



Universidad  
de Alcalá

# GUÍA DOCENTE

TRADUCCIÓN DE TEXTOS  
ARGUMENTATIVOS Y PERSUASIVOS  
(INGLÉS-ESPAÑOL)//  
TRANSLATION OF ARGUMENTATIVE  
AND PERSUASIVE TEXTS (ENGLISH-  
SPANISH)

**Grado en *Lenguas Modernas y  
Traducción***

**Curso Académico 2019/2020**

**3º-4º Curso – 1º Cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Traducción de textos argumentativos y persuasivos (inglés-español)/Translation of argumentative and persuasive texts (English-Spanish)</b>
Código:	<b>791024</b>
Titulación en la que se imparte:	<b><i>Lenguas Modernas y Traducción</i></b>
Departamento y Área de Conocimiento:	<b>Filología Moderna – Filología Inglesa</b>
Carácter:	<b>Optativa</b>
Créditos ECTS:	<b>8</b>
Curso y cuatrimestre:	<b>3º/4º - Primer cuatrimestre</b>
Profesorado:	Dra. Mercedes Díez Prados <a href="mailto:mercedes.diez@uah.es">mercedes.diez@uah.es</a>
Horario de Tutoría:	<b>Por determinar</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1. MODULE DESCRIPTION

This is an optional course that tackles the translation of argumentative and persuasive texts with the final aim of making students aware of similar/different techniques and strategies used in texts with an eminently conative function. Text would be both spoken and written, although spoken texts will be mainly focused on prepared public speech. Students will explore techniques and strategies that are used in public speaking and writing in English and in Spanish in order to compare and contrast them between the two languages. This module has a triple aim: 1) Familiarize students with different theoretical approaches and frameworks to the concepts of argumentation and persuasion, focusing on techniques and principles underlying persuasive communication; 2) help students recognize argumentative and persuasive techniques by means of a multimodal analysis of texts from different genres (particularly, political and advertising texts); and 3) help students translate argumentative and persuasive texts (both spoken and written) using efficient techniques of persuasion and argumentation whether based on universal principles or peculiar of a given language. Collaterally, students will also become aware of the interdisciplinary character of persuasion. The knowledge acquired in the subject will be of use for students in their future professional careers as prospect translators, editors, English teachers, or intercultural communicators, as well as in other more tangential occupations, since recognizing and possessing persuasive skills can be applied in basically all professional contexts.

### Course summary:

This course tackles theories and issues within the fields of argumentation and persuasion with the final aim of presenting students some of the techniques and strategies that are used in public speaking and writing to generate or modify somebody else's beliefs or courses of action, both in English and in Spanish, in order to translate those techniques and strategies in the most efficient way possible. The contents of this course cover: a general definition of the concepts of argumentation and persuasion, the contribution of classical rhetoric to contemporary approaches of persuasion (the concepts of *ethos*, *logos* and *pathos*, as well as the five canons of rhetoric), other argumentative models such as Toulmin's and diverse persuasive techniques and principles used in persuasive genres, such as political or advertising discourse. The knowledge acquired in the subject will be of use for students in their future careers in most fields and professional contexts.

### Prerequisites:

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills. Although lessons will be conducted in English, students need a high command of Spanish to be able to fulfill tasks appropriately.

## 2. AIMS

### Generic competences:

1. To improve language skills (reading, writing, speaking and listening) towards a C level.
2. To enhance language competence in the communication of information, ideas, opinions, problems and solutions.
3. To establish cross-curricular connections between this subject and others in the program (particularly those within the field of linguistics).
4. To become aware of inter/intra-cultural conventions that govern communication and to develop an understanding and deep respect for cultures and communication conventions of speakers of other languages or socio-cultural backgrounds.
5. To develop critical, analytical and synthesizing skills.
6. To make efficient use of library and research skills to find and organise information.
7. To become competent in using some computer resources that aid the linguistic analysis in the disciplines studied.
8. To strengthen their capacity to work both individually and in teams as well as to learn autonomously.

### Subject specific competences:

#### Knowledge

1. Identify the unconscious processes that take place in language use.

2. Appreciate the ways in which authors' choices of form, structure and language shape meanings.
3. Be acquainted with the concepts and terminology basic to the discipline, so that students can become autonomous in searching and consulting information found in relevant bibliographical references on the topic.
4. Know some of the main factors that characterize sound argumentation and persuasion in spoken and written texts in English and Spanish.

### Skills

1. Show proficiency in descriptive and analytic skills applying the theoretical frameworks for argumentation and persuasion studied in class.
2. Recognize, name and explain the factors that contribute to persuasive communication, taking into account, not only linguistic rules but also socio-pragmatic conventions of language use.
3. To apply the appropriate skills, strategies and knowledge of persuasive communication to translation.
4. To be able to evaluate appropriateness of translated texts.
5. To discuss and present orally the results of their projects as well as their reflections on how language is used for argumentative and persuasive purposes.

