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Federal State Autonomous Educational Institution of Higher Education

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA

RUDN University

COURSE SYLLABUS

TRANSLATION STUDIES

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02 *Linguistics*

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

**Legal Translation and Interpreting
Translator and interpreter for Public Services and Institutions**

higher education programme profile/specialisation title

1. COURSE GOALS

The goal of the course is to introduce students to the interdisciplinary context of theoretical and empirical research within the framework of Translation Studies.

The course acquaints students with the nature, principles and procedures, classification and levels of translation analysis and its stages.

The course helps students realize the implications of the similarities and differences between translation techniques that can be applied as far as different registers are concerned.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) Translation Studies is aimed at the development of the following competences (competences in part).

Table 2.1. List of competences that students acquire through the course study

| Competence Code | Competence descriptor | Competence formation indicators (within this course) |
|------------------------|---|--|
| GC-7 | Can find the necessary sources of information and data, comprehend, analyze, memorize information while using digital devices and algorithms; use various types of information from different sources in an effective way in problem-solving; assess the information, its authenticity, infer and deduct based on the input data and information. | GC-7.1 Knows the relevant approaches, tools, and techniques to search for information from various sources, its processing and further use |
| | | GC-7.2 Masters comprehensive tools to evaluate information, integrate, reshape and tailor it in line with context-specific tasks |
| GPC-1 | Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt | GPC-1.1 Knows the system of the foreign language under study, principles, patterns, and tendencies of its functioning in various communicative contexts, taking into account the values and ideas of the communities of the countries whose languages are learnt |
| | | GPC-1.2 Masters comprehensive tools to apply linguistic and extralinguistic knowledge in various communicative contexts, taking into account values and perceptions of the communities of the countries whose languages are learnt |
| PC-3 | Can conduct legal translation in compliance with the norms of the target text, as well as preserving | PC-3.1 Knows the general standards and specifics of various genres of legal documents (with reference to the working |

| | | |
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| | the meaning and functional purpose of the source text. | language pair) for legal translation |
| | | PC -3.2 Masters the strategy and tactics of translating standard genres of legal texts |

3. THE COURSE (MODULE) IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course Translation studies refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

| Competence Code | Competence descriptor | Previous courses/modules* | Subsequent courses/modules* |
|------------------------|---|--|---|
| GC-7 | Can find the necessary sources of information and data, comprehend, analyze, memorize information while using digital devices and algorithms; use various types of information from different sources in an effective way in problem-solving; assess the information, its authenticity, infer and deduct based on the input data and information. | Cross cultural communication and mediation | Computer-Assisted Tools for Legal Translation |
| GPC -1 | Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt | Legal English | Legal translation studies |
| PC-3 | Can conduct legal translation in compliance with the norms | Legal document translation | Editing and proofreading |

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| | of the target text, as well as preserving the meaning and functional purpose of the source text. | | |
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4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload is 3 credits and is taught in 3 module

Table 4.1. Types of academic activities by periods for full time education

| Types of academic activities | | Total | Semesters/modules | | | |
|--|----------------|------------|-------------------|---|------------|---|
| | | | 1 | 2 | 3 | 4 |
| <i>Classroom activities in academic hours</i> | | <i>108</i> | | | 72 | |
| Lecture | | 8 | | | 8 | |
| Seminars/tutorials (C3) | | 16 | | | 16 | |
| <i>Individual learning, academic hours.</i> | | <i>66</i> | | | 66 | |
| <i>Assessment (exam/pass), academic hours.</i> | | <i>18</i> | | | 18 | |
| Total workload of the course/ module | Academic hours | 108 | | | 108 | |
| | credits | 3 | | | 3 | |

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

| Course Module title | Course module contents (topics) | Academic activities types |
|---|--|---------------------------|
| Module 1. Translation Studies: Introduction | Translation Studies as a branch of Applied Linguistics. Specificity. Definitions. Translation Research Interdisciplinary nature. Cognitive, pragmatic, cultural, linguistic aspects. Translation in different social domains. Discussion. Case studies of examples | LC, S |
| Module 2. Translation Studies: History and Current state of Affairs | Translation Studies Development. Translators experience and profile across History. | LC, S |
| Module 3. Translation Theories, Models, Strategies and Techniques. | Philological, philosophical, functional, interpretative theories, etc. Models and strategies. Comparative analysis of academic approaches to techniques. | LC, S |
| Module 4. Translation methods, strategies, techniques (Lexis, Morphology, Syntax, | Translation techniques at the level of lexis, morphology, syntax. Transposition, modulation, reformulation or equivalence, adaptation, | LC, S |

