UAB
Universitat Autònoma de Barcelona

Translation B-A 2 (German-Catalan)

Code: 101338
ECTS Credits: 6

2025/2026

Degree	Type	Year
Translation and Interpreting	OB	2

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

At the beginning of the course students should be able to:

-Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumentals, and the main contrastive problems encountered in this linguistic combination.

-Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.

Note for exchange students. Students taking this course should have Upper Intermediate / Advanced language skills in the language combination. See instructor for more specific details concerning eligibility.

Objectives and Contextualisation

The aim of this module is to consolidate the ability to solve translation problems in different non-specialised texts written in standard language (narrative, descriptive, conceptual, argumentative and instructive).
At the end of the module students should be able to:

- Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumental aspects and the main contrastive problems encountered in this language combination.
- Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.
- Assimilate knowledge to form opinions and make judgments regarding the translation of a variety of non-specialised texts.

Competences

- Learning in a strategic, independent and continuous manner.
- Producing written texts in language A in order to translate.
- Solving translation problems of non-specialised texts.

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- 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.

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 technological resources in order to solve translation problems: Applying the basic technological resources in order to solve different types of translation problems of non-specialised written texts in standard language.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different types of non-specialised written texts in standard dialect.
4. 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 different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
5. 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 in standard dialect.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of different types of non-specialised written texts in standard dialect.
7. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
8. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informational needs in order to translate different types of non-specialised written texts in standard dialect.
9. 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 in standard dialect.
10. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different kinds of non-specialised written texts in standard dialect.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
13. Learning in a strategic, independent and continuous manner: Questioning and widening the acquired knowledge.
14. Producing written texts from different fields and with specific communicative purposes: Producing different kinds of non-specialised written texts in standard dialect with specific communicative purposes.
15. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing different kinds of non-specialised written texts in standard language that are appropriate to their context and possess linguistic correctness.
16. Solving interferences between the working languages: Solving interferences between the working languages.
17. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of non-specialised written texts in standard dialect.
18. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources needed to translate.
19. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate different types of non-specialised written texts in standard dialect.
20. 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 different types of non-specialised written texts in standard dialect.

Content

• The resolution of translation problems in non-specialised narrative genres in standard language: storybook fragment, short biography, short story, etc.
• The resolution of translation problems in non-specialised descriptive genres in standard language: tourist guide fragment, descriptions of houses, kitchens, etc. in interior design magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, associations of translators, etc.), etc.
• The resolution of translation problems in non-specialised expository genres in standard language: encyclopedia entry, essay fragment (translational, linguistic, philosophic, etc.), etc.
• The resolution of translation problems in non-specialised argumentative genres in standard language: editorial on a topic of news, opinion article on a topic of current affairs, formal letter of complaint, etc.
• The resolution of translation problems in non-specialised teaching genres in standard language: medication leaflet, everyday instructions manual, advertising text, etc.
• Use of tools (technological and documentation) for the translation of non-specialised texts in standard language of different types: those presented in the 1st year (initiation to translation) + analog dictionaries, synonyms and antonyms, collocations, difficulties, etc. Encyclopedias. Style books. Parallel texts. Use of general corpora. Forums and general blogs. Distribution lists.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises resolution	15	0.6	
Realization of translation activities	40	1.6	
Type: Supervised			
Debates and reflection activities on translation relevant aspects	5	0.2	
Preparation of autoevaluation	5	0.2	
Preparation of the student's portfolio; preparation of translations and other works	10	0.4	
Type: Autonomous			
Documentation Search	15	0.6	
Exercises preparation	5	0.2	
Knowledge ampliation	15	0.6	
Preparation of translations and other works	32	1.28	

An active methodology is used with activities of various types. The instruments of the Virtual Campus of the UAB are used and / or any other virtual environment for teaching and learning.

Possible methodologies:

Performing translation tasks
Completion of translation projects
Exercise resolution
Presentations of individual / group work
Debates (face to face or in forums)
Cooperative learning techniques

The didactic activities are organized in three categories, according to the degree of student autonomy required:

- Guided activities: carried aout according to a set with face-to-face direction of a teacher.
- Supervised activities: carried out under the supervision of a teacher.
- Autonomous activities: the student organizes his / her own time and effort (individually or in groups).

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
Preparation of translations and other works	20%	2	0.08	1, 11, 15, 14, 16
Proof of execution of translation tasks	40%	3	0.12	1, 2, 12, 11, 6, 17, 18, 8, 15, 14, 16
Resolution of translations exercises	40%	3	0.12	1, 3, 2, 12, 11, 13, 5, 6, 17, 18, 8, 10, 9, 19, 15, 14, 4, 16, 7, 20

Continuous assessment

Students will be required to submit at least 3 translation exercises of the texts in the dossier during the course, which will constitute 40% of the final grade. Another 40% will come from a translation test that will be given in class at the end of the course. The remaining 20% will come from exercises not strictly related to translation (analysis of translations, documentation research, etc.) that students will have carried out throughout the course.

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.

Consideration of "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 willreceive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the studentsinvolved 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 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

A. Reference Works

-Bassols, M. M.; Torrent, A. M. (1996). *Models textuals. Teoria i pràctica*. Vic: Eumo.

-Castellà, J. M. (1992). *De la frase al text. Teories de l'ús lingüístic*. Barcelona: Empúries.

-De Beaugrande, R.-A.; Dressler, W. U. (1997). *Einführung in die Textlinguistik*. Tübingen: Niemeyer. [*Introducción a la lingüística del texto*. Trad. S. Bonilla. Barcelona: Ariel, 1997.]

