Translation of the CUT Website

Bachelorstudiengang Medienkommunikation

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Inhalt

1. Introduction

Equivalence and non-equivalence are terms that all translators are familiar with. Whereas equivalence was considered one of the most important goals of the translation process at the very beginning of translation studies, today this term is used more in a habitual way. This means that most of the translators still strive for equivalent translations, but due to different linguistic language systems and because of divergent cultural norms, achieving equivalence in translation products has become a rather difficult undertaking that can cause many problems for translators.

In the frame of this paper, I would like to continue this discussion about equivalence and non-equivalence. The best way to demonstrate the translation problems arising from the issue of non-equivalence is with the help of an example. Therefore, in the following, I would like to analyze my translation of the German *Bachelorstudiengang Medienkommunikation* website of Chemnitz University of Technology (CUT) Department for Media Studies. My focus of analysis will be on the translation problems I was confronted with throughout the translation process. Furthermore, I would like to compare my translation with international websites primarily of English-speaking countries in order to create a final translation of high quality that sounds natural.

Equivalence can occur at different levels and areas of language. In this paper, I will focus on equivalence and word level, equivalence above word level (collocations and idioms), grammatical equivalence, and textual equivalence. The international sources I will compare my translation with are the websites and study programs of the University of London, the University of East London (Communication Studies), the Australian Catholic University (Bachelor Media Communication), the Stanford University, CA, USA (Coterminal M.A. Media Studies), and the Canadian Mennonite University (Communications and Media).
In addition to these parallel texts I will also use online dictionaries such as dict.cc, pons.eu, linguee.de, Cambridge Online Dictionary.

Please find the source text, my two translation versions as well as all the parallel texts/websites in the appendix.

2. Translation Analysis

The analysis of my first draft translation according to the categories equivalence and word level, equivalence above word level (collocations and idioms), grammatical equivalence, and textual equivalence was based on Mona Bakers *In Other Words: A Coursebook on Translation.* Baker explained very logically why she chose this division. She states (1992) that although the division of language into areas such as words, grammar and text may seem to be very artificial, it is very helpful in analyzing a language and in revealing the difficulties translators are often confronted with throughout the translation process (p. 5). With reference to the term *equivalence,* Baker (1992) implies that although it is possible to achieve a high extent of equivalence within a translated text, this equivalence has to be considered as rather relative as it is influenced by cultural and linguistic factors that could differ very much between two languages (p. 6).

2.1. Equivalence at Word Level

Translating from one language to another is not difficult when equivalents between the languages do exist. But what happens when this is not the case? According to Baker, this is the point where the problems for translators start. That a word does not have an equivalent in the target language may be due to cultural differences, the lack of specific terms (hyponyms) in the target language or the use of loan words in the source language that do not exist in the target language. As an example Baker refers to the English term *privacy*. This concept is typically English and not often to be found and understood with the same meaning in any other language.

But what options does a translator have in such cases? Baker (1992) names some strategies translators can use in order to render terms that have no direct equivalent in some languages. So for example using a more general term (superordinate) is very common among translators. Also simply leaving out words in the target text such as the German terms *mal* or *eigentlich* is a strategy often used to deal with non-equivalence. Another strategy is paraphrasing. An example is the German term *Nordseeluft.* This term does not exist in Russian so it is translated into Russian *воздух Северного моря* what then can be translated into English *The air of the North Sea.*

In the following, I would like to discuss four terms that required more effort in translating.

1) Bachelorstudiengang

2

The first term I would like to elaborate on in more detail is the German one *Bachelorstudiengang* in the title of the source text. At first sight, I did not think of this term as difficult or complicated and so I translated it with *BA study program*. I also thought of *Masterstudiengang* what I would have also translated with *MA study program.* But when proof reading this translation it came to my mind that in some countries, like for example in the US or the UK, also the terms *undergraduate study* and *postgraduate study* often occur in the context of university programs.

So I started to look at my parallel texts/websites in order to see what terms have been used there. On the Australian Catholic University homepage the study program was named *Bachelor of Media Communication.* Also the University of East London named its program *Communication Studies (EXTENDED), BA (HONS).* The website of Stanford University, although referring to a master's degree program, also uses *M.A. in Media Studies.* On the homepage of the University of London, I could find study programs referred to as *undergraduate* and *postgraduate.* In the section of postgraduate studies, it was referred to them as MA programs. Also the Canadian Mennonite University uses the term *Undergraduate Studies* as a title on their website, but with BA programs listed below. So I then realized that *undergraduate study* and *BA program* refer to the same type of study as also *postgraduate study* and *MA program* do.

