

Translation B-A 3 (German-Spanish)

Code: 101333
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	1

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 instrumental aspects and the main contrastive problems encountered in this language combination.
- Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.
- Assimilate knowledge to form opinions and make judgments regarding the translation of a variety of non-specialised texts.

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 purpose of this course is to develop problem solving ability in the translation of non-specialized texts with linguistic variation problems (mode, tone and style) and cultural references, in different fields and with different functions.

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

- Demonstrate that they know and understand the methodological principles governing translation, the professional and instrumental aspects and the basic contrastive problems of the language combination.
- Apply this knowledge to translating non-specialised texts with linguistic variation and cultural reference problems, from different areas and with different functions.
- Assimilate knowledge in order to make judgements about questions relating to the translation of different types of non-specialised texts with linguistic variation and cultural reference problems, from different fields and with different functions.
- Transmit information, ideas, problems and solutions relating to the translation of different types of non-specialised texts in a variety of fields and with different functions, which pose linguistic variation and cultural reference problems.

Competences

- Applying cultural knowledge in order to translate.
- Learning in a strategic, independent and continuous manner.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- 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.
- Working in an ethical way.

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 technological resources in order to solve translation problems: Incorporating technological resources in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
4. Applying these principles to the resolution of professional tasks.
5. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the translation of non-specialised written texts from different fields and from different functions, with problems of linguistic variation and cultural references.
6. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts from different fields and of different functions with problems of linguistic variation and cultural references.
8. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
9. Formulating the appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
10. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of translator.
11. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
12. Identifying the main ethical principles in the professional practice.
13. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
14. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
15. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
16. Identifying the translation as an act of communication that is addressed to a recipient: Identifying the translation as an act of communication that is addressed to a recipient.

17. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
18. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
19. Implementing strategies to acquire cultural knowledge in order to translate: Implementing strategies to acquire cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
20. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
21. Learning in a strategic, independent and continuous manner: Searching for documentary evidence in order to provide more information.
22. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts with problems of linguistic variation and cultural references, from several fields and with several functions, that are appropriate to their context and possess linguistic correctness.
23. Solving interferences between the working languages: Solving interferences between the working languages.
24. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the translation labour market.
25. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources in order to edit non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
26. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources needed to translate.
27. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
28. 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 non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.

Content

- Solving translation problems derived from cultural references, in tourist guides, comics, excerpts from novels, etc.
- Solving translation problems derived from a text's tone (vulgar, informal, formal, solemn, etc.), in informal and formal letters, comics, scripts of telefilms for teenagers, etc.
- Solving translation problems derived from a text's mode (written to be read aloud, to be spoken, etc.), in lectures, speeches, etc.
- Solving translation problems derived from a text's style (clear / obscure, concise / verbose, rigid and archaic / natural, etc.), in press articles, excerpts from essays, novels, reports, press releases, business letters, etc.

Methodology

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

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

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Problem-solving and exercise assessment	20	0.8	1, 19, 17, 7, 13, 20, 22, 23
Translation activities	30	1.2	4, 1, 3, 2, 19, 18, 17, 21, 6, 7, 24, 25, 26, 9, 10, 15, 12, 14, 13, 16, 11, 20, 27, 22, 5, 23, 8, 28
Type: Supervised			
Tasks related to translation	20	0.8	1, 3, 19, 18, 17, 21, 6, 7, 9, 13, 11, 20, 27, 22, 23
Type: Autonomous			
Preparation of exercises	20	0.8	1, 18, 7, 11, 23
Preparation of translations	30	1.2	4, 1, 3, 2, 19, 18, 17, 21, 6, 7, 24, 25, 26, 9, 10, 15, 12, 14, 13, 16, 11, 20, 27, 22, 5, 23, 8, 28
Training activities	20	0.8	1, 18, 7, 11, 23

Assessment

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

Assessment activities

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.

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.

In case of retaking, maximum grade will be 5 (Pass).

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.

Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery. 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
Delivery of translations	35%	3	0.12	4, 1, 3, 2, 19, 18, 17, 21, 6, 7, 24, 25, 26, 9, 10, 15, 12, 14, 13, 16, 11, 20, 27, 22, 5, 23, 8, 28
Group assignment	35%	3	0.12	4, 1, 3, 2, 19, 18, 17, 21, 6, 7, 24, 25, 26, 9, 10, 15, 12, 14, 13, 16, 11, 20, 27, 22, 5, 23, 8, 28
Individual draft translations	30%	4	0.16	4, 1, 3, 2, 19, 18, 17, 21, 6, 7, 24, 25, 26, 9, 10, 15, 12, 14, 13, 16, 11, 20, 27, 22, 5, 23, 8, 28

Bibliography

At the beginning of the course, students will have an extended bibliography available on the Virtual Campus.

