

Degree	Type	Year
2500249 Translation and Interpreting	OB	2

Contact

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Teaching groups languages

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Prerequisites

When initiating the subject the student will have to 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 A.2.2.)

Objectives and Contextualisation

The function of this subject is to consolidate the development of the communicative competences that the student needs in Language C to prepare him or her for the direct translation of non-specialized texts of different types and registers.

All credits will be devoted to language.

At the end of the course the student must be able to:

- Understand written texts of different types on general topics from a wide range of fields and registers. (MCRE-FTI B1.2.)
- Produce written texts with a certain complexity about personal issues and general issues in well-known fields. (MCRE-FTI B1.1.)
- Understand oral texts with a certain complexity about personal issues and general issues in well-known fields. (MCRE-FTI B1.2.)
- Produce oral texts about personal issues and general topics in familiar fields. (MCRE-FTI B1.1.)

Competences

- Applying cultural knowledge in order to translate.
- 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 graphical, lexical, morphosyntactic, textual, rhetorical 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. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
4. Comprehending the communicative purpose and sense of verbal 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. 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.
6. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas and that are appropriate to their context..
7. 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.
8. Implementing strategies in order to understand verbal 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. 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.
10. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.
11. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas and that are appropriate to their context.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to their context, and possess linguistic correctness and specific communication purposes.
13. Working effectively in teams: Working effectively in teams.

Content

The course offers the student the necessary tools for the recognition and active use of the lexical, morphosyntactic and textual structures of the German language.

The training objective is the comprehension and production of general written texts on topics related to the person and to areas known to the student.

With regard to oral communication, the objective of the course is to understand and produce general oral texts regarding personal and everyday issues, as well as developing the ability to participate in debates on general topics with a level of medium difficulty. The development of these competences will be possible thanks to a practical work of the language from a communicative, grammatical, lexical and intercultural point of view.

Communication:

- Produce a speech
- Understand information
- Give your own points of view
- Express a desire, a need
- Give advice, make recommendations
- Express one purpose, one goal
- Discrepancy, justify the differences, the contradictions
- Argue
- Give instructions
- Express a cause, a consequence
- Justify yourself, give explanations
- Ask for an opinion, a wish, an advice, suggest
- Describe a place
- Evaluate, compare
- Describe facts
- Submit facts and opinions in a structured order
- To summarize

Grammars:

- *Infinitivkonstruktionen*
- *Das Futur I / II*
- *Relativpronomen und Relativsätze*
- *Verben, Substantive und Adjektive mit Präpositionalobjekt*
- *Nebensätze und Konnektoren: kopulative Konjunktionen. Konditionale, konzessive, kausale, konsekutive, temporale, modale und finale Satzverbindungen*
- *Nomen-Verb-Verbindungen*

Lexis and Interculturality:

- Vergangenheit und Gegenwart: "Engels Federn"
- Das Ende der DDR: "Zwischen uns die Mauer", Mauerfall
- Migration: "Almanya - Willkommen in Deutschland", "Im Land der Schokolade und Bananen", Ein- und Auswanderung
- Jugend und Alltag: "Jenseits der Stille", "Tschick", "303", Beziehungen
- Aktualität und Zukunftsperspektive: Klima und Umwelt, Arbeitswelt, Solidarität, Europa

The topics will be specified at the beginning of the course.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Carrying out reading comprehension activities	15	0.6	3, 6, 11
Carrying out written production activities	15	0.6	1, 7, 12
Doing comprehension activities	10	0.4	2, 4, 8
Exercise resolution	8	0.32	1, 2, 3, 5, 9, 10
Performing oral production activities	15	0.6	1, 5, 9
Theory	9	0.36	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,

Type: Supervised			
Supervision and review of exercises	14	0.56	1, 2, 3, 10
Supervision and review of oral and written activities	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Type: Autonomous			
Preparing group activities	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Preparation of group work	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Preparation of individual orders	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Preparation of reading comprehension activities (individual or in group)	27.5	1.1	1, 5, 9, 10
Preparation of written production activities (individual or in group)	22.5	0.9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Solution of grammar and vocabulary exercises	22.5	0.9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

The course will focus especially on:

- Comprehension of written texts and oral and audiovisual 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: summary, dissertation, reading sheet)
- Group work (simulations, comprehension activities, writing, oral presentations, etc.)
- Exchanges (debates, presentation of texts, etc.)
- Grammar controls, oral / written expression and oral / written comprehension
- Freelance work: exercises, preparation of tests, readings, reading of one book, writing essays, searching for information on the Internet ...

The following aspects will be evaluated:

- Express himself or herself 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 knowledge acquired 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment activities for grammatical knowledge (1)	16%	2	0.08	1, 9
Oral works and exhibitions	20%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13
Proofs of application of grammatical knowledge (2)	16%	2	0.08	1, 2, 5, 9, 10
Proofs of application of oral production	16%	1.5	0.06	2, 3, 4, 6, 11
Writing comprehension and production assessment activities (1)	16%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Writing comprehension and production assessment activities (2)	16%	2	0.08	1, 2, 4, 5, 7, 8, 9, 10

Continuous assessment

-Partial tests will be carried out that include different assessment activities (reading comprehension, written and oral production, grammatical knowledge, vocabulary and self-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.

-If for any reason (teacher's illness, strike, public holiday, official acts of the faculty...), the tests can not be carried out on the scheduled date, they will be done the day they are rescheduled. If a student, for health reasons, can not attend a partial test, he or she must bring a medical justification. Only in these cases will it be possible to evaluate the possibility of performing the test another day.