So I came to the conclusion that it would make no difference whether I use *BA program* or *undergraduate program* in my translation. But I thought that most people would rather be familiar with the term *BA program*, so I decided to take this in my final version.

2) Interfakultär

Another term that caused some difficulties throughout my translation process was *interfakultär,* which is to be found in the first sentence of the third paragraph in the German source text. Without thinking about it very much, I initially translated the term with *interfaculty.* But when reading it again, it sounded very odd. So I looked it up in online dictionaries such as dict.cc and pons.eu and I figured out that this term does not exist in English. So I had the idea to look at duden.de in order to see whether or not *interfakultär* exists in German anyway. And so I found out that this term does not exist in German as well.

But although this was the case, I knew what was meant by this term, namely that several faculties, which are enumerated in the next sentence of the paragraph, are involved in the BA program *Media Communication.* So I decided to translate *interfakultär* with *interfaculty* and to simply explain its meaning with the help of the sentence that follows. So when introducing the following sentence with the causal conjunction *For this reason* I made sure that the reader makes a connection and understands the meaning of *interfaculty* correctly.

Later, I had the idea to look in the online dictionary linguee.de for the term *interfaculty* and there I found the term in the following sentence: ***The Interfaculty Cent**er for Pharmacogenomics and Drug Research (IZEPHA) brings together researchers from the Faculty of Chemistry and Pharmacy as well as the Faculty [...].* This sentence was translated as follows: *D**as Interfakultäre Zentrum für** Pharmakogenomik und Arzneimittelforschung (IZEPHA) vereint Forscher der Fakultäten für Chemie und Pharmazie, Medizin sowie Ärzte [...].* It has to be said that these two sentences were taken from the website of the German Tübingen University and that the use of *interfakultär* seems to be a rather German matter. But as they use the term *interfaculty* officially in their English version of this website, I decided to also use it in my translation.

3*) Institut für Print- und Medientechnik*

Now, I would like to discuss the term *Institut* in the sequence *Institut für Print- und Medientechnik.* Initially, I translated it as *Institute for Print and Media Technology.* But then I also thought of *department* as a possible equivalent for *Institut.* So I looked up the definitions of *institute* and *department* in the Cambridge Online Dictionary. In BE, institute is defined as "an organization where people do a particular type of scientific, educational, or social work, or the buildings that it uses" (Cambridge Online Dictionary)*.* In AE the term *institute* does not exist as a noun. When looking up *department* in the Cambridge online dictionary, I got nearly the same definition for both BE and AE, namely that a department can be seen as a division or organization that belongs to a school, or business etc.

So I was already in favor of *department* as a translation for *Institut.* I then did some research on my parallel websites in order to see which version is used there more frequently. On the website of Stanford University I could find the term *Department of Communication* as a division of the School of Humanities and Sciences*.* This school-department relation is also to be found when looking at the *Institut für Print- und*

Medientechnik at CUT homepage. Here, the *Institut für Print- und Medientechnik* is a division of the *Fakultät für Maschinenbau.* Furthermore, I think that *department* is used more frequently as an equivalent for *Institut* in the academic world, especially in the context of university structures. So I decided to translate *Institut für Print- und Medientechnik* as *Department for Print and Media Technology* in my final translation version.

4) Competence vs. skills

What I would like to focus on now is the issue of *competence vs. skills* in connection to the terms *Medienkompetenzen, Methodenkompetenzen,* and *Moderationskompetenzen.* In the first draft of my translation, I translated the terms word-by-word, so I had the terms *media competences, method competences,* and *moderation competences.* But when reading through my parallel websites I found the term *skills* more frequently used then *competences,* for example on the websites of Australian Catholic University and Canadian Mennonite University.

