



COURSE DATA

DATA SUBJECT

Code: 35618
Name: General translation German/Spanish-Catalan 2
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	German general translation II	ELECTIVES
1010 - Degree in Translation and Interlinguistic Mediation (French)	German general translation II	ELECTIVES
1011 - Degree in Translation and Interlinguistic Mediation: German	General translation I language B (German)	COMPULSORY

COORDINATION

LOZANO SAÑUDO BELEN

SUMMARY

This course is part of the "TRANSLATION PRACTICE" module, which (with 72 credits) constitutes the practical core of the Translation and Interlinguistic Mediation program. Within this module, there are several subjects: GENERAL TRANSLATION (30 credits), SPECIALIZED TRANSLATION (18 credits), INTERPRETING (12 credits), and KNOWLEDGE OF THE PROFESSIONAL ENVIRONMENT (12 credits).

Specifically, the GENERAL TRANSLATION subject consists of the following courses:



- General Translation (B/A) 1
- General Translation (B/A) 2
- Reverse General Translation (A/B)
- General Translation (C/A) 1
- General Translation (C/A) 2

The course General Translation (B/A) 2 – German/Spanish (code 35615) is the second translation practice course and is designed as a general training course. It aims to introduce students to the basic methodological principles of translating non-specialized texts in standard language and prepare them for specialized translation.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Have passed or be currently enrolled in language courses corresponding to levels B4, C2, and A2. Erasmus students or students participating in international mobility programs with the University of Valencia will be subject to similar requirements (both in Spanish and if German is a foreign language).

COMPETENCES / LEARNING OUTCOMES

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Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

Design and manage projects in the academic or professional field of translation and linguistic mediation.

Have translation competence (direct and/or reverse) for general texts.

Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving



in their field of study.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

DESCRIPTION OF CONTENTS

Unit 1. Pragmatic anisomorphism: text typologies.

This unit is based on Reiss (1981) notions of text type and text class and her premise that while text types and text classes exist in all languages whose cultures are based on written texts, the micro- and macrotextual patterns followed by texts belonging to the various classes often differ between languages/cultures.

Throughout this unit we will address the translation problems caused by the lack of equivalence between the micro- and macro-textual conventions of the text classes (Textsorte) in German and Spanish/Valencian. For this purpose, we will translate different types of texts such as advertising brochures, tourism web pages, brochures about municipal services, forms of different kinds...

Unit 2. Translation errors.

In this unit, students will become familiar with the classification of translation errors proposed by Nord (2009). This distinction between pragmatic, cultural and linguistic errors, together with the differentiation between mistakes and errors, will constitute a solid basis for the development of translation competence, even in the case, as we often find, that students have not yet reached the language level necessary to undertake a professional translation.

Unit 3. Machine translation: human-machine cooperation in the translational process.

The purpose of this didactic unit is to provide students with general knowledge about MT, its types, evolution, limitations, the new professional profiles that are arising from its implementation...

Our ultimate goal is that with these notions they will regain motivation, being aware of the need for the intervention of human translators (HT) at all stages of the translating process and of the added value they bring to the text.



Learning Outcomes:

Value and understand the application of different translation standards according to different socio-cultural contexts.

Distinguish and make appropriate use of different translation techniques.

Appreciate the differences between the system and the use of languages in terms of translation practice and interlinguistic mediation.

Make decisions and evaluate them critically in translation or communicative mediation tasks.

To know and understand, from within the scope of the degree, the inequalities based on sex and gender in society; to integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	45,00
Independent study and work	0,00
Preparation of lessons	15,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY



The classroom component of the planned training activities includes the delivery of eminently practical classes and the performance of interpreting and translating tasks for the proposed texts, which will include texts of a general nature. These activities will be carried out individually and also in working groups, in order to allow for the contrast of points of view and to encourage teamwork.

The non-classroom component includes the reading of texts or documents that the student will tackle autonomously, as well as attendance at academic events related to the subject matter, working group meetings and consultations during tutorial hours.

This subject is part of the Consolidated Educational Innovation Project INNOVA-TEA (UV-SFPIE_PIEC-2735478) and follows the activities approved by the SFPIE of the UV.

EVALUATION

FIRST CALL

The evaluation will consist of four parts:

1. Delivery of weekly assignments: 20% recoverable.
2. Team work: 20% recoverable
3. First translation exam: 20% recoverable
4. Second translation exam: 40%.

A grade of 5 in the final translation test is required to pass the course.

Class attendance is not compulsory, but it is compulsory to submit the practical assignments. This will be done through the virtual classroom on the date and in the manner indicated by the professor. Late submission of an assignment will result in a penalty in the grade for this section of the evaluation.

SECOND CALL

Those students who have not handed in the weekly assignments or have failed the team work or the first translation exam will be examined of all parts in the final exam of the second call.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All papers submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.



REFERENCES

- Gamero, S.: Traducción alemán-español: aprendizaje activo de destrezas básicas. Castelló de la Plana: Universitat Jaume I, 2005. Lawick, H. van: Manual de traducción alemany-català. Vic: Eumo, 2009. Newmark, P.: A Textbook of Translation. New York: Prentice Hall, 1988. Robles, F.: Introducción a la sintaxis alemana. València: Universitat de València, 2018. Siever, H.: Übersetzen Spanisch-Deutsch. Ein Arbeitsbuch. Tübingen: Narr, 2008. Stolze, R.: Übersetzungstheorien. Eine Einführung. Tübingen: Gunter Narr, 2001. Yáñez, E./Steffen, J.: Curso práctico de traducción: Alemán-Español, nivel intermedio. Bonn: Romanistischer Verlag, 2001.
- Diccionarios monolingües Langenscheidts Großwörterbuch. Deutsch als Fremdsprache. Berlin: Langenscheidt. Wörterbuch Deutsch als Fremdsprache. Berlin: Walter de Gruyter. Duden. Deutsches Universalwörterbuch A-Z. Mannheim: Duden. Diccionarios bilingües Slabý, R. /Grossmann, R.: Diccionario de las lenguas española y alemana. Barcelona: Herder, 2002. Álvarez-Prada, E.: Langenscheidts Handwörterbuch Spanisch. Berlín/München: Langenscheidt, 2001. Pons Großwörterbuch Spanisch. Stuttgart: Pons/Klett, 2009. Corpus lingüísticos IDS-Korpora. Institut für Deutsche Sprache. /www.ids-mannheim.de /kt/projekte/korpora/>. Corpus de Referencia del Español Actual (CREA). Real Academia de la Lengua. /corpus.rae.es/creanet.html>