

Degree	Type	Year
2500249 Translation and Interpreting	FB	1
2500249 Translation and Interpreting	OT	4

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Teachers

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Teaching groups languages

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

Prerequisites

German language skills acquired in the subject "Foreign language C for translators and interpreters 2 (German)".

To take this subject, students must be able to:

- Understand information on short and simple written texts about topics related to the specific and immediate environment (MCRE-FTI A1.2.)
- Use the basic graphic and lexical system and produce basic written expressions related to the specific and immediate environment. (MCRE-FTI A1.1.)
- Recognize the basic phonological and lexical system and understand basic oral expressions related to the specific and immediate environment. (MCRE-FTI A1.1.)
- Use the phonological and lexical system and produce basic oral expressions related to the specific and immediate environment. (MCRE-FTI A1.1.)

Objectives and Contextualisation

The purpose of this course is to consolidate the students' basic language competencies in Foreign Language C (German) to prepare them for direct translation.

Upon finishing the course students should be able to:

- Understand written texts about everyday topics. (CEFR-FTI A2.2)
- Write very short and simple texts on topics related to the immediate environment. (CEFR-FTI A1.2)
- Understand short and simple utterances in German on topics related to the immediate environment. (CEFR-FTI A1.2)
- Express themselves in spoken German on topics related to the immediate environment using very short and simple constructions. (CEFR-FTI A1.2)

Competences

Translation and Interpreting

- 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 and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal 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 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 basic verbal texts about general topics that are appropriate to their context.
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.

Content

Communicative contents:

- Reformulating an oral text to a written text (and vice versa)
- Asking for explanations / requesting information / asking for assistance
- Explaining / giving information / providing help
- Giving directions
- Asking for and giving advice
- Expressing wishes

- Describing a person or a situation
- Understanding the message of newspaper ads through key words

Grammar-related contents:

- Locative adverbs
- The imperative
- The declination of the dative
- Prepositions with accusative
- Prepositions with dative
- Prepositions with dative and accusative (Wechselpräpositionen)
- The declination of personal pronouns
- Possessive article
- The adjective: positive, comparative, superlative
- The adjective: declination
- The preterite
- Introduction to subordinate clauses

Lexical contents (from different semantic fields):

- Personal relationships
- Family relationships
- Municipal institutions
- Utensils of daily use
- Furniture
- Clothing
- Free time
- The colours

Sociocultural contents:

- Family relationships
- Leisure time
- Formal/informal treatment

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class (on-site/virtual)	8	0.32	1
Oral comprehension activities	5	0.2	2, 1, 3
Oral expression activities	4	0.16	2, 5, 9
Reading comprehension activities	17	0.68	1
Resolution of exercises related to grammar and vocabulary	20	0.8	2, 1
Written expression activities	10	0.4	1, 6
Type: Supervised			
Programmed tutorials	4	0.16	1

Resolution of problems	3	0.12	1
Supervision and review of exercises	15	0.6	1, 6
Supervision and review of oral and written activities	15	0.6	2, 1, 6, 5
Type: Autonomous			
Preparation of activities related to reading comprehension	25	1	1, 8
Preparation of activities related to written expression	20	0.8	1, 6, 10
Preparation of assessment activities	10	0.4	1
Preparation of group works	13	0.52	1
Preparation of individual work	14	0.56	1
Resolution of exercises	30	1.2	1, 8, 6

To achieve the established objectives, this subject involves both lectures and practical classes. It is an active methodology based on a set of techniques and actions to guide the students' learning process:

- Performing tasks indicated to obtain specific learning outcomes.
- Cooperative learning techniques that encourage students to build their knowledge socially, in small groups.
- Resolution of exercises of specific subjects.
- Presentation of individual or group work.
- Exhibition of contents presented and explained by the teacher.
- Audiovisual content / listening comprehension exercises
- In-class and autonomous readings

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
Activities assessing oral expression and comprehension	10%	2	0.08	2, 7, 5, 3, 9
Activities assessing reading comprehension	30%	4	0.16	1, 8, 4
Activities assessing written expression	20%	2	0.08	1, 6, 10
Tests in use of grammar	40%	4	0.16	2, 1, 4

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

- The students must perform partial tests that include different assessment activities (reading and oral comprehension, written and oral expression, and grammatical knowledge). Each partial test has a scale to assess the learning outcomes according to the specific competences. These tests have a duration of 1 to 2 hours.
- Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.
- The continuous assessment consists of several partial tests that include different evaluation activities (reading comprehension, written production, grammar and vocabulary). Each partial test has a scale to assess the learning results according to the specific competences.
- If for any reason (indisposition of the teacher, strike, public holiday, official acts of the faculty, etc.) the tests cannot take place on the scheduled date, an alternative date will be proposed. If a student, due to health reasons, cannot attend a partial test, he/she must provide a medical certificate. Only in that case the possibility of postponing the test will be considered.
- During the semester the progression of the students' learning process will be discussed continuously.

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.

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.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, 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. 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

Teaching materials:

- Textbook (at the Servei de Reprografia)
- Lectures:
- Felix & Theo (2017): *Verschunden in Neuschwanstein - Detektiv Müller - A1-2 ("Der Märchenkönig")*. Stuttgart: Klett Verlag
- Elke Burger, Theo Scherling (2021): *Leo & Co. Das schnelle Glück (Stufe 1 ab A1)*. Stuttgart: Klett Verlag
- Thoma, Leonhard (2014): *Das Idealpaar*. Munich: Hueber Verlag

Reference bibliography:

Bilingual dictionaries:

Slaby, R.; Grossmann, R. (1994): *Wörterbuch der spanischen und deutschen Sprache*. 6^a ed. revisada (2015). Barcelona: Herder.

Pons (2001): *Großwörterbuch für Experten und Universität. Spanisch-Deutsch. Deutsch-Spanisch*. Stuttgart, Düsseldorf, Leipzig: Klett.

Batlle, L. C.; Haensch, G.; Kockers, E.; Stegmann, T. D. (1996): *Diccionari alemany-català*. 2^a. ed. Barcelona: Enciclopèdia Catalana.

Batlle, L. C.; Haensch, G.; Stegmann, T. D.; Woith, G. (1991): *Diccionari català-alemany. Katalanisch-Deutsches Wörterbuch*. Barcelona: Enciclopèdia Catalana.

Monolingual dictionaries:

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

Online dictionary:

www.pons.eu

Grammars:

Dreyer, H; Schmitt, R. (1994): *Prácticas de gramática alemana*. Barcelona: Ed. Idiomas.

Wendt, H.F: *Langenscheidts Grammatiktafel Deutsch*. Munich: Langenscheidt.

Reimann, M. (2007): *Gramática esencial del alemán con ejercicios*. Hueber Verlag

Webs:

Website Goethe-Institut: <https://www.goethe.de/de/m/index.html>

Blog about use and grammar of the German language: <https://deutschlernerblog.de/>

Online-Grammatik; complete: IDS-Projekt-Grammar: <http://hypermedia.ids-mannheim.de/index.html>

Learning programme - "Progr@mm": <http://hypermedia.ids-mannheim.de/programm/>

Software

Virtual Campus of the Faculty for Translation and Interpreting

Language list

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