

**Foreign language B for translators and interpreters 2
(German)**

Code: 101479
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	2

Contact

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Use of Languages

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

Other comments on languages

All teaching and tutoring will be in German L2 (GFL/DaF)

Teachers

Gabriele Grauwinkel

Prerequisites

Preliminary Note: specially designed subject for students of translation studies and applied interpreting (Profile: German as professional language in translation and interpreting, non- general language course). This subject requires a defined Vantage-level of German L2 / GFL (see CEFR/GeR level indications).

Prerequisites for German Language B2

At the beginning of the course *German Language B2* it's necessary that the student is able to:

Understand written texts of diverse typology on general topics of known fields. (CE5 CFRL/MECR-FTI B2.1)

Produce written texts with a certain complexity on personal subjects and general topics of known fields. (CE6 CFRL/MECR-FTI B1.2)

Understand clear oral texts on personal subjects and general topics of known fields. (CE7 CFRL/MECR-FTI B1.1)

Produce oral texts on personal and general topics from known fields. (CE8 CFRL/MECR-FTI B1.1)

Oral and written comprehension - essential for the follow-up of the subject:

Can understand with some easiness instructions in classes and tasks given by a teacher.

Can write down information in class if the articulation is clear.

Can understand instructions and messages such as computerised library catalogues or instructions and messages on the virtual spaces of the subject.

Required level of foreign language proficiency:

German Language (DaF): Vantage-Level B2.2 MEQR (Common European Framework of Reference)

Illustrative descriptor - item for German as a foreign language (GFL/DaF):

Kann die Hauptinhalte nicht zu komplexer Texte zu konkreten und abstrakten Themen aus eigenen Interessensgebieten oder allgemeinen Themen verstehen, wenn klare Standardsprache verwendet wird.

Versteht im eigenen Spezialgebiet auch einfachere Fachdiskussionen des Studiums.

Kann sich so verständigen, dass ein normales Gespräch oder ein Unterrichtsgespräch mit Muttersprachlern bei mittlerer Anstrengung auf beiden Seiten gut möglich ist. Kann sich zu einem vorbereiteten Themenspektrum verständlich und detailliert ausdrücken, einen Standpunkt zu einer aktuellen Frage erläutern und die Vor- und Nachteile verschiedener Möglichkeiten angeben.

Objectives and Contextualisation

Contextualisation and training objectives of the subject German language B2

The function of the subject is to consolidate the communicative competences of the student's Language B, to develop the textual competences necessary for the direct translation of non-specialised texts of different types and to initiate the textual competences necessary for reverse translation.

At the end of the course German Language B2 the student will be able to:

Understand written texts of diverse typology on general subjects from a wide range of fields and registers. (CE5 CEFR-FTI B2.3)

Produce written texts of diverse typology on general topics from known fields. (CE6 CEFR-FTI B2.1)

Understand oral texts of diverse typology on general topics of known fields. (CE7 CEFR-FTI B2.1)

Produce oral texts with a certain complexity on personal subjects and general subjects of known fields. (CE8 CEFR-FTI B1.2)

(1) Illustrative CEFR descriptor, item for German as a foreign language (GFL)

Common reference levels: Global level descriptors (DaF)

Kann die Hauptinhalte komplexer Texte zu konkreten und abstrakten Themen verstehen, wenn Varianten der Standardsprache verwendet werden. Versteht im eigenen Spezialgebiet auch grundlegende Fachdiskussionen des Studiums. Kann sich annähernd so spontan und fließend verständigen, dass ein normales Gespräch mit Muttersprachlern mit mittlerer Anstrengung auf beiden Seiten gut möglich ist, wenn Standardsprache verwendet wird. Kann sich zu einem breiten Themenspektrum klar und detailliert ausdrücken, einen Standpunkt zu einer aktuellen Frage erläutern und die Vor- und Nachteile verschiedener Möglichkeiten angeben.