## 3. MODULE CONTENTS

Units
1. Defining and delimiting argumentation and persuasion.
2. The contemporary applications of classical rhetoric to translation.
3. The concepts of ethos, pathos and logos.
4. The language of politics: contrasting and translating persuasion in L2 (English) and L1 (Spanish).
5. The language of advertising: contrasting and translating persuasion in L2 (English) and L1 (Spanish).
6. Entrepreneurial discourse: an application from rhetoric.
7. Analysis and translation of argumentative texts.

A week-by-week schedule of lecture and seminar topics, set readings, and tutorials will be provided at the beginning of the course.

## 4. TEACHING AND LEARNING METHODS

Module time is devoted to lectures, seminars and tutorials, which include group work, class discussions, critical reading, critical writing and oral presentations. Students are greatly encouraged towards independence, and project work, so they acquire not only academic skills, but learn how to manage time and decision making effectively. Students are expected to read the set texts and/or complete the tasks assigned before they are discussed in the contact sessions.

### Attendance and participation

Faithful attendance and regular participation in class are expected (a minimum of 80% is required for the face to face sessions and 100% for the language lab sessions). Additionally, this class will often involve students working in small groups. Each student is expected to participate as a group member, neither dominating participation nor failing to participate.

### Student workload: 200 hours

Class-contact hours: 50	45 whole group sessions 5 hours for oral presentations in small groups and tutorials.
Independent learning: 150	150

### Learning activities

Lectures, debates and practical activities for analysis and translation of persuasive and argumentative texts	<ul style="list-style-type: none"> <li>The whole-group sessions will be devoted to the exposition, explanation and illustration of the course contents, as well as sharing and debating compulsory readings.</li> <li>Students are expected to analyze spoken and written texts according to the theoretical models studied. Active participation in all activities is encouraged.</li> <li>Students will be provided with theoretical and practical handouts, and they should hand in a series of tasks along the semester.</li> </ul>
Autonomous work	<ul style="list-style-type: none"> <li>Students will have to review the theoretical handouts as well as do the tasks proposed in order to come prepared to class-contact sessions.</li> <li>Students will also have to read some bibliographical resources to expand their knowledge of the subject.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will have to conduct some preliminary research on the field of enquiry.</li> <li>• Students are expected to prepare and produce an oral presentation using persuasive techniques and write an argumentative text.</li> <li>• Choice of the appropriate text(s).</li> <li>• Choice of the appropriate model or method of analysis.</li> <li>• Application of the model or framework analysing texts selected.</li> <li>• Writing of tasks and essays.</li> </ul>
Tutorials	In order to guide and supervise students' work during the course, the teacher is available at the times specified for individual / group guidance.
Workshop	Students will meet with the teacher in small groups in order to receive feedback for their oral presentations from their classmates and the teacher.

## Materials and resources

### Compulsory readings:

Partington, A. & C. Taylor (2018) *The Language of Persuasion in Politics. An Introduction*. London and New York: Routledge.

De Santiago Guervós, Javier (2008) *Comentario de Textos Persuasivos*. Madrid: Arco Libros.

### Resources:

- Blackboard Teaching Platform.
- Integrated Desk for presentations.
- Language Laboratory.

## 5. ASSESSMENT

### Assessment procedures

In accordance with the University regulations, assessment should be conducted by continuous assessment or a final examination. During the first two weeks of the semester, students may request from the Dean of the Faculty approval to be assessed by means of a final exam, specifying the reasons that justify this request. Students who

do not request or are not granted this option will be assessed by means of the continuous assessment of work performed during the semester.

Final exam:

For those students who are not able to follow the continuous assessment scheme there will be one final summative two-hour written exam over the material covered during the module. This exam may include objective test questions, short answer questions and discussion questions.

Reassessment:

There will be a reassessment opportunity at the end of the second semester. This will also take the form of a two-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the reassessment mark.

### Assessment criteria

Evaluation will measure students'

- Understanding of the main issues regarding argumentation and persuasion.
- Ability to think critically and apply theoretical knowledge to texts.
- Ability to locate argumentative and persuasive resources in texts.
- Ability to translate argumentative and persuasive spoken and written texts.
- In all the activities, language performance (in grammar, lexis and spelling) will be taken into account. Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired the language level required for each course (C1.1 by the end of the 3rd year and C1.2 by the end of the 4th year).

### Assessment instruments

The assessment of students' achieved learning outcomes will be based on the following components:

- Coursework:
  - Class participation (20%)
  - 2 tasks (40%)
  - Final task: Social Entrepreneurial Project (40%):
    - Elaboration of a pitch in L1 (10%)
    - Translation into L2 and analysis (20%)
    - Video-recording in L1 and L2 (10%)

### Marking criteria

Assessment is continuous and based on the following components:

Criteria	Instruments	Weighting	
A considerable level of consistent and effective class participation.	Participation	20%	
An ability to: <ul style="list-style-type: none"> <li>• use the technical terminology correctly;</li> <li>• relate their own observations to the theoretical concepts dealt with;</li> <li>• think critically and apply theoretical knowledge to texts;</li> <li>• locate argumentative and persuasive resources in texts.</li> <li>• write an effective argumentative text individually, thinking critically an applying theoretical knowledge learnt in the course to the analysis and commentary of a text.</li> </ul>	C o u r s e w o r k	Tasks	40%
An ability to: <ul style="list-style-type: none"> <li>• prepare and deliver an oral presentation using argumentative and persuasive techniques individually (<i>elevator pitch</i>).</li> <li>• translate persuasive text effectively both at the linguistic and persuasive levels.</li> <li>• analyse appropriate translation strategies as well as persuasive appeals in Source and Target texts.</li> <li>• write an effective argumentative text individually, thinking critically an applying theoretical knowledge learnt in the course to the analysis and commentary of a text.</li> </ul>		Social Entrepreneurial Project	40%

Details about the marking of the all tasks will be provided by the teacher.

