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ФИО: Ястребов Олег Александрович  
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**Federal State Autonomous Educational Institution for Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA  
(RUDN University)**

*Institute of World Economy and Business*

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(educational division (faculty/institute/academy) as higher education programme developer)

## **COURSE SYLLABUS**

### **TRANSLATION THEORY**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**45.04.02 «LINGUISTICS» (Master's degree)**

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(field of studies / specialty code and title)

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

**Foreign Language of Professional Communication and Specialized Translation**

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(higher education programme profile/specialisation title)

## 1. COURSE GOAL

The goal of the course "Translation Theory" is the study of the basic provisions of modern translation studies, the development of theoretical and practical basis, as well as translation skills necessary for future professional activity. The study of the course is aimed at training specialists in the field of oral and written translation, at deepening of erudition, which contributes to understanding the specifics of the foreign language studied in comparison with Russian. It familiarises students with the social significance of translation activity, the role of translation in teaching foreign languages, reveals the relationship between the theory of translation and other philological disciplines.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Translation Theory" is aimed at the development of the following competencies /competences in part:

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

<b>Competence code</b>	<b>Competence description</b>	<b>Competence development indicators (in the framework of this course)</b>
<b>GPC-1</b>	Possession of a system of theoretical and empirical knowledge about the functioning of the system of the foreign language studied and its development trends, a system of values and perceptions inherent in the culture of the countries of the foreign language studied	GPC-1.1. Ability to use values inherent in the culture of the countries of the foreign language studied
		GPC-1.2. Ability to understand the system of theoretical and empirical knowledge about the functioning of the foreign language system studied
		GPC-1.3. Ability to competently use the trends in the development of the foreign language system in their professional activity
<b>PC-5</b>	Ability to translate with compliance with lexical equivalence norms, grammatical, syntactic and stylistic norms	PC-5.1. Ability to translate with lexical equivalence norms according to the required level of equivalence.
		PC-5.2. Proficient knowledge of grammatical, syntactic and stylistic norms of the target language in translation (there are no grammatical, syntactic and stylistic errors in the translated text).
		PC-5.3. The grammar, syntax and stylistics of the translated text are equivalent to those used in the original text
<b>PC-6</b>	Awareness of the methodology of pre-	PC-6.1. Readiness to use a variety of techniques for pre-translation analysis of a text

<b>Competence code</b>	<b>Competence description</b>	<b>Competence development indicators (in the framework of this course)</b>
	translation analysis of the text, contributing to the accurate perception of the original statement, preparation for translation, including the search for information in reference, specialised literature and computer networks.	PC-6.2. Ability to demonstrate accurate perception of the original statement
		PC-6.3. Readiness to search for information in reference, specialised literature and computer networks necessary for the most accurate perception of the original statement.
		PC-6.4. Ability to select the most reliable and verified sources of information from reference and specialised literature, and computer networks.

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “Translation Theory” refers to the core component of (B1.O.02) block of the higher educational programme curriculum.

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 “Theory of Translation” 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*

<b>Competence code</b>	<b>Competence description</b>	<b>Previous Disciplines/Modules*</b>	<b>Subsequent Disciplines/Modules*</b>
GPC-1	Possession of a system of theoretical and empirical knowledge about the functioning of the system of the foreign language studied and its development trends, a system of values and perceptions inherent in the culture of the countries of the foreign language studied		General Linguistics and History of Linguistic Theories; Practicum in Professional Verbal Communication (first foreign language); Theory of translation; Practicum in Professional Verbal Communication (second foreign language); Theory and Practice of Specialized Translation; Theory and Practice of Specialized Interpreting; Theory and Practice of Cross-Cultural Business Communication; Practicum in Culture of Professional Verbal Communication (second foreign language);