(2) Specialized competences in the working language (Profile German translation):

Kann beim Rezipieren von Texten bereits eine Vielfalt von Strategien einsetzen, um das Verstehen zu sichern. Kann die grundlegenden sprachlichen und außersprachlichen Bedingungen berichtender sowie narrativer Textsorten erkennen, deren Textintentionen erfassen und ihre Wirkungen auf Textadressaten beurteilen.

Kann relevante Inhalte von Sachtexten und, nach entsprechender Vorbereitung, auch längere literarische Prosatexte präzise zusammenfassen und kommentieren.

Kann die wichtigsten Registerunterschiede der geschriebenen Standardsprache unterscheiden. Kennt die wichtigsten Unterschiede in Diskursstruktur, Kohärenz, Kohäsion und Textorganisation zwischen seiner Muttersprache und dem Deutschen und kann bei eigenen Texten die üblichen sprachlichen und außersprachlichen Konventionen der Gestaltung und der Gliederung überwiegend einhalten.

Kann eine umfangreichere, ausreichend strukturierte Studienarbeit oder einen kurzen und hinreichend präzisen Bericht schreiben, in dem etwas systematisch erörtert wird, wobei entsprechende Punkte hervorgehoben und dazu stützende Details aus verschiedenen Quellen zusammengeführt und überwiegend korrekt dokumentiert werden.

Kann mit elementaren Rechertechniken und Technologien des Fachbereichs umgehen oder diese im Rahmen seiner Möglichkeiten und Notwendigkeiten kooperativ und annähernd selbstständig für eigenes Lernen und die Bewältigung von Studienarbeiten nutzen.

(1) Comp. Level B1.2 - B2.1, Global Competences B1 - B2, In: [CEFR, GeR]

Goethe-Institut Inter Nationes u.a. [Hg.](2001): *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen*. Berlin/München/Wien/Zürich/New York: Langenscheidt;
<http://www.goethe.de/z/50/commeuro/i0.htm>

(2) Refer to the corresponding Level Scales, Textual Competences (Textkompetenzen) and Linguistic Mediation Competences (Sprachmittlung), in:

Glaboniat, Manuela et. al. (2005): *Profile Deutsch. Lernzielbestimmungen, Kannbeschreibungen und kommunikative Mittel für die Niveaustufen A1, A2, B1, B2, C1 und C2 des »Gemeinsamen europäischen Referenzrahmens für Sprachen«*. Berlin/München/Wien/Zürich/New York: Langenscheidt;

Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language 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 graphic, lexical, morphosyntactic, textual 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. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
4. 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.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
6. 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.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.

8. 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.
9. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
10. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
11. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
13. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

Subject contents at German language B2 for translators and interpreters

[Summary of contents in German language B2 for translators and interpreters]

1. Strategies and techniques for the comprehension of written texts of diverse typology on general subjects from a wide range of fields and registers (narrative, descriptive, expository, instructive, and argumentative with standard registers or containing only some very frequent communicative particles).
2. Strategies and techniques for the production of texts written with some complexity on personal subjects and general topics of known fields and basic texts of study (narrative, descriptive, expository and instructive).
3. Strategies and techniques for the comprehension of oral texts on general topics of known or study areas (narrative, descriptive, expository and instructive or didactic).
4. Strategies and techniques for the production of oral texts on personal subjects and general subjects in known or studied areas (narrative, descriptive, expository and metatextual).
5. Basic linguistic and textual notions for the study of the B language and for translating. Knowledge morphosyntactic, lexical, textual grammar and orthotypographic to be able to translate.
6. Personalised strategies and procedures for learning the language and the use of relevant consultation tools for the autonomous study of language B.

Concretization of contents on subject

1. Translation-oriented reading comprehension

1.1. Reading strategies and techniques: Identification of the author's intention, identification of the type of reader, identification of the main and secondary ideas, identification of discursive marks, identification of the means of coherence and cohesion.

