

Foreign language and translation C2 (German)

Code: 101403
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Laura Berenguer Estelles
Email: Laura.Berenguer@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

Prerequisites

When initiating the subject the student will have to be able to:

Understand written texts of a diverse type on general issues in familiar fields. (MCRE-FTI B1.1.)
Produce written texts about personal issues and general topics in familiar fields. (MCRE-FTI A.2.2.)
Understand clear oral texts about personal issues and general topics in familiar fields. (MCRE-FTI B1.1.)
Produce oral texts about everyday topics. (MCRE-FTI A.2. 2)

Objectives and Contextualisation

Targets

The function of this subject is to consolidate the development of the communicative competences that the student needs in Language C to prepare it for the direct translation of non-specialized texts of different types and registers.

All credits will be devoted to language.

At the end of the course the student must be able to:

Understand written texts of different types on general topics from a wide range of fields and registers. (MCRE-FTI B1.2.)
Produce written texts with a certain complexity about personal issues and general issues in well-known fields. (MCRE-FTI B1.1.)
Understand oral texts with a certain complexity about personal issues and general issues in well-known fields. (MCRE-FTI B1.2.)
Produce oral texts about personal issues and general topics in familiar fields. (MCRE-FTI B1.1.)

Competences

- Applying cultural knowledge in order to translate.
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
4. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
6. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas and that are appropriate to their context..
7. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.
8. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
10. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.
11. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas and that are appropriate to their context.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to their context, and possess linguistic correctness and specific communication purposes.

Content

Contents

The course offers the student the necessary tools for the recognition and active use of the lexical, morphosyntactic and textual structures of the German language.

The training objective is the comprehension and production of general written texts on topics related to the person and to areas known to the student.

With regard to oral communication, the objective of the course is to understand and produce general oral texts regarding personal and everyday issues, as well as developing the ability to participate in debates on general

topics with a level of medium difficulty The development of these competences will be possible thanks to a practical work of the language from a communicative, grammatical, lexical and intercultural point of view.

Communicative:

Produce a speech

Understand information

Give your own points of view

Express a desire, a need

Give advice, make recommendations

Express one purpose, one goal

Discrepancy, justify the differences, the contradictions

Argue

Give instructions

Express a cause, a consequence

Justify yourself, give explanations

Ask for an opinion, a wish, an advice, suggest

Describe a place

Evaluate, compare

Describe facts

Submit facts and opinions in a structured order

To summarize

Grammars:

- Der Infinitiv: Grundformen

- Future I / Future II

- Relativpronomen

- Verben, Substantive und Adjektive mit Präpositionalobjekt

- Nebensätze und Konnektoren: Kopulative Konjunktionen. Konditionale, konzessive, kausale, konsekutive,

temporale, modale und finale Satzverbindungen.

- Nomen-Verb Verbindungen

Lexical and Intercultural:

- Das Ende der DDR: Goodbye Lenin / Das Leben der anderen / Barbara / Zwei Leben
- Studentenleben: "Hotel Mama", "Studenten-WG".
- Jugend und Alltag: "Soul Kitchen", "Junge ohne Sprengkraft", "Single-Leben", "Hipster".
- Vergangenheit und Gegenwart: "Der wiedergefundene Freund", "Der Vorleser".
- Migration: "Almanya-Willkommen in Deutschland", "Ich bin anders als ihr denkt", "Master in Deutschland"

The topics will be specified in the practical guide that students will receive at the beginning of the course.

Methodology

Methodology

The course will focus especially on:

- Comprehension of written texts and oral and audiovisual documents
- The practice of the oral and written expression techniques

A series of activities and tasks will be proposed to the student:

- Individual works (grammar exercises, written productions: summary, dissertation ..., reading sheet)
- Group work (simulations, comprehension activities, writing, oral presentations, etc.)
- Exchanges (debates, presentation of texts, etc.)
- Grammar controls, oral / written expression and oral / written comprehension
- Freelance work: exercises, preparation of tests, readings, reading of two books, writing essays, searching for information on the Internet ...

