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| SYLLABUS  Faculty of ... | | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | | **Credits** | | | ECTS Value | |
| TRN111 | | | Introduction to Translation I | | | | | | (3+0)3 | | | 7 | |
| Prerequisite Courses: | | | NONE | | | | | | | | | | |
| Course Language: | | | English | | | **Course Delivery Mode:** | | | | Face to Face | | | |
| Course Type and Level: | | | 1st year/ Compulsory | | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | | **Course Hours** | | | **Office Hours** | | | Contact | |
| Dr. Aysun Dağtaş | | | | | | Tue. 13.30-15.30 | | | Mon. 10.00-11.00 | | | aysunyurdaisik@cag.edu.tr | |
| Course Coordinator: | | | Dr. Aysun Dağtaş | | | | | | | | | | |
| Course Objectives: This course aims to provide students with a foundational understanding of translation as both a discipline and a profession, introducing them to essential concepts, terminology, and theoretical frameworks in the field of translation studies. At the same time, it seeks to enhance their awareness of the structural, semantic, and pragmatic differences between source and target languages, fostering sensitivity to cultural and linguistic nuances that play a crucial role in successful translation. | | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | Relations | | | |
| Program Outcomes | | | Net Contribution |
| 1 | | Define and explain basic terms and notions of translation. | | | | | | | 3 | | | 5 |
| 2 | | Describe the stages of the translation process and explain their functions. | | | | | | | 3 | | | 5 |
| 3 | | Use equivalence principles (word level, above word level, grammatical, textual, pragmatic) in practical translation tasks. | | | | | | | 6 | | | 4 |
| 4 | | Apply translation strategies to short texts, demonstrating awareness of linguistic and cultural differences. | | | | | | | 6 | | | 5 |
| 5 | | Integrate theoretical knowledge of equivalence and translation process into practice by producing coherent and accurate translations. | | | | | | | 3 | | | 4 |
| 6 | | Propose alternative translation solutions for challenging texts, considering both linguistic and cultural perspectives. | | | | | | | 1,7 | | | 4 |
| 7 | | Critically evaluate the quality of translations using professional criteria and standards. | | | | | | | 7 | | | 5 |
| Course Content: | | | This course introduces students to the basic concepts, terminology, and processes of translation. It covers the fundamental distinctions between written translation and interpretation, emphasizing both practical and theoretical perspectives. Key topics include translation quality, translation education, and the concept of equivalence at different levels (word, above word, grammatical, textual, and pragmatic). Students will engage with the translation process through exercises and discussions, developing awareness of linguistic, cultural, and contextual factors. The course also addresses revision techniques and evaluation criteria to enhance translation accuracy and professional competence. | | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | | |
| Week | | **Topic** | | | | | **Preparation** | | | | Teaching Methods and Techniques | | |
| 1 | | Introduction to the course  Basic terms and notions of translation | | | | | Reviewing the course syllabus, define learning objectives.  Discussing students’ expectations through an interactive Q&A session  Providing students with a glossary of basic translation terminology | | | | Presentation  Discussion | | |
| 2 | | Types of Translation  Translation Process | | | | | Examples of different translation types (literary, technical, audiovisual, machine translation, interpretation). | | | | Process Mapping: Students work in groups to visually map the translation stages on a whiteboard or digital tool.  Presentation | | |
| 3 | | Translation, Language and Culture | | | | | Short texts that highlight cultural elements (idioms, proverbs, advertisements, literary passages).  Students are asked to research culturally loaded expressions in their own language and bring examples to class.  Analysis of a translated text. | | | | Discussion  Group Work: Cultural Substitution Exercise: Groups propose different strategies for translating culturally specific items (e.g., food names, traditions, humor). | | |
| 4 | | The Concept of Equivalence in Translation | | | | | Illustrating different types of equivalence (word level, above word level, grammatical, textual, pragmatic).  Reading the article assigned by the instructor.  Examples from the translation of “Lord of the Flies” and “Benim Adım Kırmızı” | | | | Discussion  Peer Review & Revision: Students translate the given text and exchange translations and give feedback on equivalence choices, then revise accordingly. | | |
| 5 | | Equivalence at word level: The problem of Non-equivalence | | | | | Students are assigned pre-reading from *Mona Baker – In Other Words* (Chapter on Word-Level Equivalence)  Instructor prepares a set of words and short phrases from different text types (literary, technical, everyday language) that pose challenges in translation. | | | | Group work: Students work on the problems of non-equivalence at word level on a given text. | | |