1.2. Identification/understanding of different types of textual genres: *Ereignis- und Prozessbeschreibung; Ergebnisberichte, Ereignisschilderung, alltägliche und belletristische Erzählung. Understanding of different types of didactic genres for language B: Sprachlern- und Landeskundetexte.*

2. Written production oriented to translation

2.1. Production of written texts of diverse typology on general topics of known fields.

2.2. Textual production strategies and techniques: synthesis; textual production for a purpose (author and reader); production of main and secondary ideas; control of coherence and cohesion; revision and correction.

2.3. Production of written texts of diverse typology on general topics of known fields and basic texts of the study, following German textual models.

3. Comprehension of oral texts on general topics of known fields or study:

3.1. Strategies and techniques for the comprehension of oral texts on personal and general subjects from known fields (*Nachricht, Pressebericht, Kurzreportage, Augenzeugenbericht*) or from the study.

3.2. Strategies and techniques for the comprehension of oral texts on general topics of study (*Lehrgespräche*)

4. Oral expression:

4.1. Strategies and techniques for the production of oral texts with a certain complexity on personal subjects and general subjects of known or study areas (narrative, descriptive, expository).

4.1.1. Pronunciation: exercises in orthophonic correction and prosodic adaptation.

4.1.2. Exercises of distinction and phonetic reproduction (distinctive apophonia).

4.2. Strategies and techniques for the production of metatextual texts.

4.2.1. Systematization of oral summaries of written texts (*Inhaltsangabe*).

4.2.2. Strategies for the oral analysis of main textual characteristics of written texts.

5. Linguistic knowledge and skills for the study of the B language and for translating:

5.1. Linguistic and textual notions for the study of the B language and for translation.

5.1.1. Basis of analysis for textual models of genres of general written texts and didactic texts of language in Language B.

5.1.1.1. Classification of textual genres in German. German macro- and superstructures. Textual functions of German textual grammar. Contrast with the classifications of the A languages.

5.1.1.2. Linguistic and extralinguistic features of the genres with informative (*Sachliche Darstellung*) or expressive function (*Expressiver Ausdruck, indirekter Appell*).

5.1.2. Knowledge of morphosyntactic, lexical, textual grammar and orthotypography, knowledge of extralinguistic features to be able to translate.

5.1.2.1. Aspects of DaF-Grammar and German functional grammar corresponding to the certificates for the reference levels of language B (Referenzgrammatik Mittelstufe GER B1-B2).

5.1.2.2. Lexical aspects corresponding to the vocabulary required for the reference level certificates for language B (Referenzwortschatz Mittelstufe GER B1-B2).

5.1.2.3. Conventions of basic writing and orthotypography in Language B.

5.1.2.4. Contrast of the systems of cohesion and coherence or textual organization, of the orthographic conventions in language B and languages A.

5.1.2.5. Contrasting the extralinguistic and cultural conventions for communication in language B and languages A.

6. Personalized strategies and procedures for language learning and the use of consultation tools relevant for autonomous study of language B:

6.1. Personalized strategies and procedures for language learning.

6.2. Use of research tools or documentation of information in language B to carry out language tasks or activities and basic academic works in language B.

For more detailed information on the contents of the subject, see:

Doerr, Emmanuel (2005ff.): *Textgrammatik Deutsch. Textwissen Oberstufe DaF für Übersetzer und Dolmetscher*. Unterrichtsmaterialien Deutsch B, Teil 1. Bellaterra: Universitat Autònoma de Barcelona. Facultat de Traducció i d' Interpretació.

Doerr, Emmanuel (2005ff.): *Grammatik Deutsch. Schemata, Hilfslisten für das Schreiben und Übersetzen*. Unterrichtsmaterialien Deutsch B, Teil 3. Universitat Autònoma de Barcelona. Facultat de Traducció i d' Interpretació.

Doerr, Emmanuel (2005ff.): *Lesetexte Deutsch Oberstufe DaF. Lese- und Übungstexte für den Unterricht*. Unterrichtsmaterialien Deutsch B, Teil 2. Bellaterra: Universitat Autònoma de Barcelona. Facultat de Traducció i d' Interpretació.

