documentary (2015-) • Larry Charles' Dangerous World of Comedy: TV series – documentary , comedy (2019) • Dark Tourist: TV series – documentary (2018-) • Anthony Bourdain parts unknown: TV series – documentary, adventure (2013-2018) • Street food: TV series – documentary (2019-) • Somebody feed Phil: TV series – documentary (2018-) • Anthony Bourdain parts unknown: (2013-2018)	• Breaking bad: TV series – crime, drama, thriller (2008-2013) • The Sinner: TV series – drama, mystery, suspense (2017-) • Atypical: TV series – comedy, drama (2017-2021) • The Stranger: TV series – mistery, suspense (2020-) • Outlander: TV series – drama, fantasy, romance (2014-) • Maid: TV miniseries – (2021) • Behind her eyes: TV miniseries (2021)

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Monolingual online dictionaries and terminological reference material

Acronym Finder. https://www.acronymfinder.com

Diccionario de la lengua española de la Real Academia Española.
http://www.rae.es/recursos/diccionarios/drae

Diccionarios de definiciones, sinónimos, usos. http://www.diclib.com

Diccionario panhispánico de dudas de la Real Academia Española.
http://www.rae.es/recursos/diccionarios/dpd

DICE- Diccionario de colocaciones del español. http://www.dicesp.com/paginas

DIRAE- Diccionario Inverso de la Real Academia Española. https://dirae.es/

FrameNet. Lexical database of English. https://framenet.icsi.berkeley.edu/fndrupal/framenet_search

Fundéu BBVA. Buscador urgente de dudas. Fundación del español urgente. https://www.fundeu.es/

Grammarly Words. http://words.grammarly.com/

Longman Dictionary of Contemporary English. http://www.ldoceonline.com/

Macmillian Dictionary. https://www.macmillandictionary.com/

Merriam-Webster's Learner's Dictionary. http://www.learnersdictionary.com/

OneLook Reverse Dictionary and Thesaurus. https://www.onelook.com/thesaurus/

Oxford Advanced Learner's Dictionary. http://oald8.oxfordlearnersdictionaries.com/

Real Academia Española. www.rae.es

Snappy Words. Free Visual Online Dictionary. http://www.snappywords.com/

WordNet. Lexical database. At http://wordnetweb.princeton.edu/perl/webwn

Bilingual dictionaries and glossaries

Cambridge Dictionaries Online. http://dictionary.cambridge.org/dictionary/english-spanish/

Diccionario Oxford Español-Inglés. http://www.diccionarioinglesespanoloxford.es/

Diccionario Oxford Inglés-Español. http://www.diccionarioinglesespanoloxford.es/index.aspx

Proz.com Term Search. http://esl.proz.com/search/

Word Magic Translation Software. http://www.wordmagicsoft.com/diccionario/es-en/dobles%20sentidos.ph

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