IMPORTANT: the Servei de biblioteques UAB has a large digital collection:

<https://ddd.uab.cat/pub/guibib/224929/bibrecdigitals.pdf>

1. Spanish dictionaries

Casares, Julio, *Diccionario ideológico de la lengua española*, Barcelona, Gustavo Gili, 1999.

Diccionario general de la lengua española (DGLE), Barcelona, Biblograf, 1999, 1ª reimpr.

Moliner, María, *Diccionario de uso del español*, 2 vols., Madrid, Gredos 2007, 3ª ed.

Real Academia Española, *Diccionario de la lengua española*, Madrid, Espasa-Calpe, 1992, 21ª ed.

Seco, Manuel, Olimpia Andrés y Gabino Ramos, *Diccionario del español actual*, 2 vols., Madrid, Aguilar, 1999.

2. German dictionaries

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

Beinhauer, W. (1978). *Stilistisch-phraseologisches 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.

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Görner, H. (1982). *Redensarten. Kleine Idiomatik der deutschen Sprache*. Leipzig: Bibliographisches Institut.

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

Heinemann, M. (1989). *Kleines Wörterbuch der Jugendsprache*. Leipzig: Bibliographisches Institut.

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

Langenscheidts Großwörterbuch Deutsch als Fremdsprache. (1997). Berlin, etc. Langenscheidt.

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

Textor, A.M. (1969). *Auf Deutsch. Das Fremdwörterlexikon*. Reinbeck: Rowohlt Taschenbuch.

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

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

Weigel, H. (1980). *Die Leiden der jungen Wörter. Ein Antiwörterbuch*. München: Max Hueber.

3. Bilingual dictionaries

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

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

Renner De Hernández, E. (1991). *Diccionario de modismos y lenguaje coloquial. Español-alemán*. Madrid: Paraninfo.

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

4. Grammars and German dictionaries (see also point 2)

Castell, Andreu (1998). *Gramática de la lengua alemana*. Madrid, Editorial Idiomas.

Dreyer / Schmitt (1985). *Lehr und Übungsbuch der deutschen Grammatik*. Ismaning, Verlag für Deutsch.

Doerr, Emmanuel. (2005). *Textgrammatik Deutsch. Textwissen Oberstufe DaF für Übersetzer und Dolmetscher*. Bellaterra, Universitat Autònoma de Barcelona.

Doerr, Emmanuel. (2005). *Grammatik Deutsch. Schemata, Hilfslisten für das Schreiben*. Bellaterra, Universitat Autònoma de Barcelona.

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Hall, K. / Scheiner, B. (1995). *Übungsgrammatik für Fortgeschrittene*. Ismaning, Verlag für Deutsch.

5. Grammars, dictionaries, manuals and other reference works in Spanish

Agencia Efe, *Manual del español urgente*, Madrid, Cátedra, 1998, 12ª ed. Existe una versión parcial [en línea](#).

Alarcos Llorach, Emilio, *Gramática de la lengua española*, Madrid, Espasa Calpe, 1994.

Bosque, Ignacio (director), *Redes. Diccionario combinatorio del español contemporáneo*, Madrid, SM, 2004.

Corripio, Fernando, *Diccionario de ideas afines*, Barcelona, Herder, 2000, 7ª ed.

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Lorenzo, Emilio, *El español de hoy, lengua en ebullición*, Madrid, Gredos, 1994, 4ª ed.

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-, *El español en la encrucijada*, Madrid, Espasa Calpe, 1999.

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-, *Ortografía y ortotipografía del español actual*, Gijón, Trea, 2004.

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Marsá, Francisco, *Diccionario normativo y guía práctica de la lengua española*, Barcelona, Ariel, 1994.

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6. Translation theory and practice manuals

Gamero Pérez, Silvia, *Traducción alemán-español. Aprendizaje activo de destrezas básicas*. Universidad Jaume I.

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Rossell, Anna, *Manual de traducción alemán-castellano*. Barcelona, Gedisa, 1996.

7. About Translation

Ayala, Francisco, «Breve teoría de la traducción» (1946), en *La estructura narrativa*, Barcelona, Crítica, 1984.

Borges, Jorge Luis, «Las versiones homéricas» (1932), en *Obras completas*, Barcelona, Emecé, 1989.

-, «Literaturas germánicas medievales», (1966) *ibid.*

-, «Los traductores de las 1001 noches» (1936), *ibid.*

-, «Piere Menard, autor de El Quijote» (1939), *ibid.*

-, «La busca de Averroes» (1947), *ibid.*

Catelli, Nora, y Marietta Gargatagli, *El tabaco que fumaba Plinio*, Barcelona, Serbal, 1998.

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Reference Corpora (Spanish)

CREA, Corpus de referencia del español actual. Existe [versión en línea](#).

CORDE, Corpus diacrónico del español. Existe [versión en línea](#).

Software

Campus Virtual (CV), Moodle