Scales of text- and mediation-skills, see

Glaboniat, Manuela et. al. (2005): *Profile Deutsch. Lernzielbestimmungen, Kannbeschreibungen und kommunikative Mittel für die Niveaustufen A1, A2, B1, B2, C1 und C2 des »Gemeinsamen europäischen Referenzrahmens für Sprachen«*. Berlin/München/Wien/Zürich/New York: Langenscheidt;

Methodology

Workloads

6 ECTS (100%) equivalent to 150 hours

Breakdown:

3.9 ECTS of Self-study & learning (65%), equivalent to 97.5 hours

2.1 ECTS Face-to-face learning, 2019/20: 35%, equivalent to 52.5 hours

1.12 ECTS of Managed Learning (18.6%), equivalent to 28 hours

0.68 ECTS of Supervised Learning (11.3%), equivalent to 17 hours of instruction and guidance

0.3 ECTS for assessments and reassessment (5%), equivalent to 7.5 hours of proficiency assessment and 1.5 hours of diagnostic assessment

Teaching Methodology

The German Foreign Language (DaF) skills will be broadened and deepened, and the specific skills required for translation will be developed: On the one hand, the global competences and communicative skills of the foreign language, on the other hand, the special linguistic competences in German as a Working Language for Translation, with special emphasis on those which are of pragmatic, intercultural and contrastive relevance for translation (B-A), heuristics or instrumental for language learning (*kulturpaarspezifischen pragmatischen Kompetenzen, Lernfertigkeiten, instrumentale Fertigkeiten*).

Overview:

With regard to the specific text competencies, the text progression of the German B subjects will be dealt with in B1 (first semester), especially classes and types of texts with the so-called German macrostructures: *Deskription/Beschreibende Texte (Objekt- und Prozessbeschreibung)*, *Chronik (Ergebnisbericht versus Ereignisschilderung)* and corresponding functions - and in B2 (second semester) especially classes and text types with the so-called German macrostructures: *Chroniken (Ergebnisbericht versus Ereignisschilderung versus Erlebniserzählung)* and corresponding functions.

With regard to the specific text skills, we will deal with - following the textual progression of the German B subjects - in B3 especially with classes and types of texts with the so-called German macrostructures: *Explizite und implizite Argumentation (Erlebniserzählung, Werbetext; explikative und appellative Argumentation)* and corresponding functions, and - in B4 especially classes and types of oral texts with written basis, and critical or essay texts with so-called German macrostructures: *Explizite und implizite Argumentation (Interview, Streitgespräch, Debatte, Rede; Rezension, Glosse, Essay)* and corresponding functions.

The character of the subject is theoretical-practical. It will deal with the basics of textual analysis (linguistic and translational), reception and textual production in German. All knowledge, skills, strategies and activities of the subject will be developed through by meta-working *with and on* texts (standard models and current examples).

Training activities

Except for point f, the following chronological process applies in the processing of the above-mentioned types of texts:

- a. the development of strategies and methods of reading and textual comprehension;
- b. the development of strategies and methods of textual analysis (linguistics and grammar of text, translation analysis),
- c. the treatment of typical linguistic and intercultural B-A problems manifested in current texts, followed by grammar and/or performative tasks or exercises or corresponding detection tasks;
- d. the systematization of textual synthesis and the bases of linguistic mediation through periphrasis, reformulation or explanation of textual contents;
- e. the improvement of textual production in German (production of specific copies following text models) and the revision of defective texts;
- f. the preparation of specific genres of university studies (e.g. abstract, summary, working script, oral presentation, textual analysis, review, linguistic autobiography) on topics of a cultural, linguistic or translational (inter-) nature in the B language.

The production of texts will be limited to general or study topics or domains (relevant fields in translation and interpretation).

In accordance with the German teaching method known as *Lerner- und Handlungsorientierter Unterricht* (student action-oriented teaching), applied to the Teaching of German as a Foreign Language (DaF) for translation and interpretation, tasks based on the processing of authentic and current texts can be modified during the course, either according to the topicality of the texts or according to the specific didactic needs of the students, detected by means of continuous formative assessment or diagnostic assessment. The progressive definition and quantity (between 6 and 10 activities) of the specific tasks will therefore depend on the specific didactic needs of the students, without exceeding the total of the stipulated hours.

