

Degree	Type	Year
2500249 Translation and Interpreting	OB	3

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Attention: All classes and tutorials for this language C subject are entirely in German language (Level B1); for translation classes it is necessary to have a knowledge of Spanish and Catalan language equivalent to Level C1 (C1.4) [Proficiency level C1, first language of the baccalaureate].

Prerequisites on German language and Translation

Language

- Understand written texts with some complexity on personal and general topics of well-known fields (CFRL/MECR-FTI B1.1.)
- Produce written texts on personal and general topics of known fields (CFRL/MECR-FTI B1.1).
- Understand clear oral texts on personal topics and general topics of known fields (CFRL/MECR-FTI B1.1).
- Produce oral texts on personal and general topics of known fields (CFRL/MECR-FTI B1.1).

Translation

- Solve basic problems of contrastivity in the language combination
- Can apply these skills to solve problems of translation of written texts with certain complexity on personal subjects and general subjects of well-known fields, and non-specialized texts of different types in standard language (narrative, descriptive, expository, basic instructive).

Illustrative descriptor CFRL/MECR Intermediate level **Breakthrough** B1.1 Can-do-item

Illustrative Beschreibung des Sprachniveaus (GeR B1) **Kontaktsschwelle** Deutsch [Limitierung B1.1] Item:

Der/die Studierende:

Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht. Kann die meisten Situationen bewältigen, denen man auf Reisen im Sprachgebiet begegnet. Kann sich einfach und [hinreichend] zusammenhängend über vertraute Themen und persönliche Interessengebiete äußern. Kann einfach und klar über Erfahrungen und Ereignisse berichten, Träume, Hoffnungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben.

Self-evaluation:

Goethe Institut, Test Deutsch-Leseverstehen B1.2 | (Minimum: 60 Punkte)  
[http://www.goethe.de/lrn/pro/ZD-online/data/LV\\_frame.htm](http://www.goethe.de/lrn/pro/ZD-online/data/LV_frame.htm)

## Objectives and Contextualisation

Contextualization and formative objectives of the subject

The function of this subject is to develop the ability to handle translation problems arising from the linguistic combination of texts written with a certain complexity on personal subjects and general topics of known fields and the presence of cultural references, as well as the ability to solve problems of very simple specialized texts from various fields.

4.5 credits and ECTS-workloads will be dedicated to translation and 4.5 credits ECTS-workloads to German language.

German as Foreign Language

At the end of the course the student will have to be able to :

- Understand written texts with some complexity, on personal topics and general topics of known fields (CFRL/MECR-FTI B1.2) / strong level B2.1.1
- Produce written texts (with some complexity) on personal and general topics of known fields (CFRL/MECR-FTI B1.2.1).
- Understand oral texts (with some complexity) on personal topics and general topics of known fields (CFRL/MECR-FTI B1.2.1).
- Produce oral texts on personal and general topics of known fields (CFRL/MECR-FTI B1.1).

Globale Sprachkompetenzen in Deutsch als Fremdsprache (DaF):

- Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht. Kann in Studiensituationen aus mündlichen Texten die Hauptinformation entnehmen, wenn relativ langsam und deutlich gesprochen wird. Kann sich einfach und zusammenhängend über vertraute Themen und persönliche Interessengebiete äußern. Kann über Erfahrungen und Ereignisse berichten, Erwartungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen abgeben.
- Kann die Hauptinhalte einfacher oder nicht zu komplexer Texte zu konkreten und abstrakten Themen aus eigenen Interessensgebieten 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.

Fachspezifische Kompetenzen in der Arbeitssprache (Profil Deutsch für Übersetzung)

- Kann beim Rezipieren von Texten bereits grundlegende Strategien einsetzen, um das Verstehen zu sichern. Kann relevante Inhalte von Sachtexten und, nach entsprechender Vorbereitung, auch die Hauptstränge literarischer Prosatexte wie z.B. kurze Novellen oder Erzählungen hinreichend zusammenfassen.
- Kann die grundlegenden sprachlichen und außersprachlichen Bedingungen sachlich-informativer (deskriptiver, einfacher instruktiver, sowie ergebnisberichtender) Textsorten erkennen, deren Textintentionen erfassen und ihre Wirkungen auf Textadressaten in groben Zügen beurteilen.
- Kennt die elementarsten Unterschiede in Kohärenz, Kohäsion und Textorganisation zwischen seiner Muttersprache und dem Deutschen und achtet bei eigenen Texten auf die üblichen sprachlichen und außersprachlichen Konventionen der Gestaltung und der Gliederung Im Deutschen. Kann ortho(typo)graphische Kenntnisse so korrekt anwenden, dass er/sie kaum Fehler macht, die zu Missverständnissen führen.
- Kann eine kürzere Studienarbeit in einem üblichen Standardformat oder einen kurzen Bericht schreiben, in dem etwas erörtert wird, wobei einige wichtige Punkte hervorgehoben werden. Kann dazu kurze Informationen aus mehreren Quellen zusammenführen und zusammenfassen.