-Elena García, P. (1990). *Aspectos teóricos y prácticos de la traducción (alemán-español)*. Salamanca: Ediciones Universidad de Salamanca.

-Hönig, H. G.; Kußmaul, P. (1991). *Strategie der Übersetzung. Ein Lehr- und Arbeitsbuch*. Tübingen: Gunter Narr.

-Mestres, J. M.; Costa, J.; Oliva, M.; Fité, R. (2000). *Manual d'estil. La redacció i l'edició de textos*. 2ª. ed. Vic i Barcelona: Eumo; Universitat de Barcelona, etc.

-Pinto, M.; Cordón, J. A. (eds.). (1999). *Técnicas documentales aplicadas a la*

traducción. Madrid: Síntesis.

-Snell-Hornby, M.; Hönig, H. G.; Kussmaul, P.; Schmitt, P. A. (eds.). (1998) *Handbuch Translation*. Tübingen: Stauffenburg.

B. Diccionaries

B.1. German Language Dictionaries

-Agricola, E. (ed.) (1988). *Wörter und Wendungen: Wörterbuch zum deutschen Sprachgebrauch*. Leipzig: Enzyklopädie.

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

-*Das große Wörterbuch der deutschen Sprache in sechs Bänden* (1976-1981). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.

-*Der große Duden in 10 Bänden* (1972). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.

-*Deutsches Universalwörterbuch* (1989). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.

-Frey, C. et al. (1983). *Deutsche Sprichwörter für Ausländer. Eine Auswahl mit Beispielen*. Leipzig: Enzyklopädie.

-Heinemann, M. (1989). *Kleines Wörterbuch der Jugendsprache*. Leipzig: Biliographisches Institut.

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

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

-*Langenscheidts Großwörterbuch Deutsch als Fremdsprache*. (1997). Berlin, etc.: Langenscheidt.

-Röhrich, L. (1979). *Lexikon der sprichwörtlichen Redensarten*. Freiburg i. B.: Herder.

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

B.2 Catalan Language Dictionaries and Manuals

-Abril Español, J. (1997). *Diccionari pràctic de qüestions gramaticals*. Barcelona: Ed. 62.

-Alcover, A. M.; Moll, F. de B. (1950-1968). *Diccionari català-valencià-balear*. 2ª. ed. 10 vols. Palma de Mallorca: Moll.

-Coromines, J. (1980-1995). *Diccionari etimològic i complementari de la llengua catalana*. 9 vols. Barcelona: Curial.

-*Diccionari visual Duden* (1994). Barcelona: Enciclopèdia catalana.

-Fabra, P. (1986). *Diccionari general de la llengua catalana*. 22ª. ed. Barcelona: Edhasa.

-Franquesa, M. (1998). *Diccionari de sinònims Franquesa*. 2ª. ed. Barcelona: Enciclopèdia Catalana.

-Ginebra, J.; Montserrat, A. (1999). *Diccionari d'ús dels verbs catalans*. Barcelona: Ed. 62.

-*Gran diccionari delallengua catalana* (1998). Barcelona: Enciclopèdia Catalana.

-Institut d'Estudis Catalans (2007). *Diccionari de la llengua catalana*. 2ª. Edició. Barcelona; Palma de Mallorca; València: Ed. 3 i 4; Ed. 62; Ed. Moll, etc.

-López del Castillo, L. (1998). *Diccionari complementari del català normatiu*. Barcelona: Ed. 62.

-Paloma, D.; Rico, A. (1998). *Diccionari de dubtes del català*. Barcelona: Ed. 62.

-Pey, S. (1997). *Diccionari de sinònims i antònims*. 17ª. ed. Barcelona: Teide.

-Raspall, J.; Martí, J. (1986). *Diccionari de locucions i de frases fetes*. 3ª. ed.

Barcelona: Ed. 62. [Reimpressió en 2 vols.: *Diccionari de locucions* (1995) i *Diccionari de frases fetes* (1996). Ambdós Barcelona: Ed. 62.]

-Termcat (1997). *Diccionari de neologismes*. Barcelona: Ed. 62.

B.3. Bilingual Dictionaries

-Batlle, L. C.; Haensch, G.; Kockers, E. (2007). *Diccionari alemany-català*. 3a ed. Barcelona: Enciclopèdia Catalana.

-Guàrdia, R.; Ritter, M. (1981). *Diccionari alemany-català, català-alemany*. Barcelona: Pòrtic.

C. Digital Resources

C.1. Dictionaries, Glossaries, Grammars

-Diccionari alemany-català: http://de.glosbe.com/

-Diccionari de la llengua alemanya: http://www.duden.de/

-Diccionari d'ús de la llengua alemanya: http://wortschatz.uni-leipzig.de

-Diccionari alemany de modismes i frases fetes: http://www.redensarten-index.de/suche.php

-Diccionari normatiu de la llengua catalana:<ahref="http://dlc.iec.cat/">http://dlc.iec.cat/

-Diccionari català-valencià-balear: http://dcvb.iecat.net/

-Diccionari de neologismes: http://www.termcat.net/neoloteca

-Recull de diccionaris: http://yourdictionary.com

http://www.uib.es/secc6/slg/gt/diccionaris_linea.htm

http://www.lexikon.ch/thesauri/index.php

http://www.techwriter.de/ue-portal/woerterb/

C.2. Resource Directories

-Schopp, J. F. *Links für TranslatorInnen* (http://www.uta.fi/~trjusc/translnk.htm)

Software

No

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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