When looking up the meaning of these two terms in the Cambridge Online Dictionary, I also figured that *competence* is more used in a negative way, in the sense that someone is able to meet a certain basic standard. But what I think is meant by *Medienkompetenzen* etc. is more the specific knowledge in the field of media. And in this context, I think *skills* would be the more appropriate term to use. So in the final version of my translation I will use the terms *media skills, method skills,* and *moderation skills.*

2.2. Equivalence above Word Level – Collocations and Idioms

When speaking about equivalence above word level, we refer to these situations when words start to combine with other words. According to Baker it is clear that words do only seldom occur alone, but that if they occur together with other words there are certain restrictions and rules that determine in which order these words can exist together (cf. Baker 1992: 46). So for example, in English it is the case that "a determiner cannot come after a noun" (Baker 1992: 47), meaning that *poor boy the* does not only sound odd, it is just completely wrong according to the existing rules of lexical patterns. Two categories of these lexical patterns that Baker refers to are **collocations** and **idioms and fixed expressions**.

Baker describes collocations as "the tendency of certain words to co-occur regularly in a given language" (Baker 1992: 47). An example for such a collocation is the English phrase *pay a visit.* There are rules describing in how far a group of words can be considered a collocation or not, but these are very flexible. This means that translators also have to be very careful when trying to use synonyms in order to create new collocations, as these often form collations with another set of words. So would *perform a visit* simply be wrong.

Whereas collocations are lexical patterns that are highly flexible and allow variations, idioms such as *bury the hatchet* allow no variation at all (cf. Baker 1992: 63). A change in word order, the deletion of a word, the adding of a word, the replacement of a word with another or the change in grammatical structure cannot be done in idioms because it would change its meaning and the word group can no longer be considered an idiom. The same is true for fixed expressions such as *Ladies and Gentlemen*. As the name already implies is only a little or no variation allowed. Because of these peculiarities, collocations and idioms have to be paid very much attention to throughout the translation process.

In the following, I would like to discuss two collocations that are to be found in my translation.

1) Philosophische Fakultät, Fakultät für Maschinenbau, Fakultät für

    Wirtschaftswissenschaften, Fakultät für Informatik

In this section, I would like to focus on the German construction *Fakultät für…* as to be found in the examples above. In the first draft of my translation I translated these terms in the following way: *Faculty of Humanities and Social Sciences, Faculty of Engineering, Faculty of Economics, Faculty of Computer Sciences.* When reading through my parallel websites, on the homepage of the Australian Catholic University I also found the *Faculty of Arts and Science* construction, whereas Stanford University offered *School of Humanities and Sciences* as another option.

So I looked up the difference between *faculty* and *school* in the Cambridge Online Dictionary. There I found out that *faculty* refers more to the people, meaning the teachers and professors, who teach at universities or colleges, whereas *school,* among others, is defined as "a part of a college or university specializing in a particular subject or group of subjects" (Cambridge Online Dictionary). As an example they name *Johns Hopkins School of Advanced International Studies.*

I think this is also what the German terms mentioned above are referring to. I also remember that when I was in Finland for my semester abroad, they also used this *School of…* construction as in *School of Social Sciences and Humanities* for example. Because of these research results, I decided to translate the German *Fakultät für…* with *School of…* in English and so I used *School of Humanities and Social Science*, *School of Engineering, School of Economics, School of Computer Sciences* in my final translation version.

2) Interfakultär ausgerichtet

A second translation problem I had to deal with was translating *interfakultär ausgerichtet,* which is to be found in the first sentence of the third paragraph in the source text. I have already dealt with the problem of translating *interfakultär* in the chapter above, where I decided to translate it with *interfaculty.* The term I would like to focus on now is more the *ausgerichtet* in connection with *interfakultär.*

Initially, I translated this first sentence of the third paragraph as follows: *Additionally, the study program Media Communication is aligned interfaculty*, so I translated *ausgerichtet* with a*ligned.* But by having a closer look at the English term *align,* I realized that it does not really fit the context of the sentence, as it means "to put two or more things into a straight line" (Cambridge Online Dictionary) as in the example *You need to align the numbers properly in a column,* also taken from Cambridge online dictionary. And also all the other translations for *ausrichten* given by dict.cc did not fit the context of the sentence.