## Translation

At the end of the course the student will have to be able to:

- Demonstrate that they possess and understand knowledge of the fundamental contrasting aspects of the language combination and the methodological principles of translation.
- Apply this knowledge to solve problems of translation of non-specialized texts in standard language of different types (narrative, descriptive, expository, instructive) as well as on written texts with a certain complexity on personal and general subjects from known fields & domains.

## Competences

- Applying cultural knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- 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 effectively in teams.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation-related basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. Applying technological resources in order to solve translation problems: Applying technical resources in order to solve translation problems of different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
4. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
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 different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
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 proper information needs for the translation of different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of several fields.
10. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate different types of non-specialised written texts with problems of linguistic variation and cultural references and basic specialised texts from various fields.
11. 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.
12. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
13. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts with linguistic variation and cultural references.
14. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
15. 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.
16. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of different fields.
17. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of different fields.
18. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems of different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
19. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing different kinds of non-specialised written texts with problems of linguistic variation and cultural references and basic specialised texts from several fields that are appropriate to their context and possess linguistic correctness.
20. Solving interferences between the working languages: Solving interferences between the working languages.
21. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources in order to edit different types of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
22. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the information sources in order to translate different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
23. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques to solve translation problems of simple specialised written texts.
24. 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.
25. Working effectively in teams: Working effectively in teams.

## Content

### Contents of the subject

#### Contents for Language (summary)

- Strategies and techniques for the comprehension of written texts of diverse typology on general topics of known fields (narrative, descriptive, expository and instructive).
- 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).
- Strategies and techniques for the comprehension of oral texts on general topics of known or study areas (narrative, descriptive, expository and instructive or didactic).
- Strategies and techniques for the production of oral texts on personal subjects and general topics of known or study areas (narrative, descriptive, expository and metatextuals).
- Basic linguistic and textual notions for the study of the C language and for translating.
- Morphosyntactic, lexical, textual grammar and ortho-typical knowledge to be able to translate.
- Personalized strategies and procedures for learning the language and the use of relevant consultation tools for the autonomous study of language C.

#### Language: Communicative, morphosyntax and grammar contents of German texts.

- The course offers the student the necessary tools for the recognition and active use of lexical systems, morphosyntactic structures and basic or complex textual structures in the German language.
- The training objective is the comprehension and production of written texts of a general nature (texts written with some complexity on personal subjects and general topics of known fields);
- As for oral communication, the aim of the course is to understand and produce oral texts of a general and specific nature (oral texts on personal subjects and general topics of known fields), as well as to develop the ability to participate in debates on general topics with a medium level of difficulty (Level B1.2). The development of these competences will be possible thanks to a practical work of the language from the communicative, grammatical, lexical and intercultural point of view.

#### Communicative:

- Analyzing non-specialized texts
- Produce non-specialized texts
- Understanding information of medium difficulty (Mittelstufe 1)
- Arguing in a clear and structured manner
- To ask for an opinion, a wish, a piece of advice, to suggest
- Describe, compare and evaluate
- Disagree, justify differences, contradictions
- Giving one's own points of view
- Give explanations and justifications
- Expressing a desire, a need
- Expressing a cause, a consequence, a concessionary relationship
- Express a purpose, an objective
- Make specific syntheses, adaptations and summaries
- Present facts, motives and opinions in a structured order
- Reproduce and reformulate a text

#### Aspects and cultural markers in texts

- Detect cultural references or markers in written texts with a certain complexity on general topics of known fields.
- Avoid intercultural problems writing texts or producing oral texts on personal and everyday subjects.

#### Grammar:

## Morphosyntax

- Temporaladverbien
- Konnektoren
- Objektive und subjektive Modalverben
- Valenz der Verben und Rektion der Funktionsverben
- Das Pronomen "Es" (obligatorisches vs. kataphorisches Es)

## Textgrammatik

- Kohäsionsmittel und Textkohärenz im deutschen Text
- Prototypische Textabschnitte: Thema, Anlass, Problem, Lösung, Bewertung.

## Translation

### Contents on translation (summary)

- Basic methodological principles governing the practice of translation. Fundamental problems, techniques and strategies for the translation of texts in standard language.
- The resolution of contrasting difficulties: differences in writing conventions, lexicons, morphosyntactic and textual.
- Solving basic problems of translation of non-specialized expository genres in standard language: short entry of a consultation encyclopaedia, fragment of a manual (of Translation, Linguistics, Philosophy, etc.).
- Basic aspects of the labour-market and the practice of the profession of translator: areas of employability; rights and duties of the translator.
- Use of technological tools and basic documentation for the translation of non-specialized texts in standard language.

