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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

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

COURSE SYLLABUS

TRANSLATION ANALYSIS OF SPECIALIZED TEXTS

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 «LINGUISTICS» (Master's degree)

(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

(higher education programme profile/specialisation title)

1. COURSE GOAL

The goal of the course “Translation Analysis of Specialized Texts” is to develop knowledge, skills and abilities to work with the text to ensure high quality translation and interpretation

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Translation Analysis of Specialized Texts" is aimed at the development of the following competences (competences in part):

Table 2.1. Learner competences developed during mastering the discipline

Competence code	Competence description	Competence development indicators (in the framework of this course)
GPC-1	Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language and its development trends, a system of values specific to the culture of the countries of the studied foreign language	GPC-1.1. Ability to use values specific to the culture of the countries of the studied foreign language
		GPC-1.2. Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language
		GPC-1.3. Ability to use trends in the development of the foreign language system in professional activity
PC-6	Awareness of the methodology of the text pre-translation analysis, contributing to the accurate perception of the source utterance, preparation for translation, including the search for information in reference, special literature and computer networks	PC-6.1. Ability to use a variety of techniques for the text pre-translation analysis
		PC-6.2. Demonstration of the accurate perception of the original statement
		PC-6.3. Ability to search for information in reference, special 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 among reference and specialised literature and in computer networks.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “Translation Analysis of Specialized Texts” refers to the core component of B1.V. DV.05 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 “Translation Analysis of Specialized Texts”.

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

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GPC-1	Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language and its development trends, a system of values specific to the culture of the countries of the studied foreign language	General Linguistics and History of Linguistic Theories; Practice in Professional Communication (first foreign language); Translation Theory; Practice in Professional 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); FLT Methodologies in International Examination Format; Translation in cross-cultural context; Abstracting and Annotating of Specialized Texts; Translation analysis of specialized texts; Business Document Translation	
PC-6	Awareness of the methodology of the text pre-translation analysis, contributing to the accurate perception of the source utterance, preparation for translation, including the search for information in reference, special literature and computer networks	Translation Theory; Theory and Practice of Specialized Translation; Language of Media Texts; Translation analysis of specialized texts	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 Analysis of Specialized Texts” 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>		34			34	
Including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		34			34	
<i>Self-studies</i>		47			47	
<i>Evaluation and assessment (exam/pass/fail grading)</i>		27			27	
Course workload	academic hours_	108			108	
	credits	3			3	

*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>						
Course workload	academic hours_					
	credits					

*- to be filled in the 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>						

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Course workload	academic hours					
	credits					

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

5. COURSE CONTENT

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
1 semester (18 academic hours)		
Module 1. Theoretical basis of translation analysis of a text (TAT)	Topic 1.1. Communicative linguistics and translation. The role of equivalence and adequacy in determining the quality of translation. Translation invariant.	S
	Topic 1.2. Criteria for assessing the quality of translations in the educational process. Classification of translation errors.	S
	Topic 1.3. Text as an object of translation. Definition. Linguistic analysis of the text as the basis of translation analysis. Definition of TAT.	S
	Topic 1.4. The importance of functional stylistics for translation studies. Algorithm of translation text analysis.	S
	Topic 1.5: The Cultural Component, or the "Fifth Element" of TAT.	S
Module 2. Mastering the textual genres in translation	Topic 2.1. Scientific and technical functional styles. Features, translation rules.	S
	Topic 2.2. Official-documentary functional style. Features, translation rules.	S
	Topic 2.3. Newspaper-publicistic functional style. Features, translation rules.	S
	Topic 2.4. Practical work on texts of various genres.	S
Module 3. Practice in translation analysis, translation and editing of more advanced texts	Topic 3.1. Scientific criticism of translation as a teaching method. Practice of translation editing, comparative analysis and quality assessment of different translations of the same text.	S
	Topic 3.2. Practice of translation analysis and translation.	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

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
Computer Lab	An auditorium 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.	472 Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 шт.) 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. Brandes Margarita Petrovna. Predperevodcheskii analiz teksta [Tekst] : Uchebnoe posobie dlya institutov i fakul'tetov inostrannykh yazykov. - 3-e izd., stereo-tip.. - M. : NVI-TEZAURUS, 2021. - 224 s.