Note: Please, read carefully the special and detailed information of the subject in the Moodle Classroom.

For more detailed information on the methodology applied in the framework of the subject, see:

Doerr, Emmanuel (2005ff.): *Lernziele Deutsch B. Adaptierung und Skalierung nach dem Gemeinsamen europäischen Referenzrahmen für Sprachen: Deutsch als 1. Fremdsprache der Übersetzung*. Fächer Deutsch B1, B2, B3, B4. 2. überarbeitete und erweiterte Fassung. Bellaterra (Barcelona): Universitat Autònoma de Barcelona. Facultat de Traducció i d'Interpretació

Types of Activities

Title

Hours

ECTS
Credits

Learning
outcomes

Type: Directed	28			
›Lehrgespräch‹ Specific master classes with activities of oral comprehension, written notes, oral interaction, ('Master Class and didactic classroom dialogue').	8	0.32	1, 8, 4, 2, 7, 3, 5, 10, 9	
›Textarbeit‹ Reading comprehension and written pre-production activities (Comprehension, draft, reformulation, writing, synthesis and summary).	10	0.4	1, 8, 4, 6, 12, 11, 13	
›Textsortenarbeit‹ Reading comprehension and oral production activities (comprehension, textual analysis, script-schemes, oral summaries)	10	0.4	1, 8, 4, 2, 5, 10, 9	
Type: Supervised	17			
Monitored preparation, supervision and review of oral/written exercises (›Übungsarbeiten‹)	17	0.68	1, 8, 4, 6, 12, 11, 13, 2, 7, 3, 5, 10, 9	
Type: Autonomous Learning	97,5			
Preparation and application of reading comprehension activities (›Lektüre Schriftliche Hausarbeit‹)	15	0.6	1, 8, 4	
Preparation and performance of written production activities (›Schriftliche Hausarbeit und Vorarbeiten‹)	30	1.2	1, 6, 11	
Preparation, performance and review/correction of exercises, oral and/or written tasks (›Übungsarbeiten‹)	52.5	2.1	1, 8, 4, 6, 12, 11, 13, 2, 7, 3, 5, 10, 9	
All types	142.5	5.7	All Comp.	
Assessment	7,5	0.3	All Comp.	
Sum	150	6		

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			
Lehrgespräch Specific master classes with activities of oral comprehension, written notes, oral interaction, ('Master Class and didactic classroom dialogue').	8	0.32	2, 1, 7, 5, 4, 3, 10, 9
Textarbeit Reading comprehension and written pre-production activities (Comprehension, draft, reformulation, writing, synthesis and summary).	10	0.4	1, 8, 6, 4, 12, 11, 13
Textsortenarbeit Reading comprehension and oral production activities (comprehension, textual analysis, script-schemes, oral summaries)	10	0.4	2, 1, 8, 5, 4, 10, 9
Type: Supervised			
Monitored preparation, supervision and review of oral/written exercises (Übungsarbeiten)	17	0.68	2, 1, 8, 7, 6, 5, 4, 3, 12, 11, 10, 9, 13
Type: Autonomous			
Preparation and application of reading comprehension activities (Lektüre Schriftliche Hausarbeit)	15	0.6	1, 8, 4
Preparation and performance of written production activities (Schriftliche Hausarbeit und Vorarbeiten)	30	1.2	1, 6, 11, 13
Preparation, performance and review/correction of exercises, oral and/or written tasks (Übungsarbeiten)	52.5	2.1	2, 1, 8, 7, 6, 5, 4, 3, 12, 11, 10, 9, 13

Assessment

Assessment of the subject

Assessment and reassessment activities, equivalent to 7.5 hours of proficiency assessment and 1.5 hours of diagnostic assessment

Note: The teacher in charge of the subject will specify it at the outset.