### Translation Contents

- Solving translation problems derived from cultural references in narrative, descriptive and expository texts.
- Solving problems derived from textual tone (vulgar, informal, formal, solemn, etc.) in narrative, descriptive and expository texts.
- Solving problems derived from textual mode (written to be read aloud, written to be said, etc.) in narrative, descriptive and expository texts
- Solving translation problems arising from the style of the text (light, dark, concise, pompous, rigid and archaic, natural, etc.) in narrative, descriptive and expository texts.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Consolidating techniques for solving textual and translation problems	10	0.4	4, 12, 15, 16, 19, 20
Consolidating techniques to solve exercises	10	0.4	1, 2, 7, 10, 14, 15, 16, 17, 19, 20
Task-deepening related to writing and translation	25	1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Type: Supervised			

Revision of exercises and other tasks related to translations and essays commissioned by the teacher	13	0.52	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Type: Autonomous			
Academic-professional work preparation (language and translation)	70	2.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Documentation enquiries	15	0.6	4, 9, 10, 11, 21, 22
Preparation of exercises and previous works	61	2.44	1, 2, 7, 10, 16, 17, 19, 20

## Teaching methodology and training activities

### Activities and workloads

#### Language & Translation

Directed, each 22.57 hours, sum 45.14 hours

L Reading comprehension activities Written production 10 hours

L Oral comprehension and production activities 3.57 hours

L Resolution of grammar exercises 9 hours

T Resolution of translation exercises 6 hours

T Carrying out of translation activities 14,07 hours

T Master classes 2.5 hours

Supervised, each 6.8 hours, sum 13.6 hours

L Supervision and revision of grammar exercises 4.3 hours

L Supervision and review of oral and written activities 2.5 hours

T Supervision and revision of translations 3 hours

T Supervision of documentation for translation 3 hours

T Supervision of exercises 0.8 hours

Self-employed, each 73.125 hours (65%), sum 146,25 hours

L Preparation of reading comprehension activities 35 hours

L Preparation of written production activities 25 hours

L Preparation of comprehension activities and some grammatical themes 13.13 hours

T Preparation of translations and jobs 58.125 hours

T Preparation of exercises 5 hours

T Documentation search 5 hours

T Extension of knowledge 5 hours

### Teaching Methodology

The German language skills (DaF) 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 C 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 (C-A) relevance for translation, heuristics or instruments for language learning (kulturpaarspezifische pragmatische Kompetenzen, Lernfertigkeiten, instrumentale Fertigkeiten).

With regard to the specific text competencies, the following will be dealt with - following the textual progression of the subjects of German C - in ITC4 especially classes and types of texts with the so-called German macrostructures: Deskriptive Texte (Objekt- und Prozessbeschreibung), Chroniken (Ergebnisbericht, Ereignisschilderung, Erlebniserzählung) and corresponding functions.

The nature of the subject is theoretical-practical. It will deal with the basics of textual analysis (linguistic and translation), reception and textual production in German. All knowledge, skills, strategies and activities of the subject will be developed through and by working with & on texts (standardmodels and current examples).

### Training activities

With the exception of 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, abstract, work script, oral presentation, textual analysis, review, linguistic autobiography) on topics of a cultural, linguistic or translational (inter-) nature in Language C.

The production of texts will be limited to personal subjects and topics or general domains of known or basic areas of study.

Following the German didactic method known as Lerner- und Handlungsorientierter Unterricht (didactics oriented to the practical activity of the student), applied to the Teaching of German as a Foreign Language (DaF) for translation and interpretation, the tasks based on the processing of authentic and current texts can be modified during the course, either according to the relevance of the texts or according to the specific didactical needs of the students, detected by means of continuous formative evaluation or diagnostic evaluation. The progressive definition and the 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.

### Language

The course will focus especially on:

- Comprehension of written texts and some oral/audiovisual documents



- The practice of oral and written expression techniques
- Treatment of grammar topics at *Mittelstufe* B1 level

A series of activities and tasks will be proposed to the student:

- Individual works (grammar exercises, written productions: summary, dissertation, reading card)
- Group work (simulations, comprehension activities, writing activities, oral presentations, etc.)
- Exchanges (debates, presentation of texts, etc.)
- Grammar, oral/written expression and oral/written comprehension tasks
- Freelance work: exercises, test preparation, readings, book reading, essays, information research.