| | | |
|--|--|---|
| Stylistics) | compensation. Discussion. Case studies of examples | |
| Module 5. Translation Equivalency and Adequacy. Adaptation, Interpretation, | Adaptation, Interpretation, Translation and interpreting techniques as an integrating tool. Discussion. Case studies of examples | S |
| Module 6. Language and Culture Mediation | Language and Culture Mediation: definitions, comparative analysis. Discussion. Case studies of examples | S |
| Module 7. Translation Quality | Criteria to define translation and interpreting quality. Discussion. Case studies of examples | S |
| Module 8. Current Translation Challenges and Prospects | Projects presentations. Discussion | S |

* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

| Type of academic activities | Classroom equipment | Specialised educational / laboratory equipment, software, and materials for course study (if necessary) |
|-----------------------------|---|---|
| Lecture | A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations. | |
| Lab work | A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery. | List of specialised laboratory equipment, machinery, stands, etc. |
| Seminar | A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations. | List of specialised equipment, stands, visual posters, etc. |
| Computer Lab | A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ___ pcs), a board (screen) and technical means of multimedia presentations. | List of specialised software installed on computers for mastering the discipline |
| Self-studies | A classroom for independent work of students (can be used for seminars and consultations), equipped | |

| | | |
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| | with a set of specialised furniture and computers with access to the electronic information and educational environment. | |
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* The premises for students' self-studies Classroom 326.

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

- Handbook of Translation Studies Online. – URL: <http://benjamins.com/online/hts/>
 Baker M. Routledge Encyclopedia of Translation Studies. – URL: http://ebookey.org/Routledge-Encyclopedia-of-Translation-Studies_160847;htmlhttp://s6.letitbit.net/download3.php
 Robinson D. Becoming a Translator. – URL http://npu.edu.ua!/e-book/book/djvu/A/iif_kgpm_Douglas%20Robinson.%20Becoming_a_Translator_.pdf
 As-Safi A. B. Translation Theories, Strategies And Basic Theoretical Issues http://www.uop.edu.jo/download/research/members/424_2061_A.B..pdf
 Molina L. et Amparo Hurtado Albir "Translation Techniques Revisited: A Dynamic and Functionalist Approach. – URL: <http://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf>
 Nida E.A. Theories of Translation. <http://www.erudit.org/revue/ttr/1991/v4/n1/037079ar.pdf>
 Gyde H. Qualitative research in TS: interdisciplinarity, intermethodology. URL http://www.est-translationstudies.org/resources/research_issues/qualitative%20research%20in%20TS.html

Additional readings:

- Translation Studies. – URL: <http://www.tandf.co.uk/journals/rtrs>
 Journal of Specialised Translation. – URL: www.jostrans.org

Internet sources

- Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
 - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
 - EL "University Library Online" <http://www.biblioclub.ru>
 - EL "Yurayt" <http://www.biblio-online.ru>
 - EL "Student Consultant" www.studentlibrary.ru
 - EL "Lan" <http://e.lanbook.com/>
 - EL "Trinity Bridge"
- Databases and search engines:
 - electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
 - Yandex search engine <https://www.yandex.ru/>
 - Google search engine <https://www.google.ru/>
 - Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

*Training toolkit for self- studies to master the course *:*

- The set of lectures on the course *Translation Studies*
- The laboratory workshop (if any).on the course *Translation Studiedies*

3. The guidelines for writing a course paper / project (if any) on the course *Translation studies*

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order)

DEVELOPERS:

| | | |
|---|-----------|------------------|
| Assoc. professor Foreign language Department | | Udina NN |
| _____ | _____ | _____ |
| position, department | signature | name and surname |
| _____ | _____ | _____ |
| position, department | signature | name and surname |
| _____ | _____ | _____ |
| position, department | signature | name and surname |

HEAD OF EDUCATIONAL DEPARTMENT:

| | | |
|---------------------------------|-----------|------------------|
| Law Institute Foreign Languages | | Atabekova A.A. |
| _____ | _____ | _____ |
| name of department | signature | name and surname |

HEAD OF HIGHER EDUCATION PROGRAMME:

| | | |
|---|-----------|------------------|
| Head of Law Institute Foreign Languages Department | | Atabekova A.A. |
| _____ | _____ | _____ |
| position, department | signature | name and surname |