So I thought of a synonym for *ausgerichtet* in this sentence and came up with *orientiert,* so that the German sentence would then be *Des Weiteren ist der Medienkommunikations-Studiengang interfakultär orientiert.* In my opinion, this also reflects what was intentionally meant by this sentence. And so I finally revised my first draft and chose *Additionally, the study program Media Communication is oriented interfaculty.* And as I already revised *study program* into *BA program* in the first chapter of this paper, the final version of this sentence will be *Additionally, the BA program Media Communication is oriented interfaculty.*

2.3. Grammatical Equivalence

According to Baker (1992), the term *grammar* can be described as a "set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances." (p. 83) When translators translate a text from one language into another, they will most certainly get confronted with different sets of grammatical rules, as some language systems differ very much when it comes to grammatical categories such as number, gender, person, tense & aspect, voice, and syntax.

With regard to the grammatical category of person it can be said that English and German have in common that they both distinguish between first, second and third person (cf. Baker 1992: 95). But here we can also find a first difference that often causes problems in the translation process: whereas the German language has a formality/politeness dimension in their person system, English does not (cf. Baker 1992: 96). This means that in German we have the formal/polite term *Sie* as opposed to *du,* whereas in English we use *you* in a formal as well as informal way. This is especially problematic when translating from English into German as the translator has to figure out from the context whether to use *Sie* or *du* in German.

Translation difficulties can also occur because of divergent voice aspects. The grammatical category of voice refers to the relationship between the verb and the subject in a sentence. With respect to the aspect of voice, it can be said that the passive voice is used in English more frequently than in other languages such as German, French or Russian (cf. Baker 1992: 102). As this is the case, active sentence structures are more frequently used when translated from English into other languages.

Languages also differ with regard to their syntactic structures. Analytical languages such as English have a rather fixed word order (SPO), whereas synthetic languages such as German have a relatively free word order. This may be due to the fact that languages with a system of case inflections tend to have fewer restrictions on word order (cf. Baker 1992: 110). German has rather many case inflections, whereas English has only a few.

The grammatical category of Tense & Aspect is a very important one in translation. It refers to the time relations ("locating an event in time" (Baker 1992: 98)) and the aspectual differences ("the temporal distribution of an event" (Baker 1992: 98)). When comparing the English category of tense & aspect with the German one, it can be said that they differ in some ways. So for example, there is no German equivalent for the English tense simple past progressive. This makes the translation process sometimes very

difficult because an incorrect translation of this tense can change the meaning of a whole sentence.

When speaking about number as a grammatical category it has to be noted that not all languages share this category. For example Chinese and Japanese do not have such a category of number (cf. Baker 1992: 87). Comparing German and English, it can be said that these two languages share "a distinction between one and more than one (singular and plural)" (Baker 1992: 87). In both cases, in order to signalize a change in number, this is expressed morphologically, meaning that a suffix is added or the form is completely changed, like for example *book/books* and *Auto/Autos.* The only things translators have to be aware of are the exceptions that exist in some languages, meaning that for example the English term *information* is the same in singular and plural. These are facts translators have to learn by heart.

The last grammatical category that is very important in translation is the category of gender. Gender is defined by Baker as the "grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine […]" (Baker 1992: 90). When speaking about German we can say that this language has a grammatical gender, whereas English uses natural gender. For example: *das Boot* in German has a neutral grammatical gender, whereas in English *boats* are often referred to as female.

In the following, I would like to elaborate on grammatical problems I had to deal with while translating the website *Bachelorstudiengang Medienkommunikation.*

1) Tense in Sentence Number 11

In this section, I would like to focus on the tense that made it necessary to put a bit more effort in the translation of this sentence. The original sentence is *Bitte beachten Sie, dass seit dem Wintersemester 2011/2012 ein neues Modulsystem gilt.* The signal word here is s*eit.* It means that an action started in the past and is still going on today. So initially, I thought of translating it with the present perfect so that my first translation of this sentence was *Please note that since the winter term 2011/2012 a new module system has applied.* But when reading this sentence again and again it sounded very odd to me.

Then, the English tense present perfect progressive came to my mind. I looked up again what actually the difference is between these two tenses, as they have in common that an action starts in the past and lasts until the present. I found out that the present perfect progressive, among others, is used to explain a present situation or to emphasize

the length of a continuing activity (cf. Vince 2008: 21). And I think this fits best the meaning of the sentence of the source text, namely that since 2011/2012 the new module system is valid. Therefore, I decided to use the present perfect progressive in the final version of my translation, although I think that using the present perfect would have also been correct. So my revised translation of this sentence is *Please note that since the winter term 2011/2012 a new module system has been applying.*

2) Grammatical categories of person and number.

