

## COURSE DESCRIPTION

### THE HIGHER VOCATIONAL STATE SCHOOL IN WLOCLAWEK

**Course:** Translation Theory

<b>Field of study::</b>	Philology		<b>Course code:</b>				
<b>Unit supervising the course:</b>	Institute for Humanities						
<b>Course orientation:</b>	practical						
<b>Language of instruction:</b>	English						
<b>Course type:</b>	specialty course						
<b>Course status:</b>	Elective, once chosen becomes obligatory						
<b>Level: Bachelor</b>	<b>Year: II</b>	<b>Semester: 3</b>					
<b>The number of teaching hours on the full-time programme:</b>							
<b>Total</b>	<b>lecture</b>	<b>classes</b>	<b>Laboratory</b>	<b>projects</b>	<b>tutorials</b>	<b>seminars</b>	<b>practicum</b>
30	15	15					
<b>The number of teaching hours on the full-time programme::</b>							
<b>Total</b>	<b>lecture</b>	<b>classes</b>	<b>Laboratory</b>	<b>projects</b>	<b>tutorials</b>	<b>seminars</b>	<b>practicum</b>
15	15						
<b>Learning outcomes:</b>		<b>Knowledge:</b>  - Student recognizes and is able to enumerate basic terms, concepts, theories developed within translation framework and leading figures behind these theories - Student understands and characterizes elementary processes/ mechanisms which take place in the process of translation of texts					

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Student classifies terms and concepts within broad spectrum of theoretical apparatus of translation</li> <li>- Student carries out a synthesis of the chosen basic translation theories</li> <li>- Student predicts difficulties arising from a given type of translation</li> <li>- Student analyses and evaluates alternative solutions to the problems encountered in the process of written translation</li> </ul> <p><b>Social competence:</b></p> <ul style="list-style-type: none"> <li>- Student remains skeptical towards different ways in which translation can be defined</li> <li>- Student is open to alternative ways of dealing with the problem of lack of equivalence in cultural context</li> </ul>
<p><b>Full description of the course:</b></p>	<ol style="list-style-type: none"> <li>1. The origins of translation theory. The development of the discipline till the beginning of the XX century.</li> <li>2. Basic translation dichotomies (<i>free or literal translation</i>);</li> <li>3. The problem of equivalence: The Leipzig School;</li> <li>4. Formal equivalence – J.C Catford; dynamic equivalence: Nida;</li> <li>5. <i>Equivalence Framework</i> – Werner Koller; O. Kade’s typology;</li> <li>6. <i>Cultural turn</i> – L. Venuti (<i>foreignisation &amp; domestication</i>);</li> <li>7. <i>Integrated approach</i> – M.S. Hornby; Skopos theory</li> <li>8. Equivalence at word level: M. Baker – translation strategies</li> <li>9. Equivalence above word level; collocations and idioms – strategies of translation;</li> <li>10. Collocational meaning; register; variety in language</li> <li>11. Strategies of translation – <i>A Methodology for Translation</i> Vinay &amp; Darbelnet;</li> <li>12. The role of context in translation. Malinowski and situational context;</li> <li>13. Language varieties according to user and use</li> <li>14. Ideology and translation</li> <li>15. Lawrence Venuti and the concept of translator’s (in) visibility</li> <li>16. Identity in translation (gender studies, sexual minorities, ethnicity, nationality)</li> <li>17. James Holmes: translation as metatext</li> <li>18. The shaping of context and history in translation</li> <li>19. Cultural and literary limitations: Polysystem Theory</li> <li>20. Strategies, methods and techniques in translation Specialist translation</li> <li>21. Legal translation as special type of specialist translation</li> <li>22. Translation errors</li> <li>23. Audiovisual translation</li> </ol>

	24. Oral translation 25. Corpora in translation 26. Computer-assisted translation				
<b>Methods:</b>	Lecture, classes				
<b>The student's workload/ ECTS credits</b>	<b>Forms of activities</b>	<b>Average number of hours to complete activities</b>			
		Full-time		Part-time	
		Lecture	Classes	Lecture	Classes
	<b>Contact hours with academic instructor</b>	15	15	15	
	<b>Hours without academic instructor</b>	15	15	45	
	1. Preparation for the classes, including reading assignments	5	5	20	
	2. processing the quantitative data /preparation for the exam, evaluation tests, etc.	10	10	25	
	3. Preparation of a report, presentation, discussion				
	<b>Total</b>	30	30	60	
	<b>Total number of ECTS for the conducted form of classes</b>	1	1	2	
<b>Total number of ECTS points for the entire course</b>	2		2		
<b>The type and mode of obtaining the credit and marking criteria or requirements:</b>	<b>The type:</b> exam				
	<b>The mode:</b> written test (with open questions)				

	<p><b>Basic assessment criteria:</b> knowledge of concepts and theories discussed during the lecture; choosing an appropriate method of translation according to context and text type</p>
<p><b>Literature:</b></p>	<p><b>Prescribed reading:</b></p> <p><i>used during the classes</i></p> <p>Munday, J. (2001) <i>Introducing translation studies. Theories and applications</i>. Routledge</p> <p>B. Hatim (2001) <i>Teaching and Researching Translation</i>, Longman</p> <p>- <i>assigned for self-study</i></p> <p>K. Hejwowski <i>Kognitywno-komunikacyjna teoria przekładu</i>, PWN 2006</p> <p><b>Recommended reading:</b></p> <p>Korzeniowska A. &amp; Kuhiwczak P. <i>Successful Polish-English Translation</i> PWN</p> <p>B. Hatim &amp; Jeremy Munday <i>Translation. An Advanced Resource Book</i> Routledge Applied Linguistics</p>
<p><b>Course instructor:</b></p>	