The following aspects will be evaluated:

- Express himself orally fluently about a given topic in the context of an oral presentation, a debate, a dialogue,

where a point of view must be defended

- Write a coherent text

- Be able to reflect on own learning and to resort to learning strategies

- Be able to put into practice the knowledge acquired in class: step from passive knowledge to the active use of this knowledge.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Carrying out reading comprehension activities	15	0.6	3, 6, 11
Carrying out written production activities	15	0.6	1, 7, 12
Doing comprehension activities	10	0.4	2, 8, 4
Exercise resolution	8	0.32	2, 3, 1, 9, 5, 10
Performing oral production activities	15	0.6	1, 9, 5
Theory	9	0.36	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10
Type: Supervised			
Supervision and review of exercises	14	0.56	2, 3, 1, 10
Supervision and review of oral and written activities	15	0.6	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10
Type: Autonomous			
Preparing group activities	10	0.4	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10
Preparation of group work	10	0.4	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10
Preparation of individual orders	20	0.8	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10
Preparation of reading comprehension activities (individual or in group)	27.5	1.1	1, 9, 5, 10
Preparation of written production activities (individual or in group)	22.5	0.9	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10
Solution of grammar and vocabulary exercises	22.5	0.9	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10

Assessment

Evaluation

Partial tests will be carried out that include different assessment activities (reading comprehension, written and oral production, grammatical knowledge, vocabulary and self-reading). Each partial test has a scale to assess the learning outcomes according to specific competences. These tests will last 1 hour or 2 hours.

-To the partial tests is mandatory and the student must have presented at least 75% of the tests. Otherwise, you will have an unrepresented one ("Not evaluable"). If for any reason (teacher's illness, vacancy, holiday, official acts of the faculty, ...), the tests can not be carried out on the scheduled date, they will be scheduled the day. If a student, for health reasons, can not attend a partial test, he or she must bring a medical justification. Only in these cases can you evaluate the possibility of performing the test another day.

-During the tutorials that will be carried out during the semester, their progression and their qualifications will be discussed with each student.

- Active participation will be valued especially.

Note: The information on the evaluation, the type of evaluation activities and their weight on the subject is for guidance purposes. This information will be specified at the beginning of the course by the professor responsible for the subject.

The information on the evaluation, the type of assessment activity and its weight on the subject is for information purposes. The teacher responsible for the subject will specify it when beginning teaching.

REVIEW

When submitting the final grade prior to the minutes, the teacher will notify in writing a date and time of revision. (It is reported directly in the SIGMA)

The review of the various assessment activities will be agreed between the teacher and the student.

RECOVERY

Students who have attended activities may receive recovery, which is equivalent to 66.6% (two thirds) or more of the final grade and have earned a weighted average rating of 3.5 or more .

The following evaluation activities will be excluded from the recovery: Works and oral presentations in class (20%).

When submitting the final grade prior to the minutes of the subject, the teacher will notify in writing the recovery procedure. The teacher will propose a recovery activity for each activity suspended or not presented.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment activities for grammatical knowledge (1)	16%	2	0.08	1, 9

Oral works and exhibitions	20%	2	0.08	2, 3, 1, 9, 8, 7, 6, 5, 4, 12
Proofs of application of grammatical knowledge (2)	16%	2	0.08	2, 1, 9, 5, 10
Proofs of application of oral production	16%	1.5	0.06	2, 3, 6, 4, 11
Writing comprehension and production assessment activities (1)	16%	2	0.08	2, 3, 1, 9, 8, 7, 6, 5, 4, 12, 11, 10
Writing comprehension and production assessment activities (2)	16%	2	0.08	2, 1, 9, 8, 7, 5, 4, 10

Bibliography

Bibliography

1. Literature:

Compulsory reading of a high level intermediate book.