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
			FLT Methodologies in International Examination Format; Text Translation in the Context of Cross-cultural Communication; Scientific Communication; Abstracting and Annotating of Specialized Texts; Translation analysis of specialized texts; Business Document Translation
PC-5	Ability to translate with compliance with lexical equivalence norms, grammatical, syntactic and stylistic norms		Theory and Practice of Specialized Translation; FLT Methodologies in International Examination Format; Professional Editing of Specialized Texts, Business Document Translation  Educational internship, Pre-diploma internship
PC-6	Awareness of the methodology of pre-translation analysis of the text, contributing to the accurate perception of the original statement, preparation for translation, including the search for information in reference, specialised literature and computer networks.		Theory and Practice of Specialized Translation; Translational abstracting of Specialized Texts; Translational analysis of Specialized Texts; Translational abstracting of Specialized Texts; Professional Editing of Specialized Texts; Business Document Translation  Educational internship

\* - to be filled in according to the competency matrix of the higher education programme

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Translation Theory” is 3 credits.

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>	17	17			

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
Lectures (LC)	17	17			
Lab work (LW)					
Seminars (workshops/tutorials) (S)					
<i>Self-studies</i>	73	73			
<i>Evaluation and assessment (exam/pass/fail/grading)</i>	18	18			
<b>Course workload</b>	academic hours	<b>108</b>	<b>108</b>		
	credits	<b>3</b>	<b>3</b>		

Table 4.2. Types of academic activities during the periods of higher education programme mastering (*part-time training*)\*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)					
<i>Self-studies</i>					
<i>Evaluation and assessment (exam/pass/fail/grading)</i>					
<b>Course workload</b>	academic hours				
	credits				

\* - to be filled in in case of the higher education programme part-time training

Table 4.3. Types of academic activities during the periods of higher education programme mastering (*correspondence training*)\*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)					
<i>Self-studies</i>					
<i>Evaluation and assessment (exam/pass/fail/grading)</i>					
<b>Course workload</b>	academic hours				
	credits				

\* - to be filled in in case of the higher education programme correspondence training mode

## 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types*</b>
Module 1. Essense of translation.	Topic 1.1. Scientific notions and terms to be encountered in further discussions.	LC
	Topic 1.2. Translator competence.	LC
	Topic 1.3. Translation as a process – translation ways and methods.	LC
	Topic 1.4. Translation as a result – the notion of translation equivalence	LC
Module 2. Content of Source Text.	Topic 2.1. Verbal and non-verbal components of source text.	LC
	Topic 2.2. Verbal and non-verbal translation aspects.	LC
Module 3. Translator’s Speech Acts	Topic 3.1. The levels of denotative equivalence.	LC
	Topic 3.2. Translation strategy. Translation troubleshooting (identifying and overcoming challenges).	LC
	Topic 3.3. Translator’s plan of action for a full-fledged text.	LC
Module 4. Interlanguage Differences in the Semantic Structure of Utterances	Topic 4.1. Interlanguage differences in the semantic structure of the utterance.	LC
	Topic 4.2. Translation difficulties caused by interlanguage differences in the linguistic content of the utterance.	LC
Module 5. Translation Methods Connected with Language Selectivity	Topic 5.1. Generalization, concretization, antonymic translation, metonymic translation. Sentence integration and fragmentation	LC
	Topic 5.2. Translation problems connected with interlanguage differences in text construction.	LC
Module 6. Temporal and Logical Sequence of Utterances.	Topic 6.1. Specific features of economic text styles in Russian and English languages. Rendering the additional meanings of articles. Explanatory objects.	LC
	Topic 6.2. Transmitting additional article meanings.	LC

\* - 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*

<b>Academic activities type</b>	<b>Classroom equipment</b>	<b>Specialised educational / laboratory equipment, software and materials for course study (if necessary)</b>
Computer Lab	An auditorium for conducting classes, group	472

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
	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.	Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 pcs.) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	324 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106

\* The premises for students' self-studies are subject to **MANDATORY** mention!

