

Foreign language and translation C1 (German)

Code: 101412
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

Contact

Name: Julia Eggers

Email: juliaalexandra.eggers@uab.cat

Use of Languages

Principal working language: (ger)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

When starting the course, the student must be able to:

- Understand written texts with a certain complexity about personal issues and general topics of well-known fields. (MCRE-FTI A2.2.)
- Produce written texts about everyday topics. (MCRE-FTI A2.1.)
- Understand clear oral texts about everyday topics. (MCRE-FTI A2.2.)
- Produce simple oral texts about everyday topics. (MCRE-FTI A2.1.)

Objectives and Contextualisation

The function of this subject is to initiate the development of the communicative competences that the student needs in Language C to prepare for the direct translation of non-specialised texts of different types in standard language .

All credits will be devoted to language.

At the end of the course the student must 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 A2.2.)

Competences

- 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.
- Working effectively in teams.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear and simple oral texts about general topics.
4. Comprehending the communicative purpose and sense of written 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. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
6. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand simple and clear verbal texts about general topics.
8. Implementing strategies in order to understand written 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. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing simple verbal texts about general topics.
10. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.
11. Working effectively in teams: Working effectively in teams.

Content

1. Communicative contents

Narrate

- Narrating past events
- Talk about the future
- Narrating with changes of temporary order
- Cite an indirect speech

Give your own opinion, express feelings, argue

- Express feelings
- Express doubts, refute and accept other valuations
- Give your own opinion
- To argue through structures of cause-effect and opposition
- Argue through comparisons

- Express hypotheses and conditions
- Express values, points of view, fears, expectations.

Give orders, ask for and give advice

- Give an order
- Advise someone on a topic
- Give guidelines on prohibitions and permits

2. Grammatical contents

- Adjektivdeklination und substantivierte Adjektive und Partizipien
- Liabilities: Gegenwart / Vergangenheit
- Participation I / Partizip II und Partizipialkonstruktionen
- N-Deklination
- Vermutungen und Hypothesen: Konjunktiv II
- Indirekt Network: Konjunktiv I

3. Intercultural and lexical contents

- Mit Erfolg lernen: Lernstrategien
- Vergangenheit und Verarbeitung der Geschichte: "Im Labyrinth des Schweigens", "Der Staat gegeb Fritz Bauer", "Er hätte die Welt Verändert", "Stefan Zweig", "Die Welle".
- Gegenwart und Vergangenheit: Verfahren gegen Verleger von "Mein Kampf".
- Berlin Ost und West: "Die Flaschenpost", "Ich fühl mich so fifty fifty", "Berlin, Meyerbeer 26"
- Families, Adoption.
- Originelle Arbeitsideen und Freizeit
- Prüfungsangst

The topics to be discussed in class will be specified in the teaching guide that will be presented at the beginning of the semester.

Methodology

The course will focus especially on:

- Understanding of written texts and oral 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: stories, writing of argumentative type)

- Group work (simulations, activities of comprehension, writing, oral presentations, etc ...)
- Exchanges (debates, presentation of texts, representation of dialogues, etc ...)

The following aspects will be evaluated:

- Express yourself 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 acquired knowledge in class: step from passive knowledge to the active use of this knowledge.

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			
Carrying out written production activities 10 0.4 2	10	0.4	1
Completion of reading comprehension activities 21 0.84 3	21	0.84	8
Doing comprehension activities 10 0.4 4	10	0.4	4
Exercise resolution 10 0.4 7	10	0.4	2
Performing oral production activities 10 0.4 1	10	0.4	7
Theory 11 0.44 7	11	0.44	4
Type: Supervised			
Supervision and review of exercises 14.25 0.57 3, 1	14.25	0.57	2, 8
Supervision and review of oral and written activities 15 0.6 2, 1	15	0.6	2, 1
Type: Autonomous			
Preparation of evaluation activities 10 0.4 2, 3, 6	10	0.4	2, 1, 4
Preparation of individual orders 20 0.8 7	20	0.8	4
Preparation of reading comprehension activities (individual or in groups) 26.75 1.07 7	26.75	1.07	4
Preparation of work in group 10 0.4 2, 7, 1	10	0.4	1, 8, 5
Preparation of written production activities (individual or in groups) 22.5 0.9 2	22.5	0.9	1
Solution of grammar and vocabulary exercises 22.5 0.9 7	22.5	0.9	4

Assessment

Partial tests will be carried out that include different evaluation activities (reading comprehension, written and oral production, grammatical knowledge and autonomous 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.