- Schreiber, Claudia: Emmas Glück, Goldmann Verlag
- Schlink, Bernhard: Der Vorleser, Diogenes Verlag
- Uhlmann, Fred: Der wiedergefundene Freund, Diogenes Verlag
- Hildegard, Katja: Zwischen uns die Mauer, Klett Verlag
- Glattauer, Daniel: Alle sieben Wellen, Goldmann Verlag

The final list will be specified at the beginning of the semester.

2. Manuals

Braucek, Brigitte & Castell, A. (2002) German verbs. Dictionary of conjugation and complementation. Ed. Languages: Madrid.

Castell, Andreu (1997) Grammar of the German language. Ed. Languages: Madrid.

Castell, A. & Braucek, B. (2000) Ejercicios. Grammar of the German language. Ed. Languages: Madrid.

Dreyer, H & Schmitt, R. (1993) Lehr- und Übungsbuch der deutschen Grammatik Hueber Verlag: München.

Fandrych, Ch & Tallowitz, U. (2009) Klipp und Klar.Klett Verlag: Stuttgart.

Hoberg, R & U. (2004) Der kleine Duden. Grammar of German. Ed. Languages - Max Hueber Verlag: Madrid.

Luscher, R. (1998) DaF. Übungsgrammatik für Anfänger. Verlag für Deutsch: München.

Seca, Jorge (2002) Basic grammatical uses of the German language.

<http://www.fti.uab.es/seca>

3. Dictionaries of language

3.1 Bilinguals

Beinhauer, W. (1978). Stilistisch-phraselogisches Wörterbuch Deutsch-Englisch. München: Max Hueber.

Pons Großwörterbuch für Experten und Universität. Spanisch-Deutsch. Deutsch-Spanisch. (2001). Stuttgart, Düsseldorf,

Leipzig: Klett.

Slaby, R. ; Grossmann, R. (1994). Wörterbuch der spanischen und deutschen Sprache. 4th ed. revised
Barcelona: Herder.

3.2 Monolinguals

Agricola, E. (ed.) (1988). Wörter und Wendungen: Wörterbuch zum deutschen Sprachgebrauch. Leipzig:
Enzyklopädie.

Beinhauer, W. (1978). Stilistisch-phraselogisches Wörterbuch Spanisch-Deutsch. München: Max Hueber.

Bulitta, E. ; Bulitta, H. (1983). Wörterbuch der Synonyme und Antonyme. Frankfurt: Athäneum.

Carstensen, B. (1986). Beim Wort genommen. Bemerkenswertes in der deutschen Gegenwartssprache.
Tübingen: Gunter Narr.

Dückert, J. ; Kempcke, G. (1989). Wörterbuch der Sprachschwierigkeiten. Leipzig: Bibliographisches Institut.

Duden (1972). Der Große Duden in 10 Bänden. Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.

Duden (1976-1981). Das Große Wörterbuch der deutschen Sprache in sechs Bänden. Mannheim, Leipzig,
Wien, Zürich:

Bibliographisches Institut.

Duden (1989). Deutsches Universalwörterbuch. Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.

Hermann, U. (1978). Knaurs Fremdwörter-Lexikon. München: Droemer Knauer.

Küpper, H. (1990). Pons-Wörterbuch der deutschen Umgangssprache. Stuttgart: Klett.

Röhrich, L. (1979). Lexikon der sprichwörtlichen Redensarten. Freiburg i. B. : Herder.

Wahrig, G. (1990). Deutsches Wörterbuch. Gütersloh: Bertelsmann.

Wehrle, H. ; Eggers, H. (1996). Deutscher Wortschatz. Ein Wegweiser zum treffenden Ausdruck. Stuttgart:
Ernst Klett.

4. Interesting addresses on the Internet

Newspapers and recommended news pages:

. Sueddeutsche Zeitung

<http://www.sueddeutsche.de>

. Neue Zürcher Zeitung

<http://www.nzz.ch>

. German News

<http://www.germannews.com>

. Deutsche Welle

<http://www.dw-world.de/>