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading:*

1. Zboikova Nadezhda Aleksandrovna. Teoriya perevoda [Tekst] : Uchebnoe posobie dlya vuzov / N.A. Zboikova. - 2-e izd., ispr. i dop. - M. : Yurait, 2017. [http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=457509&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=457509&idb=0)
2. Nekotorye voprosy teorii perevoda [Tekst/elektronnyi resurs] Some Problems of Translation Theory : Uchebnoe posobie po kursu "Teoriya i praktika perevoda" (na angliiskom yazyke. Dlya studentov gumanitarnykh spetsial'nostei / Avt. koll. N.V. Boldovskaya, L.K. Zaeva, E.S. Morozova i dr. - Elektronnye tekstovye dannye. - M.: Izd-vo RUDN, 2017. - 104 s. [http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=457509&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=457509&idb=0)
3. Breus Evgenii Vasil'evich. Osnovy teorii i praktiki perevoda s russkogo yazyka na angliiskii [Tekst] : Uchebnoe posobie. - 3-e izd.. - M. : Izd-vo URAO, 2019. - 208 s. :

### *Additional reading:*

1. Alimov V.V. Teoriya perevoda. Perevod v sfere professional'noi kommunikatsii. 4-e izd. – M.: Dom Knigi, 2016.
2. Barkhudarov L.S. K voprosu o grammaticheskikh znacheniyakh i ikh peredache pri perevode//Inostrannye yazyki v shkole. 2022. № 3.
3. Grigor'eva O.N Stilistika russkogo yazyka. – M.: NVI–TEZAURUS, 2020.
4. Ermolovich D.I. Imena sobstvennye na styke yazykov i kul'tur. – M.: R. Valent, 2021.
5. Kazakova T.A. Prakticheskie osnovy perevoda. - M., 2018.
6. Krupnov V.N. Leksicheskie aspekty perevoda. – M.: 2017.
7. Lyubimov N.M. Perevod – iskusstvo// Perevod sredstvo vzaimnogo sblizheniya narodov. – M.: 2017.

8. Solodub Yu.P. Teoriya i praktika khudozhestvennogo perevoda. – M.: Izdatel'skii ientr «Akademiya», 2021.
9. Tatarinov V.A. Metodologiya nauchnogo perevoda. – M.: Moskovskii litsei, 2019.
- v) periodicheskie izdaniya
  1. AlmaMater // Vestnik Vysshei shkoly.
  2. Innovatsii v obrazovanii.
  3. Vysshee obrazovanie segodnya.
  4. Vysshee obrazovanie v Rossii. // Nauchno-pedagogicheskii zhurnal Ministerstva obrazovanie i nauki Rossii.
  5. Pedagogicheskoe obrazovanie i nauka. // Mezhdunarodnaya akademiya nauk pedagogicheskogo obrazovaniya.
  6. Prepodavatel'. XXI vek. // Obshcherossiiskii zhurnal o mire obrazovaniya.
  7. Lingvistika i mezhkul'turnaya kommunikatsiya. // Vestnik Moskovskogo universiteta.

#### *Dictionaries*

1. McKean E. The New Oxford American Dictionary. – Oxford University Press, 2005.
2. Anglo-russkii slovar' ustoichivyykh slovosochetanii / Collins Cobuild Dictionary of Idioms. AST, Astrel', 2004.
3. Bock H.K., Bock I.R., Frey G. Elsevier's Dictionary of European Community Company/Business/Financial Law. – Elsevier Science, 2005.
4. Oxford Dictionary of English. – Oxford University Press, 2005.
5. Jones D. Cambridge English Pronouncing Dictionary (+ CD-ROM). – Oxford University Press, 2006.
6. Oxford Dictionary of Economics. – Oxford University Press, 2003.
7. Eskin L. N., Fedina A. M., Butnik V. V., Fagradnyants I. V. Sovremenniy anglo-russkii slovar' po ekonomike, finansam i biznesu / Contemporary English-Russian Dictionary on Economics, Finance & Business. – Veche, 2007.
8. A Dictionary of Finance and Banking. – Oxford University Press, 2008.
9. Zhdanova I.F. Novyi anglo-russkii ekonomicheskii slovar'/ New English-Russian Economic Dictionary. – Drofa, Russkii yazyk – Media, 2008.

