

SYLLABUS
Vocational School
Applied English Translation Programme

Course Code	Course Title		Credits	ECTS Value
AET-129	Introduction to Translation		(2-1-3)3	6
Prerequisite Courses:	None			
Course Language:	English	Course Delivery Mode:	Face-to-face	
Course Type and Level:	Compulsory / Short Cycle / Fall Semester			
Instructor's Title, Name, and Surname		Course Hours	Office Hours	Contact
Dr. Fatma TOKÖZ		Wed. 10:15-12:35	Thurs. 10:15-12:35	fatmatokoz@cag.edu.tr
Course Coordinator:				
Course Objectives: This course aims to introduce students to translation as a discipline by familiarizing them with its history, key concepts, and major theories. Students will critically explore the relationship between language, culture, and translation, analyze different text types, and practice basic translation strategies. By the end of the course, students are expected to perceive translation as a decision-making process with linguistic, cultural, and ethical dimensions.				
Course Learning Outcomes	Upon successful completion of this course, the student will be able to;		Relations	
			Program Outcomes	Net Contribution
	1	Define and explain fundamental concepts, terms, and theories of translation studies.	1, 2, 3	5, 4, 5
	2	Identify and illustrate the relationship between language, culture, and translation.	2, 4, 10	4, 5, 5
	3	Apply appropriate translation strategies to various text types.	3, 4, 5, 7	5, 5, 5, 4
	4	Analyze translator decisions using functionalist and process-oriented approaches.	3, 4, 5, 7, 9	5, 5, 5, 5, 4
	5	Evaluate translation products in terms of fidelity, equivalence, and cultural adequacy.	5, 7, 8, 9	5, 5, 4, 4
	6	Produce basic translations that reflect theoretical knowledge and intercultural awareness.	1, 4, 5, 10	5, 5, 5, 5
	7	Reflect critically on the translator's ethical responsibilities and professional role in shaping cultural transfer.	7, 8, 9, 10	4, 5, 4, 5
Course Content:	This course introduces students to the phenomenon of translation, the translation process, the history of translation studies, its key concepts, and major theoretical approaches. While examining fundamental concepts and theories, students will develop a critical perspective on translation and, with the awareness they gain, engage in translation practices across different fields. The course enables students to deepen their understanding of the translation process and to acquire conceptual awareness. By working with theories and approaches, students will explore the interrelation of language, culture, and translation, conduct practical translation tasks in various domains, recognize translation as a decision-making process, and understand the role of translation in cultural transfer.			
Course Schedule (Weekly Plan)				
Week	Topic	Preparation		Teaching Methods and Techniques
1	Introduction to Translation: What is language? What is culture? What is	Read Munday (Ch.1, Introduction); short reflective		Ice-breaker activity, think-pair-share, guided

	translation? Language–Culture–Translation relations	writing: “What does translation mean to me?”	discussion, concept mapping, Q&A
2	Language, Culture and Translation: Source vs. Target Culture, Translator’s Role	Read Munday (Ch.2); prepare one example of cultural phrase for class	Mini-lecture, group analysis of examples, role play (translator perspectives), peer feedback, guided practice
3	The Phenomenon of Translation: Cultural Transfer, Idioms & Proverbs	Collect 2 idioms/proverbs in English; read lecture notes	Collaborative group translation workshop, comparative discussion, instructor feedback, reflective journaling
4	Specialized Areas of Translation: Written vs. Oral Types, Strategies & Methods	Read Munday (Ch.3) + lecture notes; bring one sample text (literary, technical, news, or oral)	Case study analysis, group work with text types, debate on strategies, peer review of translations
5	Translation as a Decision-Making Process: Textual Analysis, Process-Product Perspectives, Functional Approaches	Read Katharina Reiss (in Munday, Ch.5); prepare a short analysis of a chosen text	Guided text analysis in groups, simulation of translator choices, reflective discussion, instructor-led Q&A
6	Concepts of Equivalence: Jakobson, Nida, Newmark	Read Munday (Ch.3); write a one-paragraph reflection comparing “equivalence” across the three theorists	Structured debate (teams for each theorist), guided Q&A, peer teaching activity, collaborative chart building
7	Translation History: Practices in East & West before the 20th Century	Read Munday (Ch.1); research 1 historical figure in translation (East or West)	Timeline project (group posters), student mini-presentations, peer questioning, instructor wrap-up
8	Midterm Exam		Written exam
9	Midterm Exam		Written exam
10	Descriptive Translation Studies & Norms	Read Munday (Ch.4); prepare a short reflection: “What is a norm in translation?”	Group case study (different norms), instructor-guided discussion, peer feedback, mini-presentation
11	Functionalist Approaches: Text Types & Skopos Theory	Read Hans Vermeer (in Munday, Ch.5); choose one text type for class activity	Problem-based learning (Skopos task), group translation exercise, role play (client vs. translator), reflective discussion
12	Translation and Localization: Domestication vs. Foreignization	Read Munday (Ch.8); find one example of localization (e.g., website, app, film subtitle)	Debate (domestication vs. foreignization), group analysis of examples, peer review of localized texts
13	Translation and Ideology: Comparative Studies (Classics, Children’s Literature)	Read Munday (Ch.9); bring a short excerpt from a translated children’s story or classic	Comparative workshop, small-group analysis, research-based project preparation, mini-presentations
14	Postcolonial Approaches to Translation	Read Achebe, Things Fall Apart + Munday (Ch.10); reflect on one passage	Group translation workshop, project work, student-led discussion, peer feedback
15	Translation Criticism: Approaches & Applications	Read Munday (Ch.11); prepare a critique of a short translated text	Peer review workshop, critical discussion, group presentations, reflective journaling