-The partial tests are mandatory. If for any reason (teacher's illness, vacant, festive, official acts of the faculty, ...) tests can not be performed on the scheduled date, they will be reprogrammed another day. If a student, for health reasons, can not attend a partial test, he or she must bring a medical justification. Only in that case there is the possibility of performing the test on another date.

- Active participation in the course will be positively valued.

-During the semester, the progression of their learning will be discussed with the students.

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

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 in the beginning of the semester.

REVIEW

Before submitting the final grade, the teacher will notify in writing a date and time of revision. The information will be given to SIGMA.

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

RECOVERY

Students who have attended activities equivalent to 66.6% (two thirds) or more of the final grade have the right to do a recovery exam.

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

When submitting the final grade, the teacher will notify the recovery procedure. The teacher will propose a recovery activity for each activity suspended or not presented. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

A "non-evaluable" will be assigned when the evaluation evidence provided by the student is equivalent to a maximum of one-fourth of the total grade of the subject.

IRREGULARITIES IN THE ACTIVITIES OF EVALUATION

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In the event of irregularities occurring in various evaluation activities, the final grade of the subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral works and exhibitions	20%	2	0.08	2, 1, 8, 7, 6, 5, 4, 3, 10, 9
Assessment activities for oral production and comprehension	16% 2	16%	2	0.08 2, 1, 5, 9

0.08 2, 5, 9, 1

Grammar knowledge assessment activities (1)	16%	2	0.08	2, 1, 6, 10
Grammar knowledge assessment activities (2)	16%	2	0.08	2, 1, 11
Writing comprehension and production assessment activities (1)	16%	2	0.08	2, 1, 8, 6, 4, 10
Writing comprehension and production assessment activities (2)	16%	2	0.08	2, 1, 8, 6, 4, 10

Bibliography

Bibliography

1. Literature:

Compulsory reading of a novel of intermediate level.

- Kordon, Klaus: *"Die Flaschenpost"*, Beltz Verlag.
- Pressler, Mirjam: *"Bitterschokolade"*, Beltz Verlag.
- Nause, Tanja: *"Berlin, Meyerbeer 26"*, Hueber Verlag.
- König, Karin: *"Ich fühl mich so fifty-fifty"*, DTV Junior Verlag.
- Daniel Glattauer: *"Gut gegen Nordwind"*, Goldmann Verlag.

The final list is presented at the beginning of the semester.

2. Manuals

Braucek, Brigitte & Castell, A. (2002) *Verbos alemanes. Diccionario de conjugación y de complementación*. Madrid: Ed. Idiomas.

Castell, Andreu (1997) *Gramática de la lengua alemana*. Madrid: Ed. Idiomas.

Castell, A. & Braucek, B. (2000) *Ejercicios. Gramática de la lengua alemana*. Madrid: Ed. Idiomas.

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

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

Hoberg, R & U. (2004) *Der kleine Duden. Gramática del alemán*. Madrid: Ed. Idiomas - Max Hueber Verlag.

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

Seca, Jorge (2002) *Usos gramaticales básicos de la lengua alemana*.

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

3. Dictionaries

3.1 Bilinguals

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.

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

3.2 Monolinguals:

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.

Dücker, 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 Knaur.

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.

Newspapers and news pages in Internet:

. 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/>

Software

A dossier with texts, exercises and theoretical explanations will be used, accompanied by a follow-up through the Virtual Campus.