#### *Internet sources:*

1. 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](http://www.studentlibrary.ru)
  - EL "Lan" <http://e.lanbook.com/>
  - EL "Trinity Bridge"
2. 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.elsevier.com/locate/scopus/>

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

1. Methodological instructions for preparation for seminars on "Translation Theory" course.

One of the forms of independent work of students is the preparation of a scientific report to discuss it at the practical (seminar) class.

The purpose of the scientific report is to develop students' skills of analytical work with scientific literature, analysis of debatable scientific positions, argumentation of their own views. The preparation of scientific reports also develops the creative potential of students. The scientific report is prepared under the guidance of a teacher who leads practical (seminar) classes.

Recommendations to the student:

-before starting work on writing a scientific report a student should agree with the teacher the topic, structure, literature, as well as discuss the key issues that should be disclosed in the report;

-present the report to the supervisor in writing;-perform at the seminar with a 10-minute presentation of his/her scientific report, answer questions from the students of the group.

Requirements for the design of a scientific report:

-TimesNewRoman font, font size -14, line spacing -1.5, margin size-2.5 cm, indent at the beginning of the paragraph -1.25 cm, formatting by width); the sheets of the report are stapled. The title page indicates the name of the educational institution, the name of the department, the name of the discipline, the topic of the report, the name of the student; - to the structure of the report - the introduction (indicates the relevance, purpose and objectives), the main part, the author's conclusions, the list of references (at least 5 positions). The volume is agreed with the teachers. At the end of the work put the date of its completion and the signature of the student who completed the work.

The total score for the report takes into account the content of the report, its presentation, as well as answers to questions.

Methodological instructions on work with literature on the course "Quantitative Linguistics and New Information Technologies":

Any form of independent work of the student (preparation for a seminar, writing an essay, term paper, report, etc.) begins with the study of the relevant literature both in the library and at home. For each topic of the course the main and additional literature is selected.

The main literature

- are textbooks and course books.

Additional literature

-These are monographs, collections of scientific papers, magazine and newspaper articles, various reference books, encyclopaedias, Internet resources.

Recommendations to the learner:

It is advisable to review the selected monograph or article carefully. In the books it is necessary to familiarise with the table of contents and scientific reference apparatus, read the abstract and preface. It is advisable to leaf through it, consider illustrations, tables, diagrams, appendices. Such superficial acquaintance will allow you to know which chapters should be read carefully, and which to read quickly;-in a book or journal, belonging to the student himself, key positions can be highlighted with a marker or notes in the margins. When working with Internet sources, it is also advisable to highlight important information;-if the book or magazine is not the property of the student, it is advisable to write down the numbers of pages that attracted attention. Later, one should return to them, reread or rewrite the

necessary information. The physical act of writing it down helps to put the information firmly in the "memory bank".

There are the following types of records when working with literature:

**Synopsis** - a short schematic record of the main content of scientific work. The purpose is not to rewrite the work, but to identify its logic, the system of evidence, the main conclusions. A good synopsis should combine fullness of statement with brevity.

**A quotation** is an exact reproduction of the text. It is enclosed in inverted commas and indicates the page of the source.

**Thesis** - a concentrated statement of the main points of the material read.

**Abstract** - a very brief summary of the content of the work read.

**Summary** - the most general conclusions and provisions of the work, its conceptual results.

**Notes** in one form or another not only contribute to understanding and assimilation of the studied material, but also help to develop skills of clear presentation in writing of these or those theoretical issues.

\* 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. <https://esystem.rudn.ru/course/view.php?id=932>.

\* 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:**

**Ass. Professor FLD EF**

Position, Educational Department

**Sibul V.V.**

Name and surname

### **HEAD OF THE HIGHER EDUCATION PROGRAMME:**

**FLD EF**

Educational Department

**Malyuga E.N.**

Signature

Name and surname