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

-Active participation in the course will be positively valued.

Note: The information on the evaluation, the type of evaluation activities and their weight on the subject is for guidance purposes. This information will be specified at the beginning of the course by the professor responsible for the subject.

Review

When submitting the final grade before the minutes of the subject, the teacher will notify in writing a date and time of revision. (It will be reported directly at SIGMA)

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

Resit

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

When submitting the final grade prior to the minutes of the subject, the teacher will notify in writing 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.

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

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, his or her work will be classified as "not assessable" on his or her transcript.

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 students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

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 one day 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

Material of the subject

Dossier with texts, exercises and theoretical explanations.

Literature

Compulsory reading of a high level intermediate book:

- Gündisch, Karin (1987). *Im Land der Schokolade und Bananen*. Weinheim etc.: Beltz & Gelberg.
- Hildegard, Katja (2007). *Zwischen uns die Mauer*. Stuttgart: Klett.
- Link, Caroline (1997). *Jenseits der Stille*. Berlin: Aufbau Verlag.
- Nause, Tanja (2017). *Engels Federn*. Madrid: Ed. Idiomas / Hueber.

Note: The final list will be specified at the beginning of the semester.

Manuals

- Braucek, Brigitte & Castell, Andreu (2002). *Verbos alemanes. Diccionario de conjugación y de complementación*. Madrid: Ed. Idiomas.
- Castell, Andreu (1997). *Gramática de la lengua alemana*. Madrid: Ed. Idiomas / Hueber.
- Castell, A. & Braucek, B. (2000). *Gramática de la lengua alemana. Ejercicios*. Madrid: Ed. Idiomas / Hueber.
- Dreyer, H. & Schmitt, R. (1993). *Lehr- und Übungsbuch der deutschen Grammatik*. München: Hueber.
- Fandrych, Ch. & Tallowitz, U. (2009). *Klipp und Klar*. Stuttgart: Klett Verlag.
- Hoberg, R. & U. (2004). *Der kleine Duden. Gramática del alemán*. Madrid: Ed. Idiomas / Hueber.
- Luscher, R. (1998). *DaF. Übungsgrammatik für Anfänger*. München: Verlag für Deutsch.
- Reimann, M. et al. (2007). *Gramática esencial del alemán con ejercicios*. Ismaning: Hueber.
- Seca, Jorge (2002). *Usos gramaticales básicos de la lengua alemana* (available online).

Dictionaries of language

Bilinguals

- Aliaga López, S. (2001). *PonsGroßwörterbuch für Experten und Universität: Spanisch-Deutsch / Deutsch-Spanisch*. Stuttgart: Klett
- Batlle, Lluís C. et al. (2006). *Diccionari Alemany-Català* (3a ed., rev., ampl. i act.). Barcelona: Enciclopèdia Catalana.
- Batlle, Lluís C. et al. (2005). *Diccionari Català-Alemany* (2a ed., corr., ampl. i act.). Barcelona: Enciclopèdia Catalana. Available online: <https://www.diccionari.cat/diccionari-catala-alemany>
- Beinhauer, W. (1978). *Stilistisch-phrasologisches Wörterbuch Deutsch-Spanisch*. München: Hueber.
- Beinhauer, W. (1978). *Stilistisch-phrasologisches Wörterbuch Spanisch-Deutsch*. München: Hueber.
- Diccionari Alemany-Català GPL / GPL Deutsch-Katalanisches Wörterbuch*. Available online: <https://diccionari.catalans.de/>
- Slaby, R.; Grossmann, R. (1994). *Diccionario de las lenguas española y alemana / Wörterbuch der spanischen und deutschen Sprache* (11ª ed., ampl. y rev.). Barcelona: Herder.
- <https://de.pons.com/übersetzung/deutsch-spanisch>
- <https://es.langenscheidt.com/aleman-espanol/>
- <http://www.multilingue.cat>

Monolinguals

Agricola, E. et al. (<spandir="ltr">1992). Wörter und Wendungen: Wörterbuch zum deutschen *Sprachgebrauch*. Mannheim, etc.: Dudenverlag.

Bulitta, E.; Bulitta, H. (2007). *Wörterbuch der Synonyme und Antonyme*. Frankfurt a.M.: Fischer.

Carstensen, B. (1986). *Beim Wort genommen. Bemerkenswertes in der deutschen Gegenwartssprache*. Tübingen: Gunter Narr.

Donnert, E. et al. (1989). *Wörterbuch der Sprachschwierigkeiten*. Leipzig: VEB Bibliographisches Institut.

Duden - Deutsches Universalwörterbuch (2019). Mannheim, etc.: Bibliographisches Institut.

Duden (Online). Available online: <https://www.duden.de/>

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

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

Rohrich, L.; Meinel, G. (1979). *Lexikon der sprichwörtlichen Redensarten*. Freiburg i. B., etc.: Herder.

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

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

Interesting addresses on the Internet

Newspapers and recommended news pages:

- Süddeutsche Zeitung (<http://www.sueddeutsche.de>)

- Neue Zürcher Zeitung (<http://www.nzz.ch>)

- German News (<http://www.germannews.com>)

- Deutsche Welle: Information zu Geschichte, Politik, Gesellschaft und Kultur (<https://www.dw.com/de/themen/s-9077>)

- Info zu Deutschland (www.deutschland.de / www.tatsachen-ueber-deutschland.de)

- Täglicher Überblick über das deutschsprachige Feuilleton und Buchmaschine (www.perlentaucher.de)

Software

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Language list

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