What I am referring to now I would not consider a translation problem. I would rather think of it at careless mistakes that sometimes happen. Let us have a look at the last paragraph of the German source text. In the first sentence as well as in the second one we can find the German *Sie,* the polite form of *du.* I think when translating from German into English this is not a big deal as in English we can only use *you.* It gets more interesting when translating from English into German as the translator then would have to decide whether to use *Sie* or *du* in German.

And another thing that caught my attention when reading this paragraph was the term *Informationen*. As one of the numerous exceptions that do exist in the English language, this term does not have a plural form in English. So it is *information* in the singular as well as the plural form. I just want to comment on this issue briefly as I think that when translating under pressure, these are things that can get be overseen and become little mistakes in a translation.

2.4. Textual Equivalence: Cohesion

Cohesion is defined in Baker's *In Other Words* as "the network of lexical, grammatical, and other relations which provide links between various parts of a text." (Baker 1992: 180). Baker goes further on in saying that there are five main cohesive devices in the English language, namely "**reference, substitution, ellipsis, conjunction,** and **lexical cohesion**" (Baker 1992: 180).

Reference refers to the relationship between a word and the thing it refers to in the real world. So for example, when we use the term *chair*, its reference is a particular chair that is to be found in this special situation (cf. Baker 1992: 181). Furthermore, reference also describes "the relationship of identity which holds between two linguistic expressions." (Baker 1992: 181) An example: *Mr. Mustermann has resigned.* ***He*** *announced his decision this morning.* In this case, the pronoun ***he*** refers back to Mr. Mustermann. This

use of pronominal references is very common in languages such as English and German (cf. Baker 1992: 181).

Another way to create cohesion within a text is to use conjunctions. According to Baker, "**Conjunction** involves the use of formal markers to relate sentences, clauses and paragraphs to each other" (1992: 190). There are different types of conjunctions: additive (e.g. *furthermore, and, for instance*...), adversative (e.g. *however, nevertheless, but*...), causal (e.g. *because, so, for this reason*...), temporal (e.g. *after that, in conclusion, then*...) and continuative conjunctions (e.g. *anyway, after all, now*...).

A translator has to be able to create cohesion within a language product without changing its intended meaning and understanding. Translators are put to the test when the source text shows some deficits the translators have to solve with their translation.

In the following, I would like to discuss two cohesive devices I used in my translation.

1) Splitting Long Sentences into Smaller Ones

What I would like to elaborate on in this section is the use of cohesive devices in order to connect sentences that have been split before. I refer to the second paragraph of the source text, which consists of only one long sentence. When translating this sentence for the first time, I translated it word-by-word without thinking about the length. So I had the following translation: *The four core professorships Media Communication, Use of Media, Visual Communication, and E-Learning represent a wide social, communicational, and media scientific spectrum and cover the course contents Communication, Media Psychology, Studying with New Media, and Methods and Practice.* When re-reading this sentence I realized it was nearly four lines long. So I decided to split it into two sentences. The first sentence then is *The four core professorships Media Communication, Use of Media, Visual Communication, and E-Learning represent a wide social, communicational, and media-scientific spectrum.* What I thought of next, was how I would connect the second sentence with the first one, as they both refer to these four core professorships and their contents. I did this by using an additive conjunction in order to introduce this new sentence and I also used the referential pronoun *they* which refers back to the four core professorships of the first sentence.

So in the final version of my translation, this second paragraph is translated as follows: *The four core professorships Media Communication, Use of Media, Visual Communication, and E-Learning represent a wide social, communicational, and media-*

scientific spectrum. Furthermore, they provide students with knowledge in the fields of Communication, Media Psychology, Studying with New Media, and Methods and Practice. As one can see, I also replaced the *cover the course contents* by *provide students with knowledge in the fields of* as this sounds more natural and fluent to me.