<http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1>

2. Gavrilenko Nataliya Nikolaevna. Perevodcheskii analiz professional'no orientirovannogo teksta [Tekst] : Uchebnoe posobie. - M. : Izd-vo RUDN , 2022. - 93 s

<http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1>

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 sobstvennyye na styke yazY-kov 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», 2015.
9. Tatarinov V.A. *Metodologiya nauchnogo perevoda*. – M.: Moskovskii litsei, 2017.

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
- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"
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2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database [http:// www .elsevierscience.ru/ products / scopus /](http://www.elsevierscience.ru/products/scopus/)
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*Training toolkit for self- studies to master the course *:*

1. Methodological instructions for preparation to practical classes in the discipline “Translation Analysis of Specialized Texts”

Active learning methods used in teaching:

- group discussions,

In a group discussion, the group should find the solution to a problem in a given classroom. The goal is a search process that should lead to objectively known but from the students' point of view subjectively new knowledge.

When conducting a discussion, it is necessary that the students have a clear understanding of the subject, the general framework of the discussion and the order of the discussion. When organising a discussion, the teacher should create a favourable, psychologically comfortable environment. Seat the participants in a circle. In addition, it is important to clarify the topic and question beforehand. The introductory part is built in such a way as to actualise the participants' existing knowledge, introduce the necessary information, create interest in the problem.

There are several options for organising the introductory part of the discussion:

1. A brief preliminary discussion of the topic in small groups;
2. Introducing the topic of the conversation by asking one or two participants in advance to make an introductory problem statement that reveals the problem statement;
3. Using a brief pre-survey on the topic.

Any of the options should not take too long to allow for a quicker transition to the discussion.

There are a number of sequential steps that should be taken to conduct a discussion effectively:

1. Allocate roles-functions in the discussion group ("moderator (organiser), analyst, recorder, observer").

2. Determine the order of work when discussing a problem in discussion groups (setting the problem; arranging participants into groups, assigning roles in small groups, explaining what the expected participation of participants in the discussion is; discussing problems in small groups; presenting the results of the discussion in front of the whole team; continuing the discussion and behaviour of the results).

- training (business and role-playing) games.

Among the active forms of student training, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of education and upbringing and educational trainings.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, ability to work in a team, independence of thinking. Training games are based on the principle of imitating various situations of cognition and communication. Some fragments of the game can be used directly in the classroom: role-playing, for example, a student is offered the role of a "polemicist", asking the speaker difficult questions, or when the most prepared student is assigned to conduct a discussion of one of the issues presented in the practical training.

A business game requires following some sequential steps:

The first is to communicate the task to the participants. Each participant should have the printed text of the task (as for the playing conditions, it should be agreed in advance whether they are the same as in real life when solving similar tasks, or whether any game changes are made).

The second is the creation of teams. Teams are formed in any way, and they have the right to give themselves some names or numbers.

The third is the direct work of the teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is composed in any form. The choice of the report form is also a game result.

After hearing the reports, it is necessary to evaluate them, compare and summarise the results. This is an important part of the learning process.

There are some guidelines that organisers should follow when using the role-play method:

1. A role-play plan should be carefully developed, according to the literature for developing roles or dossiers of materials for the main roles. It is advisable to have at least two classrooms for groups to work in, as role development is a creative endeavour.

2. The effectiveness of role-plays is determined by the novelty of the experience, so if they are used every chance they get, the value of this interactive technology is diminished.

3. The number of groups should be small (up to 10 people). This number allows to create an informal, creative environment for productive learning.

4. It is desirable to involve assistants in the role-playing game. They can be other faculty members or graduate students conducting research on the topic of the game.

5. If possible, make a video recording that will provide feedback and validation.

Training is a method of active learning aimed at developing knowledge, skills, abilities and personal qualities. It is understood as an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering theoretical material and its consolidation, as well as the formation of skills of professional activity.

* 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=658>

* 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).

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