16	Project Preparation & Workshop	Review project guidelines; finalize chosen texts	Independent study, small-group mentoring, draft project peer feedback
17	Final Exam		Written exam
18	Final Exam		Written exam

Course Resources

Textbook:	Munday, J., Ramos Pinto, S., & Blakesley, J. (2022). <i>Introducing Translation Studies: Theories and Applications</i> (5th ed.). London & New York: Routledge.
Recommended References:	Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i> . London & New York: Routledge.

Course Assessment and Evaluation

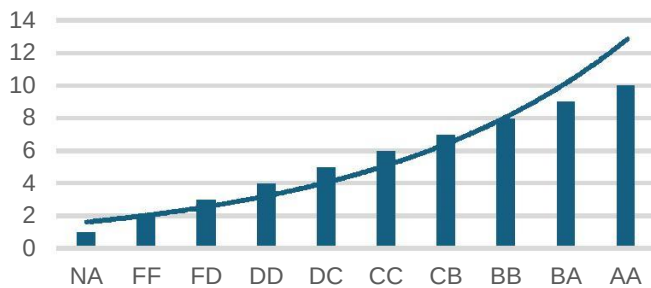
Activities	Number	Percentile	Notes
Midterm Exam	1	35%	Written exam (theory + application).
In-class Task	1	15%	Active participation, applied activity. No make-up allowed.
Final	1	50%	Comprehensive written exam (theory + application).

ECTS Table

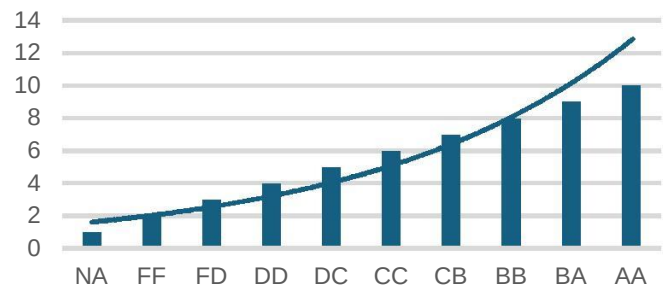
Content	Number	Hours	Total
Course Duration	14	3	42
Out-of-Class Study	14	3	42
In-class Task (preparation + activity)	1	6	6
Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation)	1	30	30
Final Exam (Final Exam Duration + Final Exam Preparation)	1	50	50
Total:			170
Total / 30:			170/30=5,66
ECTS Credit:			6

Past Term Achievements

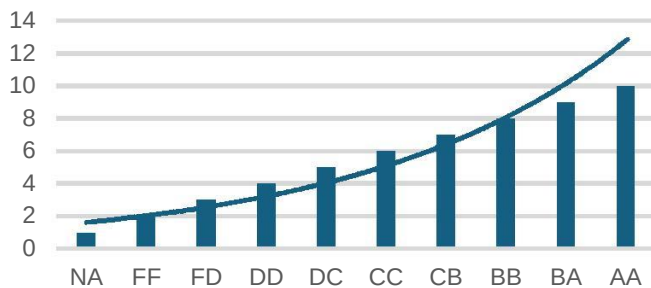
2024-2025 Fall Semester
Course Code and Name