2) The addition of cohesive devices in the target text

In this section, I would like to briefly focus on the third paragraph and the sentence with the *interfakultär* again. I already explained in the chapter on equivalence at word level that I decided to translate this term with *interfaculty* because I want to explain its meaning in the sentence that follows. And I did so by connecting these two sentences with the causal conjunction *for this reason,* so that the meaning of the paragraph then would be that this BA Media Communication program is interfaculty oriented and that because of this fact, the School of Engineering etc. are involved in this study program in addition to the School of Humanities and Social Sciences.

I did also use some more cohesive conjunctions and referential pronouns in my translation, but none of them caused any problems while translating. So I will not elaborate on them in more detail here.

2.5. Others

Here, I would like to discuss some translation issues I noticed throughout the translation process that do not directly refer to one of the above mentioned categories.

1) Capitalization

One topic I thought about very much throughout the translation process was capitalization. In English, only proper nouns and cities and countries etc. are capitalized. But in order to emphasize the meaning of certain words, I decided to capitalize some terms in my translation; for example the term *Media Communication.* In my first as well as in the revised version of my translation, I did so because I considered it as kind of a proper noun in this context and I also wanted to highlight it by that.

Furthermore, I also capitalized the four core professorships Media Communication, Use of Media, Visual Communication and E-Learning because I thought of them as kind of independent and autonomous organizations within the CUT and with that also as kind of proper nouns.

2) Punctuation

What I also recognized as kind of difficult throughout the translation process was the punctuation issue. Punctuation is a topic every translator has to deal with. For example, in the first sentence of the second paragraph in the German source text it says *Die vier Kernprofessuren (Medienkommunikation, Mediennutzung, Visuelle Kommunikation, E-Learning)…* Personally, I think that these brackets are not really necessary. I mean why putting these four professorships in brackets? For me this makes no sense. Therefore, I decided to leave them out in my translation and add an *and* before E-learning because this would not change the meaning of the sentence and I think it reads more fluent.

While translating, I also had to keep in mind the English punctuation rules such as no comma before *that* and *because*. These are the typical mistakes I always make when translating. But this shows how important it is to proofread ones translation and to analyze it the way I did throughout this paper because this way I was forced to really think about why a term would fit this specific context better then another and so on.

3. Conclusion

I have never analyzed a translation before, so I did not really know what to do at first. But reading Baker's *In Other Words: A Coursebook on Translation* helped me very much in getting an idea where this will lead to. So analyzing my first draft translation according to the categories Equivalence at Word Level, Equivalence Above Word Level, Grammatical Equivalence and Textual Equivalence: Cohesion showed me how many and what mistakes can actually be made while translating. I focused only on analyzing translation problems/difficulties because I thought these would be the more interesting ones.

While analyzing I realized how important the issue of equivalence and non-equivalence is in translation. I found Baker's strategies to solve problems of non-equivalence very helpful and I am sure that I will use them also in future translation tasks.

What became obvious when writing this paper is that translating between two different languages does very much depend on the cultural norms and the different linguistic system of these languages. Subsequently, translators are required to have knowledge not only of the language itself, but also of the cultural norms and linguistic

peculiarities that always accompany a foreign language. So I think that this paper clearly showed that there is far more to translation than many people believe and that the profession of a translator is underestimated very much.

4. Appendix

4.1. German Source Text – Bachelorstudiengang Medienkommunikation

mk [medienkommunikation]

TECHNISCHE UNIVERSITÄT CHEMNITZ

Bachelor-Studium

Master-Studium

Aktuelles

Kontakt

Links

Institutionen
Institut für Medienforschung (IMF)

Professur MK

Professur MN

Professur E-Learning

Professur Philosophie

Projekte
Medientage

Computerspiele: EVE

Bloggen als Praxis

Inhalte des Bachelor Studienganges

Der Studiengang vermittelt Medienkompetenzen aus der Perspektive verschiedener Disziplinen. Die Vielfalt der beteiligten Fächer erlaubt eine integrative Ausbildung der Studierenden in unterschiedlichen relevanten Teilbereichen medienbezogener Berufsfelder.

Die vier Kernprofessuren (Medienkommunikation, Mediennutzung, Visuelle Kommunikation, E-Learning) repräsentieren ein breites sozial-, kommunikations- und medienwissenschaftliches Spektrum und decken die Studieninhalte Kommunikation, Medienpsychologie, Lernen mit Neuen Medien, Methoden und Praxis ab.

