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**Federal State Autonomous Educational Institution of Higher Education**  
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE**  
**LUMUMBA**

**RUDN University**

**COURSE SYLLABUS**

**TRANSLATION STUDIES (in English)**

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course title

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

**45.04.02 *Linguistics***

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field of studies / speciality code and title

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

**MA in Translation and Interpreting for Public Services and Institutions**

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higher education programme profile/specialisation title

**2025**

## 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	PC -3.1 Knows the general standards and specifics of various genres of legal

	<b>target text, as well as preserving the meaning and functional purpose of the source text.</b>	documents (with reference to the working language pair) for legal translation
		<b>PC -3.2</b> 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*

<b>Competence Code</b>	<b>Competence descriptor</b>	<b>Previous courses/modules*</b>	<b>Subsequent courses/modules*</b>
<b>GC-7</b>	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
<b>GPC -1</b>	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

<b>PC-3</b>	Can conduct legal translation in compliance with the norms of the target text, as well as preserving the meaning and functional purpose of the source text.	Legal document translation	Editing and proofreading
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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	
<b>Total workload of the course/ module</b>	Academic hours	<b>108</b>			<b>108</b>	
	credits	<b>3</b>			<b>3</b>	

#### 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course Module title	Course module contents (topics)	Academic activities types
<b>Module 1.</b> 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
<b>Module 2.</b> Translation Studies: History and Current state of Affairs	Translation Studies Development. Translators experience and profile across History.	LC, S
<b>Module 3.</b> Translation Theories, Models, Strategies and Techniques.	Philological, philosophical, functional, interpretative theories, etc. Models and strategies. Comparative analysis of academic approaches to techniques.	LC, S

<b>Module 4.</b> Translation methods, strategies, techniques ( Lexis, Morphology, Syntax, Stylistics)	Translation techniques at the level of lexis, morphology, syntax. Transposition, modulation, reformulation or equivalence, adaptation, compensation. Discussion. Case studies of examples	LC, S
<b>Module 5.</b> Translation Equivalency and Adequacy. Adaptation, Interpretation,	Adaptation, Interpretation, Translation and interpereting techniques as an integrating tool. Discussion. Case studies of examples	S
<b>Module 6.</b> Language and Culture Mediation	Language and Culture Mediation: definitions, comparative analysis. Discussion. Case studies of examples	S
<b>Module 7.</b> Translation Quality	Criteria to define translation and interpreting quality. Discussion. Case studies of examples	S
<b>Module 8.</b> Current Translation Challenges and Prospects	Projects presentations. Discusson	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	List of specialised software installed on

	the amount of ____ pcs), a board (screen) and technical means of multimedia presentations.	computers for mastering the discipline
Self-studies	A classroom 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.	

\* 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](http://ebookey.org/Routledge-Encyclopedia-of-Translation-Studies_160847;htmlhttp://s6.letitbit.net/download3.php)  
 Robinson D. Becoming a Translator. – URL [http://npv.edu.ua!/e-book/book/djvu/A/iif\\_kgpm\\_Douglas%20Robinson.%20Becoming\\_a\\_Translator\\_.pdf](http://npv.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](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](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](http://www.jostrans.org)

### *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. The set of lectures on the course *Translation Studies*
2. 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

position, department

Udina NN

signature

name and surname

### **HEAD OF EDUCATIONAL DEPARTMENT:**

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name of department

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

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