Please, read carefully the special and detailed information in the *leaflet on testing and homework*-document »*Merkblatt zu Prüfung und Hausarbeit*«, Moodle Virtual Campus of the subject, folder »*Prüfungen*« and the assessment calendar in »*Prüfungstermine, Revision*«.

Assessment system criteria

Continuous formative assessment of the learning and final assessment of the language level. The assessment system is organized in modules, distributed in individual works and written and oral tests. There are 0.3 ECTS for assessment [and reassessment] (5%), equivalent to 7.5 hours (without counting reassessment-hours) and 1.5 hours of diagnostic achievement assessment.

Assessment and diagnostic system and activities:

- Textual work for translators and interpreters on foreign-language-related topics,
- Tests of execution of real and/or simulated tasks of textual communication in a foreign language,
- Reflective diaries on the language learning process for translators and interpreters: Linguistic autobiography in a foreign language with self-assessment DIALANG (European Language Portfolio),
- Tests with open-ended questions of comprehension and textual production,
- Tests with closed-ended questions of comprehension and textual production.

Assessment and diagnostic techniques:

For continuous and final assessment, different types of assessment, common in language teaching, will be combined (see CEFRL, Chapter 9.3):

- Intermediate achievement assessment (*Sprachstandstest*) and diagnostic assessment of entry level; these will be compulsory, but will not be assessed with grades.
- Proficiency assessment (*Qualifikationsprüfung*) at the end of the semester,
- Formative assessment (*formative Beurteilung*),
- Direct assessment of production skills,
- Indirect assessment of comprehension skills by means of written and/or oral tests,
- Assessment-grids - *Selbstbewertung* & DIALANG diagnostic tests - obligatory, but not to be assessed with grades).

Some facts that must be considered for the assessment in Language B:

Theoretical knowledge will not be evaluated but always its application in the resolution of tasks, exercises or practical tests.

2. Please note that in the final written and oral tests for the Assessment of language proficiency or level (1) *Schriftliche Prüfung*, (written summary and commentary on a current text), (2) *Mündliche Prüfung* (oral assessment test) you have to get a "rite - pass" (min. 5:10) for the assessment according to Common European Framework of Reference (CEFR) and Royal Decree 1041/2017, Article 7,1-2.

3. The binding language levels of the subject correspond to the aforementioned RD and to the specific *criterion* levels FTI-CFRL, indicated in sections 4 and 5 of this guide; see. Illustrative descriptor-items. Certification and assessment of the general linguistic competence and mediation competences according to COAT-FTI (29/06/2018)

4. The final written assessment test, *Schriftliche Prüfung* (weight 40%), comprises the synthesis of a current text and a text commentary, corresponding to the CEFR-level; 60% of the partial mark corresponds to the reading comprehension and synthesis, 40% to functional expression, grammar and orthography.

5. In the oral test, *Mündliche Prüfung* (20%), an oral summary and analysis of a current text, corresponding to the CFRL level, must be carried out.

6. *Übungsarbeiten*. formative assessment tasks (6-10 written, oral and DaF grammar exercises): Generally, as a rule, these supervised course tasks which form part of the continuous progressive assessment (10%) will not be accepted or corrected if they are delivered outside of the progression and deadline set by the teacher. In order to recover the delivery of one of these continuous training jobs, an explicit permission will be needed to deliver it within a later period of no more than five working days. These written or oral tasks will not be evaluated with grades but will be counted with fixed points for each work delivered. A calendar of tasks will be published in the Moodle Classroom of the subject (*Abgabetermine*).

7. The delivery of the semester work, *Schriftliche Hausarbeit*, includes the pre-translation reading and review of a book and is one of autonomous dedication and activity (for a volume of about 45 hours, equivalent weight: 30% of the final weighted grade). Note: After re-registration, the half-yearly work (*Schriftliche Hausarbeit*) has to be carried out on another book of the annual course list (*Bücherliste Deutsch Bx zu Werken der Schriftlichen Hausarbeit*) than the works of previous years.] In the case of de-programming of this activity the final weighting will be: Written assessment, *Schriftliche Prüfung*, pes 40%, Oral test, *Mündliche Prüfung*, weighting: 30%, Continuous assessment tasks, *Übungsarbeiten*, corresponding weight and quantity: 30%.