Des Weiteren ist der Medienkommunikations-Studiengang interfakultär ausgerichtet. Neben der Philosophischen Fakultät sind die Fakultät für Maschinenbau (Institut für Print- und Medientechnik), die Fakultät für Wirtschaftswissenschaften und die Fakultät für Informatik an der BA-Ausbildung beteiligt.

Die Ausbildung in quantitativen und qualitativen Forschungsmethoden ermöglicht einen breiten Zugang zu wissenschaftlichen Fragestellungen der Kommunikation mit Neuen Medien, der Mediennutzung und multimedialen Lerntheorien. Im Rahmen dieser Ausbildung erwerben Studierende die Fähigkeit, systematisch und methodisch sicher medienbezogene Problemstellungen zu lösen.

Neben medienbezogenen Methodenkompetenzen werden Schlüsselqualifikationen wie die Entwicklung der Fähigkeit zur Teamarbeit, Moderations- und Medienkompetenz sowie Präsentationstechniken vermittelt.

Bitte beachten Sie, dass seit dem Wintersemester 2011/2012 ein neues Modulsystem gilt. Detaillierte Informationen und Beschreibungen der einzelnen Module finden Sie bei den Studiendokumenten auf der Website!

Inhalte BA

Studieninfo FAQ

Studiengestaltung

Studiendokumente

Lehrveranstaltungen

Lehrveranstaltungen vergangener Semester

Online-Einschreibung

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Praktikum

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4.2. First Draft Translation

1) Content of the BA Study Program _Media Communication_

2) The aim of the study program _Media Communication_ is to provide students with media competences from the perspective of different disciplines. **3)** The variety of courses involved in it allows an integrative education of students in different relevant sections of media-related professional fields.

4) The four core professorships Media Communication, Use of Media, Visual Communication, and E-Learning represent a wide social, communicational, and media scientific spectrum and cover the course contents Communication, Media Psychology, Studying with New Media, and Methods and Practice.

5) Additionally, the study program _Media Communication_ is aligned interfaculty. **6)** For this reason, next to the Faculty of Humanities and Social Sciences, also the Faculty of Engineering (Institute for Print and Media Technology), the Faculty of Economics, and the Faculty of Computer Sciences are involved in the education of the BA _Media Communication_ study program.

7) The education in quantitative and qualitative research methods allows for a broad access to scientific problems found in areas such as communication with new media, the use of media, and multimedia learning theories. **8)** In the frame of this education, students will acquire the skills to systematically and methodically solve media-related problems.

9) In addition to these media-related methodical competences also key qualifications such as teamwork, moderation as well as media competences and presentation techniques will be provided to students.

10) Please note that since winter term 2011/2012 a new module system has applied.
11) You will find more detailed information and descriptions of the single modules in the study documents on the website!

4.3. Revised/Final Translation

Content of the BA Program _Media Communication_

The aim of the study program _Media Communication_ is to provide students with media skills from the perspective of different disciplines. The variety of courses involved in it allows an integrative education of students in different relevant sections of media-related professional fields.

The four core professorships Media Communication, Use of Media, Visual Communication, and E-Learning represent a wide social, communicational, and media scientific spectrum. Furthermore, they provide students with knowledge in the fields of Communication, Media Psychology, Studying with New Media, and Methods and Practice.

