

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.eggerts@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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

Narrating

- Narrating past events
- Talking about the future
- Narrating with changes in temporal order
- Quoting indirect speech

Giving personal opinions, expressing feelings, arguing

- Expressing feelings
- Expressing doubts, refuting, and accepting others' evaluations

- Giving personal opinions
- Arguing using cause-effect and opposition structures
- Arguing through comparisons
- Expressing hypotheses and conditions
- Expressing values, viewpoints, fears, expectations

Giving orders, asking and giving advice

- Giving an order
- Advising someone on a topic
- Giving directive guidelines on prohibitions and permissions

1. Grammatical Content

- Adjective declension and substantivized adjectives and participles
- Passive voice: present/past
- Participle I / Participle II and participle constructions
- N-declension
- Assumptions and hypotheses: Konjunktiv II
- Indirect speech: Konjunktiv I

1. Intercultural and Lexical Content

- Vergangenheit und Verarbeitung der Geschichte (German history and memory after World War II)
- Berlin Ost und West (Berlin East and West, the Berlin Wall, and the division of Germany)
- Immigration and xenophobia
- Klimaschutz (Climate protection, climate activism)

The specific topics to be covered in class will be outlined in the course guide, which will be provided 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 ...)
- Lectures/ presentations (debates, presentation of texts, representation of dialogues, etc ...)
- autonomous lectures
- audiovisual content (movies in German)

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

Continuous 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.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on oneday during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

Single assessment will include a minimum of three assessment activities of different types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

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 0.08 2, 5, 9, 1	16%	2	0.08	2, 1, 5, 9
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 (Gulliver Taschenbuch)
- Thoma, Leonard: *Die Blaumacherin*, Hueber Verlag
- Pressler, Mirjam: *Novemberkatzen*, Beltz Verlag (Gulliver Taschenbuch)
- König, Karin: *Ich fühl mich so fifty-fifty*, DTV Junior Verlag
- Nause, Tanja: *Berlin, Meyerbeer 26*, Hueber Verlag
- Nöstlinger, Christine: *Maikäfer flieg!*, Beltz Verlag (Gulliver Taschenbuch)

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.

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 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.

3.3 Online dictionaries and corpora

- www.pons.eu (*bilingual dictionary*)
- www.duden.de (*monolingual dictionary*)
- www.wortschatz.uni-leipzig.de (*corpus*)

4. Online resources

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/>

Resources for learning German:

<https://deutschlernerblog.de>

Software

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