Students are warned that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. According to article 34 of the University regulation on evaluation, any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module. The teacher will provide students with assessment cover sheets for written work, which certifies that their submitted work is entirely their own or appropriately referenced.

### Grading descriptors

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been fulfilled to an exceptionally high level. The oral presentation, the written assignments and the tasks show that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars.
- **Excellent (Sobresaliente):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been fulfilled to a very high standard and most at an exceptionally high level. The oral presentation, the written assignments and the tasks show all or most of the appropriate characteristics expected for this type of work. Students attend lectures are practically always well-prepared for discussion in seminars, with almost no absences.
- **Very Good (Notable):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been

fulfilled at a good or very good standard. The oral presentation, the written assignments and the tasks show a good knowledge of the primary texts and the relevant context; they have a good foundation in the prescribed reading and build on ideas put forward in lectures and seminars. Students attend lectures and seminars, with few absences, and have done most of the preparation.

- **Satisfactory (Aprobado):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. The oral presentation, the written assignments and the tasks show some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions.
- **Fail (Suspenseo):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. The oral presentation, the written assignments and the tasks show limited understanding of the primary texts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much.

## 6. BIBLIOGRAPHY

- Beard, Adrian (2000) *The Language of Politics*. London: Routledge.
- Brown, J.A.C. (1963) *Techniques of Persuasion*. Middlesex: Penguin Books.
- Cook, Guy (1992) *The Discourse of Advertising*. London: Routledge.
- Cockcroft, Robert; Cockcroft, Susan with Hamilton, Craig and Hidalgo, Laura (2014) *Persuading People. An Introduction to Rhetoric*. 3<sup>rd</sup> ed. Basingstoke: Palgrave Macmillan.
- Cragie, Stella & Ann Pattison (2018) *Thinking English Translation*. London: Routledge.
- De Santiago Guervós, Javier (2008) *Comentario de Textos Persuasivos*. Madrid: Arco Libros.
- De Santiago Guervós, Javier (2012) *Principios de Comunicación Persuasiva*. 2<sup>a</sup> ed. Madrid: Arco Libros.
- Eemeren, Frans H. van, Rob Grootendorst & Tjark Kruijer (1987) *Handbook of Argumentation Theory*. Dordrecht: Foris Publications.
- Fahnestock, Jeanne (2011) *Rhetorical Style. The Uses of Language in Persuasion*. Oxford: Oxford University Press.
- Fuentes Rodríguez, Catalina (2002) *Mecanismos Lingüísticos de la Persuasión*. Madrid: Arco Libros.
- Fuentes Rodríguez, Catalina (ed.) (2016) *Estrategias Argumentativas y Discurso Político*. Madrid: Arco Libros.
- Goddard, Angela (2002) *The Language of Advertising*. 2<sup>nd</sup> Ed. London: Routledge.
- Haywood, Loise M., Michael Thompson & Sándor Hervej (2009) *Thinking Spanish Translation*. London: Routledge.
- Jaffe, C. I. (2013) *Public Speaking: Concepts & Skills for a Diverse Society*. 7<sup>th</sup> ed. Boston: Wadsworth Cengage Learning.
- Jiménez Jiménez, Antonio F. (2018) *Introducción a la Traducción*. London: Routledge.
- Keith, W. & C. O. Lundberg (2008) *The Essential Guide to Rhetoric*. Boston: Bedford/St. Martin's.

- Keith, W. & C. O. Lundberg (2014) *Public Speaking. Choices and Responsibility*. Boston: Wadsworth Cengage Learning.
- Luntz, Frank (2007) *Words that Work: It's not what you Say, it's what People Hear*. New York: Hyperion.
- O'Keefe, D. J. (2002) *Persuasion: Theory & Research*. Thousand Oaks, CA: Sage.
- Partington, A. & C. Taylor (2018) *The Language of Persuasion in Politics. An Introduction*. London and New York: Routledge.
- Pullman, George (2013) *Persuasion. History, Theory, Practice*. Indianapolis Hackett Publishing Co.
- Suau Jiménez, Francisca (2010) *La Traducción Especializada*. Madrid: Arco Libros.
- Torresi, Ira (2010) *Translating Promotional and Advertising Texts*. London: Routledge.
- Toulmin, S. E. (2003) *The Uses of Argument*. Updated ed. Cambridge: Cambridge University Press.