8. A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter (25%) of the total grade of the subject (100%).

As far as the **certification of the domain or level of language** it will have to be considered that this level will not be valid if students do not present to a Proficiency assessment or fail to pass one of the final tests for the Proficiency assessment of the domain or level of the language, *Schriftliche Prüfung*, *Mündliche Prüfung*.

9. In case of irregularity (plagiarism, copying, impersonation, etc.) in an assessment activity, the rating of this assessment activity will be 0. In case of irregularities in several assessment activities, the final grade of the subject or module will be 0. - Repeated conduct of copying, plagiarism and fraudulent procedures to the subjects of German Language B gives rise to the request to open a disciplinary file to the student.

Clarification note: It is considered as a "copy" a work that reproduces all or a large part of the work of a colleague, and as "plagiarism" the fact of presenting part, or entirely, an author's text as his own, i.e. without citing the sources, whether published on paper or in digital form to the Internet. Copying and plagiarism are intellectual thefts and therefore constitute a misdemeanor that will be sanctioned. In the case of copying between two students, if it is not possible to know who has copied whom, the sanction will be applied to both.

Revision-review

The review of the various assessment activities will be arranged between the teachers and the students. At the time of submitting the final grade prior to the report, the staff will communicate the date and time of review, published in the Aula Moodle (folder *Prüfungstermine*, *Revision*). This revision excludes the revision of assignments already returned to the student during the academic semester.

Recovery Assessment (Reassessment)

(1) Students who have presented themselves to activities the weight of which equals 66.6% (two thirds) or more of the final grade (100%) and who have obtained a weighted median grade between 3.5 and 4.9 are eligible for make-up. The teaching staff can establish that, in the case of students who have passed the recovery, the maximum final grade of the subject or module is 5 (*rite* - pass).

(2) The student may make up only those assessment activities that have been suspended (< 5,0) or for which no assessment evidence has been presented. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

(3) With the approval of the coordination of studies and the center, those tests linked to a criterion level of the FTI-CEFR and Royal Decree 1041/2017, which by their nature are not recoverable, are excluded from the recovery of marks - due to their characteristic of semesterly and progressive acquisition of communicative competence.

The same criteria will be applied to all the groups of a subject.

The non-recoverable and recoverable assessments are as follows:

In the same way as the annual BA-Thesis regulations, semimanual academic-professional work (*Schriftliche Hausarbeit*) of similar characteristics as a subject term-paper will be excluded from recovery. This half-yearly work, reading and pre-translation review of a book, is one of autonomous dedication and activity, for a volume of about 45 hours (30% of the course activity and final grade), which is delivered at the end of the course. Due

to the amount of 45 hours invested, it will not be possible to edit it again in the same semester. However, in the event of deficiencies in the content of the work delivered in the established terms, the teaching staff will give the possibility to amend them during the oral examination, after delivery and first correction.

2. Note: As a rule, final written assessments, *Schriftliche Prüfung*, and oral assessments, *Mündliche Prüfung*, are recoverable. Because the recoveries will be made within a short distance of the previous ones, it is recommended, however, for the language subjects, to submit to these recoveries provided that in the previous assessment at least 90% of the *Basic Linguistic Aptitude* (BLA, *rite* - passed - 5.0) has been obtained for the required *criterion level*. The date of the recoveries will be published in the Moodle classroom agenda (folder Prüfungstermine, Revision).

3. Recovery of training tasks, *Übungsarbeiten*, see: Assessment, Point 6.

General Rules of the Faculty of Translation and Interpreting, 2018

The teacher may establish an assessment activity for each activity being recovered. The teacher may also group several assessment activities, provided that all learning outcomes subject to remediation are assessed and the same criteria for assessment and weighting-score of the final grade is maintained.

In no case, recovery can consist in a single final assessment activity equivalent to 100% of the grade.