Translation

- Consolidate techniques for solving exercises in translation
- To deepen the tasks related to translation
- Consolidate problem-solving techniques

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Consecutive exercises and individual writing assignments (with progressive weighting)	20%	7.35	0.29	1, 2, 6, 7, 11, 13, 16, 17, 19, 20, 25
Grammatik / german grammar	30%	3.15	0.13	1, 2, 10, 16, 19, 20
Tasks and translation assignment DE>CA	25%	5.25	0.21	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Tasks and translation assignment DE>ES	25%	5.25	0.21	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

### Continuous assessment

Assessment: see also "Methodology"

Evaluation and diagnostic system and activities used:

- Performance of textual works on subjects related to foreign languages for translators and interpreters,
- Execution tests of real and/or simulated tasks of textual and oral communication in a foreign language,
- Tests with open-ended questions of comprehension and textual production,
- Tests with closed-ended questions of comprehension and textual production.

The following aspects will be evaluated:

1. be able to correctly apply the grammar knowledge acquired during the course.
2. be able to express themselves orally and fluently on a subject within the framework of an oral presentation, a dialogue, where a specific perspective or point of view will have to be presented.

3. be able to write a coherent and cohesive text
4. be able to reflect on one's own learning and use learning strategies
5. be able to put into practice the knowledge acquired : from passive knowledge to the active use of this knowledge

#### Evaluation and diagnostic techniques used

For the continuous and final evaluation, different types of evaluation, common in teaching of languages with a profile for mediation, translation and interpretation, will be combined (see CFRL/MECR, chapter 9.3):

#### To be taken into account for the assessment in Language C

1. Theoretical knowledge will not be evaluated but always its application in the resolution of tasks, exercises or practical tests. The evaluation will be continuous and orientative-formative.
2. The text tasks or partial DaF-grammar tests included different assessment activities (reading comprehension, written and oral production, applied grammatical knowledge, vocabulary and autonomous reading). The grade of none of them will exceed 40% of the final grade for the language assessment.
3. Each partial grammar test has a scale for assessing learning outcomes according to specific competences. These ALE (DaF) grammar tests will last between 1 and 2 hours.
4. Taking the partial tests and the evaluation tasks is compulsory and the student must have taken at least 66.6% of the tests or tasks.
5. The formative text evaluation tasks correspond to 3 written exercises and 1 paper. The evaluative weight of the tasks will be progressively staggered. The grade of no task will exceed 40% of the final grade for the language evaluation.
6. As a general rule, these supervised course tasks are part of the continuous, consecutive and progressive assessment. They will not be accepted or corrected if they are missed outside of the consecutive progression and deadlines set by the faculty. In order to recover the delivery of one of these continuous training jobs, explicit permission will be required to deliver it within a later period of no more than five working days. A calendar of tasks will be published in the Moodle Classroom of the subject (Abgabetermin).
7. On written and oral tasks for the Evaluation of the command or level of the language a weighted average mark of "pass" [5] has to be obtained to guarantee the qualification and certification of level according to the Common European Framework of Reference (CFRL/MECR) and the Royal Decree 1041/2017, Article 7, 1-2.
8. During the semester, students will discuss the progression of their learning process.
9. Regular attendance and active participation in class will be highly valued.

#### Translation

Several individual translation exercises will be carried out, the grade of which will not exceed 40% of the final weighted grade for the translation part. The type of evaluation activities will be specified by the person in charge of translation when teaching begins.

#### Note

The information on the evaluation, the type of evaluation activities and their weight on the subject is for guidance only. The teacher in charge of the subject will specify it at the beginning of teaching.

It is advisable to read carefully the special and detailed information in the Moodle Classroom of the subject, and especially the calendar of partial evaluations and tasks.

#### Regulations for the Assessment, Revision and Reassessment of the Faculty of Translation and Interpretation

Assessment is continuous. Students must provide evidence of their progress by completing the tasks. Task 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.

#### 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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

Students who have presented themselves to activities the weight of which equals to 66.6% (two-thirds) or more of the final grade, and who have obtained a weighted median grade of between 3.5 and 4.9 may recover failed assessments. The student will be able to recover only those evaluation activities that have been suspended or for which no evaluation evidence has been presented. At the time of delivering the final grade prior to the course report, the teacher will communicate through Aula Moodle the recovery procedure. For the evaluation of the continuous, consecutive and progressive textual tasks, see Evaluation, Article 6.

Teachers may propose a remedial activity for each suspended or not presented activity, or they may group several activities into one of the soles, provided that all learning outcomes are evaluated and the same criteria for evaluation and weighting of the final grade is maintained. In no case can recovery consist of a single final assessment activity equivalent to 100% of the grade. The teacher 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 -passed).

#### 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.

#### Irregularities in assessment activities

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

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

#### Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, impersonation, 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 student 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.

#### 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.

## Bibliography

### Bibliography and web-links

#### Grammar

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

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

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## Software

No specific software is required for this subject apart from a text processor able to read .docx and .pdf formats. We recommend the use of online dictionaries like Pons or Duden.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	German	second semester	morning-mixed