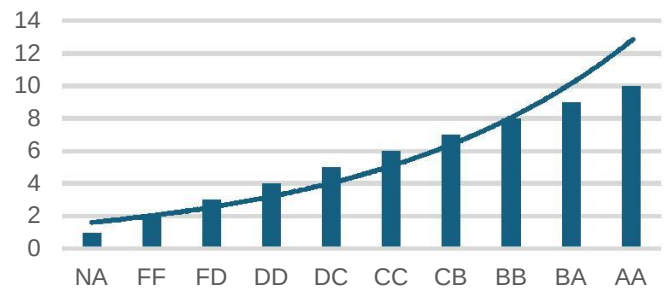
2024-2025 Spring Semester
Course Code and Name



2025-2026 Fall Semester
Course Code and Name



2025-2026 Spring Semester
Course Code and Name



Classroom Procedures & Code of Conduct

- || **Respect & Behavior Code:** Students are expected to treat each other and the instructor with respect at all times, fostering an inclusive and professional learning environment. Disruptive behavior, intolerance, or disrespectful attitudes will not be accepted.
- || **Ethics of Conduct:** Academic honesty is essential. Plagiarism, cheating, or misrepresentation of work will not be tolerated.
- || **Attendance & Punctuality:** Students must attend classes regularly and be on time. Repeated lateness or absenteeism disrupts the class and may affect participation grades.
- || **Technology Use:** Mobile phones must be switched off or kept silent during class. Unauthorized use of electronic devices is not permitted.
- || **Use of AI:** The use of AI-generated content in assignments or exams is strictly prohibited. All written work will be checked through **Turnitin**.
- || **Plagiarism Policy:** Any plagiarized work will receive zero credit and may lead to disciplinary action according to university regulations.
- || **Communication & Email Etiquette (Netiquette):** Students should use their official university email accounts, write professionally (clear subject line, greeting, body, signature), and maintain respectful communication. Reasonable response times should be expected.
- || **Collaboration:** Group work is encouraged when assigned; however, all final submissions must reflect each student's individual understanding and contribution.

In-Class Task Rubric (100 Points)

Criteria	Excellent	Good	Satisfactory	Weak / Poor	Points
Task Completion & Relevance (20 pts)	Fully completes the task; all instructions followed; directly addresses the topic. (18–20)	Mostly complete with minor lapses; generally relevant. (14–17)	Partially complete; some sections missing or off-topic. (10–13)	Incomplete or irrelevant to the task. (0–9)	/20
Use of Translation Strategies (20 pts)	Applies appropriate strategies consistently and effectively, contextually accurate. (18–20)	Mostly applies appropriate strategies; minor inconsistencies. (14–17)	Limited or hesitant use of strategies; some mismatches. (10–13)	Inappropriate or wrong strategies; meaning distorted. (0–9)	/20
Language Accuracy (Grammar & Lexis) (15 pts)	Very few errors; meaning always clear; fluent style. (13–15)	Some errors, but overall meaning clear. (10–12)	Frequent errors that affect fluency, though meaning still understandable. (7–9)	Major or consistent errors obscure meaning. (0–6)	/15
Text Analysis & Interpretation (15 pts)	Thorough analysis of source text features; meaning transferred accurately. (13–15)	Generally accurate analysis with minor gaps. (10–12)	Limited or surface-level analysis; partial transfer. (7–9)	Misinterpretation or no analysis evident. (0–6)	/15
Cultural Adequacy (15 pts)	Cultural references adapted effectively to target language/culture. (13–15)	Mostly culturally appropriate with minor issues. (10–12)	Limited cultural awareness shown. (7–9)	Inappropriate or misleading cultural transfer. (0–6)	/15
Participation & Collaboration (10 pts)	Fully engaged; actively contributes to group work and peer feedback. (9–10)	Moderate participation; contributes occasionally. (7–8)	Limited engagement or inconsistent contribution. (5–6)	No participation or contribution. (0–4)	/10
Presentation & Expression Skills (5 pts)	Ideas expressed clearly, confidently, and persuasively. (5)	Generally clear expression with minor lapses. (3–4)	Partially understandable or hesitant expression. (1–2)	Unable to express ideas clearly. (0)	/5
Total					