Assessment activities where irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Specific regulations for Language B1 (German and French):

The recovery of evaluable activities will be in the 2nd semester, after the B2 assessment, vid. FTI Calendar of recovery and reassessment activities.

FTI assessment regulations, available at *Nebula* of the Deanery (FTI Space/Academic Order/Assessment Regulations). Direct link: <https://nebula.uab.cat/share/s/MZf24XeGTiCZtcmqPLT6xQ>

State Regulations on the Assessment of Language Levels: Royal Decree 1041/2017, BOE-A-2017-15367, «BOE» Nr. 311, 23/12/2017, http://www.boe.es/diario_boe/txt.php?id=BOE-A-2017-15367

Advice about UAB ordinances and regulations

Every effort has been made to ensure the accuracy of the information given above. However, courses are subject to regular review and revision and the university reserves the right to amend course offers according to UAB ordinances and regulations. Students should contact the corresponding coordinator regarding the *status* for courses they are considering.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of reading and oral summary comprehension activities and oral production: Assessment of language proficiency or CEFR-level («Mündliche Prüfung»)	20%	0.5	0.02	2, 8, 7, 5, 4, 3, 10, 9
Coursework & Continuous formative guided assessment («Übungsarbeiten»)	10%	3	0.12	2, 1, 8, 7, 6, 5, 4, 3, 12, 11, 10, 9, 13
Diagnostic achievement-assessment (DIALANG) & diagnostic self-assessment of language proficiency/CEFR-level (Diagnostische Sprachstandstests)	0%	1.5	0.06	1, 8, 6, 4, 12, 13

Reading comprehension and written assignments (writing-test) 40% Assessment of reading comprehension and writing activities: language proficiency or CEFR-level (Schriftliche Prüfung)	40%	2	0.08	1, 8, 4, 12, 11, 13
Reading comprehension and written pre-professional term-paperassessment of autonomous reading comprehension and writing performance: Assessment of language proficiency CEFR-level («Schriftliche Hausarbeit«)	30%	0.5	0.02	1, 8, 6, 4, 12, 11, 13

Bibliography

Dossiers of the subject to the Reprographic Service of the FTI (Faculty of Education, Building G5, ground floor):

Doerr, Emmanuel (2005ff.): *Textgrammatik Deutsch*. Textwissen Oberstufe DaF für Übersetzer und Dolmetscher. Unterrichtsmaterialien Deutsch B, Teil 1. Updated edition. Bellaterra: Autonomous University of Barcelona. Faculty of Translation and Interpretation. Updated edition

Doerr, Emmanuel (2005ff.): *Lesetexte Deutsch*. Oberstufe DaF. Lese- und Übungstexte für den Unterricht. Unterrichtsmaterialien Deutsch B, Teil 2. Bellaterra: Universitat Autònoma de Barcelona. Faculty of Translation and Interpretation. Updated edition

Doerr, Emmanuel (2005ff.): *Grammatik Deutsch. Schemata, Hilfslisten für das Schreiben und Übersetzen*. Unterrichtsmaterialien Deutsch B, Teil 3. Updated edition. Bellaterra: Universitat Autònoma de Barcelona. Faculty of Translation and Interpretation. Updated edition

The bibliography with the compulsory housework of the four-monthly Term-paper will be found at the Virtual Campus, in the Moodle Classroom of the subject:

»Bücherliste Deutsch B zu Werken der Schriftlichen Hausarbeit«.

Folder »Kursprogramme und Bücherlisten« (Kursprogramme and Bücherlisten)

Special and detailed information for the assessment and final tests will be found in the document »Merkblatt zu Prüfung und Hausarbeit«, Moodle Classroom of the subject, folder »Prüfungen«.

The specific bibliography and links to websites on language, culture and society can be found in the Moodle Classroom of the subject, and in:

Doerr (2005ff.): *Textgrammatik Deutsch*. see: Bibliographie.

Doerr (2005ff.): *Grammatik Deutsch*. see: Bibliographie.

Moodle Classrooms German Language B: <https://cv.uab.cat/portada/ca/index.html>

Software

No specific software is used