| 6 | | Equivalence at word level: Strategies used by translators | | | | | Students bring examples of words from their native language that are difficult to translate directly into the target language | | | | Mini Translation Workshop: Groups work on short texts where word-level choices significantly affect meaning, then present their solutions. | | |
| 7 | | Equivalence at word level: Analysis | | | | | The instructor brings sample texts. | | | | Translation Workshop:  Students analyse the texts and work on challenges in translation and find possible strategies | | |
| 8 | | Midterm Exam | | | | |  | | | |  | | |
| 9 | | Midterm Exam | | | | |  | | | |  | | |
| 10 | | Equivalence above word level : collocations | | | | | Students pre-read from *Mona Baker – In Other Words* (Chapter on Equivalence Above Word Level).  Each student brings collocations from their native language and researches possible translations | | | | Flipped Classroom  Collocation Matching: Students work in groups to match collocations in the source language with appropriate target language equivalents. | | |
| 11 | | Equivalence above word level: idioms | | | | | Students read the assigned article.  The instructor brings a text with idioms.  Each student brings at least two idioms from their native language and researches possible translations | | | | Translation workshop | | |
| 12 | | Grammatical Equivalence : Challenges | | | | | Students read *Mona Baker – In Other Words* (Chapter on Grammatical Equivalence) before class.  The instructor presents basic terminology and structures. | | | | *Contrastive Analysis:* Students compare sentences from source and target languages to identify structural differences.  *Transformation Exercises*: Students translate texts with problematic structures (e.g., passive voice, aspect, gendered nouns) and propose alternative solutions. | | |
| 13 | | Grammatical Equivalence: Strategies | | | | | Instructor selects short texts that highlight grammatical challenges (e.g., tense, voice, word order, gender, articles, modality). | | | | *Collaborative Translation*: Groups translate the same passage, focusing on grammatical accuracy, then discuss variations in solutions.  *Mini Debate*: Students discuss whether preserving grammar or prioritizing naturalness should be the main focus in translation. | | |
| 14 | | Textual Equivalence : Basic terminology | | | | | Students review relevant sections from *Mona Baker – In Other Words* (Textual Equivalence chapter) | | | | Gap-Filling Activity: Instructor provides a partially translated text with missing cohesive devices; students fill in the gaps collaboratively. | | |
| 15 | | Textual Equivalence: Cohesion | | | | | Each student brings an example of a text (newspaper article, essay, or short story) where cohesion markers are crucial for meaning.  Instructor prepares short texts that highlight cohesion and coherence (e.g., use of connectors, reference, substitution, ellipsis, lexical cohesion). | | | | Cohesion Analysis: Students identify cohesive devices in a source text and discuss possible translations.  Group Work: Each group focuses on one type of cohesion (reference, conjunctions, lexical cohesion) and presents translation strategies. | | |
| 16 | | Revision | | | | | Students bring their portfolios of texts previously studied during the semester.  Students review their own past translations, notes, and feedback from earlier weeks. | | | | Self-Reflection Exercise: Students write a short reflection on how their approach to translation has changed throughout the course. | | |
| 17 | | Final Exam | | | | |  | | | |  | | |
| 18 | | Final Exam | | | | |  | | | |  | | |
| Course Resources | | | | | | | | | | | | | |
| Textbook: | | | | Baker, M. (1992). *In Other Words: A Coursebook on Translation*. Routledge. | | | | | | | | | |
| Recommended References: | | | | Çevirinin ABC’si, 2014 Şehnaz Tahir Gürçağlar  Introducing Translation Studies: Theories and Applications, 2004, Jeremy Munday | | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | | |
| Activities | | | | **Number** | **Percentile** | | | Notes | | | | | |
| Midterm Exam | | | | 1 | 30% | | | Sit-down Exam | | | | | |
| Project | | | |  |  | | |  | | | | | |
| Assignment | | | |  |  | | |  | | | | | |
| Presentation | | | |  |  | | |  | | | | | |
| Portfolio | | | | 1 | 20% | | | Students prepare a portfolio of the given tasks | | | | | |
| Final | | | | 1 | 50% | | | Sit-down Exam | | | | | |
| ECTS Table | | | | | | | | | | | | | |
| Content | | | | | **Number** | | | **Hours** | | | | Total | |
| Course Duration | | | | | **14** | | | **3** | | | | 42 | |
| Out-of-Class Study | | | | | **14** | | | **3** | | | | 42 | |
| Assignment (Portfolio) | | | | | **1** | | | **35** | | | | 35 | |
| Presentation | | | | |  | | |  | | | |  | |
| Project | | | | |  | | |  | | | |  | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | **1** | | | **35** | | | | 35 | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | **1** | | | **45** | | | | 45 | |
| Total: | | | | | | | | | | | | 199 | |
| Total / 30: | | | | | | | | | | | | 199/30 | |
| ECTS Credit: | | | | | | | | | | | | 6.63=7 | |

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| Past Term Achievements | |
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