Additionally, the BA program _Media Communication_ is oriented interfaculty. For this reason, next to the School of Humanities and Social Sciences, also the School of Engineering (Department for Print and Media Technology), the School of Economics, and the School of Computer Sciences are involved in the education of the BA _Media Communication_ program.
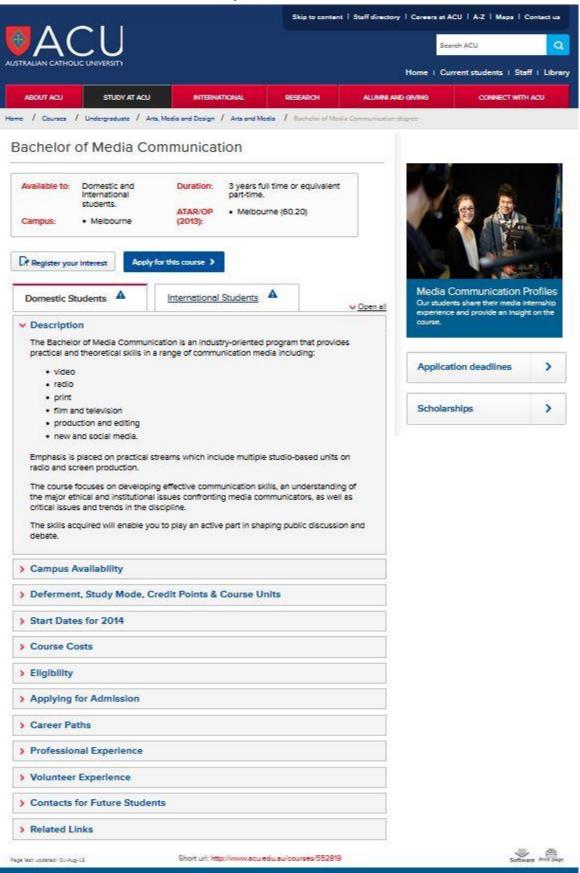
The education in quantitative and qualitative research methods allows for a broad access to scientific problems found in areas such as communication with new media, the use of media, and multimedia learning theories. In the frame of this education, students will acquire the skills to systematically and methodically solve media-related problems.

In addition to these media-related methodical skills also key qualifications such as teamwork, moderation as well as media skills and presentation techniques will be provided to students.
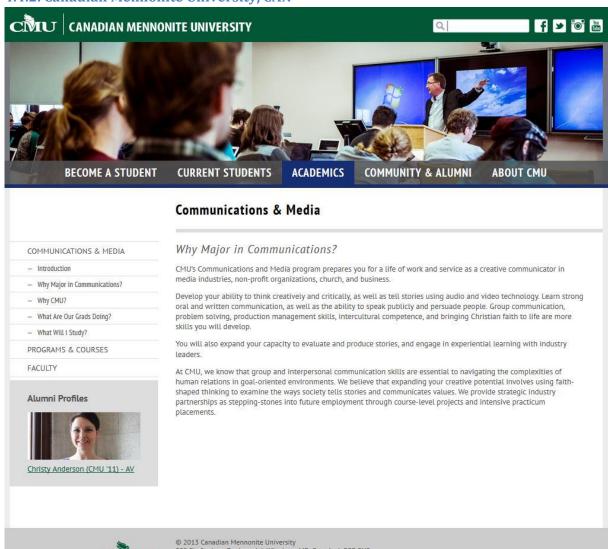
Please note that since winter term 2011/2012 a new module system has been applying. You will find more detailed information and descriptions of the single modules in the study documents on the website!

4.4. Parallel Texts

4.4.1. Australian Catholic University, AU

4.4.2. Canadian Mennonite University, CAN
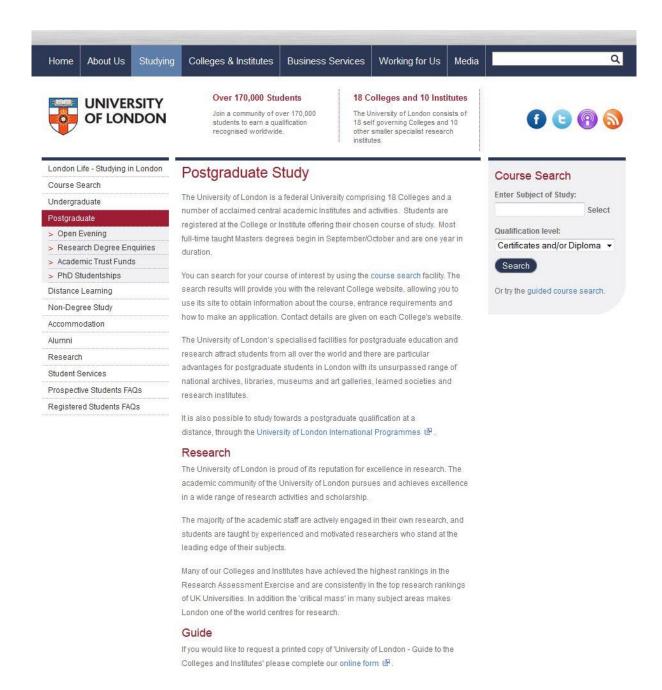
4.4.3. Stanford University, USA

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Pons.eu < http://de.pons.eu/>.