

**Translation B-A 1 (German-Spanish)**

Code: 101345  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

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

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### Use of Languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: Yes

### Prerequisites

At the beginning of the course students should be able to:

- Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumentals, and the main contrastive problems encountered in this linguistic combination.
- Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.

Note for exchange students. Students taking this course should have Upper Intermediate / Advanced language skills in the language combination. See instructor for more specific details concerning eligibility.

### Objectives and Contextualisation

The objective of the course is to introduce students to solving translation problems in different types of non-specialised texts (narrative, descriptive, conceptual, argumentative and instructive) written in standard language.

At the end of the course, students should be able to:

- Demonstrate that they know and understand the basic methodological principles governing Translation, its basic professional and instrumental aspects and the main contrastive problems of the language combination.
- Apply this knowledge in order to solve basic translation problems in different types of nonspecialised texts written in standard language.

### Competences

- Producing written texts in language A in order to translate.
- Solving translation problems of non-specialised texts.
- Understanding written texts in a foreign language in order to translate.

- Using documentation resources in order to translate.
- Using technological resources in order to translate.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic and textual basic knowledge.
2. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different types of non-specialised written texts in standard dialect.
3. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
4. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informational needs in order to translate different types of non-specialised written texts in standard dialect.
5. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
6. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different kinds of non-specialised written texts in standard dialect.
7. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
8. Solving interferences between the working languages: Solving interferences between the working languages.
9. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of non-specialised written texts in standard dialect.
10. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve basic translation problems of different types of non-specialised written texts in standard dialect.

## Content

- Solving basic translation problems in non-specialised narrative, descriptive, expository, argumentative, instructive texts in standard language.

- Use of technological and documentation tools for the translation of different types of non-specialised texts in standard language: monolingual dictionaries and general bilingual dictionaries. Grammars. Style manuals. General search engines. Basic technological tools for optimising text editing and proofreading. Basic management of folders and files. Dictionaries of analogies, of synonyms and antonyms, of collocations, of difficulties, etc. Encyclopaedias. Parallel texts. Use of general corpora. Forums and general blogs. Distribution lists.

## Methodology

- Learning based on problems and exercises.
- Approach based on translation tasks.
- The subject's content will be worked on in a practical manner.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

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Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Carrying out translation tasks	40	1.6	1, 2, 7, 6, 9, 4, 5, 8, 3, 10
Problem solving	20	0.8	2, 5, 8, 3, 10
Type: Supervised			
Review of translations	20	0.8	5, 3
Type: Autonomous			
Documentation research	20	0.8	2
Preparation of translations and exercises	40	1.6	1, 2, 7, 6, 9, 4, 5, 8, 3, 10

## Assessment

### Translation exercises

Translation exercises will be assigned during the course. The exact number will be determined by the lecturer and will vary depending on the dynamics of the course. The nature of such exercises and their deadlines will be specified in the schedule. Work submitted after deadlines will not be accepted under any circumstances. Exercises must be submitted in the format specified in class.

The lecturer will indicate any special conditions related to the submission of work applicable to exchange students from foreign universities.

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

### Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

### Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In the case of retaking or compensating for an activity, the highest mark that can be obtained is 5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

### Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

### Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

## IMPORTANT

If a student has a valid reason for being unable to participate regularly, they must contact the lecturer personally during the first weeks of the course, or it will not be possible for them to pass the subject.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Draft translations	25%	3	0.12	1, 2, 7, 6, 9, 4, 5, 8, 3, 10
Translation exercise 1	25%	2	0.08	1, 2, 7, 6, 9, 4, 5, 8, 3, 10
Translation exercise 2	25%	2	0.08	1, 2, 7, 6, 9, 4, 5, 8, 3, 10
Translation project in group	25%	3	0.12	1, 2, 7, 6, 9, 4, 5, 8, 3, 10

## Bibliography

Online Dictionaries and Glossaries

Buscador de palabras <https://iedra.es/>

Extranjerismos <https://www.fundeu.es/dudas/tipo-de-duda/traduccion/>

Fundeu <https://www.fundeu.es/>

RAE, Lengua española: <https://dle.rae.es/>

RAE, Americanismos: <https://lema.rae.es/damer/>

RAE, Panhispanico de dudas: <https://www.rae.es/dpd/>

Sinónimos y antónimos <https://www.buscapalabra.com/sinonimos-y-antonimos.html/> / <https://www.wordreference.com/sinonimos/>

Topónimos y gentilicios <https://www.fundeu.es/dudas/tipo-de-duda/toponimos-y-gentilicios-lexico-2/>

Reference sources

Elena García, P. (1990). *Aspectos teóricos y prácticos de la traducción (alemán-español)*. Salamanca: Ediciones Universidad de Salamanca.

Hönig, H. G.; Kußmaul, P. (1991). *Strategie der Übersetzung. Ein Lehr- und Arbeitsbuch*. Tübingen: Gunter Narr.

Snell-Hornby, M.; Hönig, H. G.; Kußmaul, P.; Schmitt, P. A. (eds.). (1998) *Handbuch Translation*. Tübingen: Stauffenburg.

#### German dictionaries

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

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*Deutsches Universalwörterbuch*.(2006). 6., überarbeitete und erweiterte Auflage. Mannheim: Dudenverlag.

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

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#### Spanish dictionaries

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Casares, J. (1979). *Diccionario ideológico de la lengua española*. 2ª ed. puesta al día. Barcelona: Gustavo Gili.

Clave. *Diccionario de uso del español actual*. (2002). Madrid: Ediciones SM. 5ª ed., aum. y act. con (CD-ROM).

*Diccionario panhispánico de dudas* (2005). Madrid: Santillana.

Fundación del Español Urgente (Fundeu) (2005). *Manual de español urgente*. 16. edición. Madrid: Cátedra.

Gómez Torrego, L. (2006). *Hablar y escribir correctamente: gramática normativa del español actual*. 2 v. 2ª ed. Madrid: Arco/Libros.

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Martínez de Sousa, J. (2006). *Diccionario de usos y dudas del español actual*. 2ª ed. Barcelona: Vox-Biblograf. (BH consulta sala)

Martínez de Sousa, J. (2007). *Manual de estilo de la lengua española*. MELE 3. Gijón: Trea.

Martínez de Sousa, J. (2007). *Diccionario de uso de las mayúsculas y minúsculas*. Gijón: Trea.

Moliner, M. (2007). *Diccionario de uso del español*. 3ª ed. Madrid: Gredos.

Rodríguez González, Félix (dir.) (1997). *Nuevo diccionario de anglicismos*. Madrid: Editorial Gredos.

Seco, M. (2003). *Diccionario de dudas y dificultades de la lengua española*. Madrid: Espasa-Calpe (11ª ed).

#### Bilingual dictionaries

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

PONS - <http://www.pons.eu>

*Pons Grosswörterbuch für Experten und Universität. Spanisch-Deutsch. Deutsch-Spanisch*. (2001). Stuttgart, Düsseldorf, Leipzig: Klett.

Slabý, R.J.; Grossmann, R. ; Illig, C. (1999). *Diccionario de las lenguas española y alemana, Tomo II: Alemán-Español*. 5ª edición revisada y ampliada. Barcelona: Herder.

## **Software**

Campus Virtual (CV), Moodle, Teams, Internet.