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SYLLABUS

Vocational School

Applied English Translation

Course Code	Course Title	Credits	ECTS Value
AET-233	Computer Supported Translation	(1-2-3)3	7
Prerequisite Courses:	None		
Course Language:	English	**Course Delivery Mode:**	Face-to-face
Course Type and Level:	**Compulsory / Short Cycle / Second Year / Fall Term**		

Instructor's Title, Name, and Surname	Course Hours	Office Hours	Contact
Dr. Fatma Toköz	Wed. 13:25–15:45	Thur. 10:15–12:35	fatmatokoz@cag.edu.tr
Course Coordinator:			

Course Objectives: This course aims to develop students' competence in using computer-aided translation (CAT) tools and digital resources by engaging them in hands-on, practice-oriented tasks. Students will not only acquire technical skills (translation memory, terminology management, post-editing) but also critically evaluate the role of technology in translation processes, fostering lifelong learning, problem-solving, and ethical responsibility in professional contexts.

Course Learning Outcomes	Upon successful completion of this course, the student will be able to;	Relations	
		Program Outcomes	Net Contribution
1	Explain the principles of translation memory and terminology management systems.	1, 3, 4	4
2	Apply at least one commercial CAT tool (e.g., SDL Trados, MemoQ) to translate and manage texts.	2, 6	5
3	Analyze the fundamentals of machine translation systems and distinguish between human vs. machine-generated output.	1, 3, 5	4
4	Integrate CAT tools with different text types to optimize translation processes.	4, 6, 7	5
5	Evaluate the quality, limitations, and ethical implications of modern translation technologies.	2, 7, 8, 10	5
6	Collaborate with peers in simulated professional projects using CAT environments.	7, 8, 9	4
7	Create a translation project portfolio by using CAT tools and presenting outputs critically.	6, 9, 10	5

Course Content:	This course introduces students to computer-aided translation (CAT) through a balance of theory and practice. Students begin by exploring the foundations, history, and current trends of translation technologies, critically examining machine translation and translation memory systems. They then engage hands-on with industry-standard tools such as SDL Trados, MemoQ, and OCR applications, learning to apply, compare, and troubleshoot them collaboratively. In the later weeks, students work with cloud-based CAT tools, practice post-editing, and reflect on ethical and quality issues.

Course Schedule (Weekly Plan)			
Week	**Topic**	**Preparation**	**Teaching Methods and Techniques**
1	Introduction to the course, expectations, role of CAT	Review syllabus, write short reflection on personal tech use	Ice-breaker, discussion, expectation mapping
2	History and current trends in translation technologies	Assigned reading	Lecture, brainstorming, peer discussion
3	Machine translation basics and everyday applications	Test free MT tool (Google Translate, DeepL)	Case analysis, critical discussion
4	Translation memory: principles and functions	Reading on TM concepts	Guided demo, pair-work practice
5	Terminology management and databases	Prepare glossary draft	Lab practice, peer feedback
6	SDL Trados workshop (basic functions)	Install trial version	Hands-on lab, collaborative tasks
7	MemoQ workshop (basic functions)	Prepare text sample	Guided lab, small group exercises
8	Midterm Exam		
9	Midterm Exam		
10	OCR tools (Abby Finereader) in CAT workflows	Scan & bring text	Lab simulation, collaborative correction
11	Cloud-based CAT tools: introduction	Assigned reading	Interactive lecture, Q&A
12	Cloud-based CAT tools: practice with team project	Prepare text for translation	Group project, collaborative translation
13	Post-editing machine translation outputs	Bring MT sample	Simulation, peer review, reflective discussion
14	Ethics & quality in technology-assisted translation	Research short case	Debate, role play, case study
15	Student project presentations (CAT portfolios)	Group project prep	Presentations, peer assessment
16	Course review & portfolio workshop	Draft portfolio	Workshop, collaborative review
17	Final Exam		
18	Final Exam		

Course Resources	
Textbook:	Bowker, Lynne. 2002. *Computer-aided translation technology: a practical introduction*. Ottawa: University of Ottawa Press. Jackman, H. (2021). *The online computer-assisted translation class gets faster target language. Applied Translation*. https://doi.org/10.51708/apptrans.v15n1.1316
Recommended References:	Pym, A., Perekrestenko, A., & Starink, B. (2006). *Translation Technology and Its Teaching.* Tarragona. Austermühl, Frank. (2014). *Electronic Tools for Translators.* London/New York: Routledge. Additional readings and online resources will be provided during the course.

Course Assessment and Evaluation			
Activities	**Number**	**Percentile**	**Notes**
Midterm Exam	1	30%	Written + practical
In-class Tasks	2	20%	Applied activities / lab-based tasks
Final	1	50%	Comprehensive written + practical

ECTS Table			
Content	**Number**	**Hours**	**Total**
Course Duration	**14**	**3**	42
Out-of-Class Study	**14**	**3**	42
In-class Tasks	**2**	**16**	32
Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation)	**1**	**35**	35
Final Exam (Final Exam Duration + Final Exam Preparation)	**1**	**45**	45
		Total:	196
		Total / 30:	196/30=6,53
		ECTS Credit:	7

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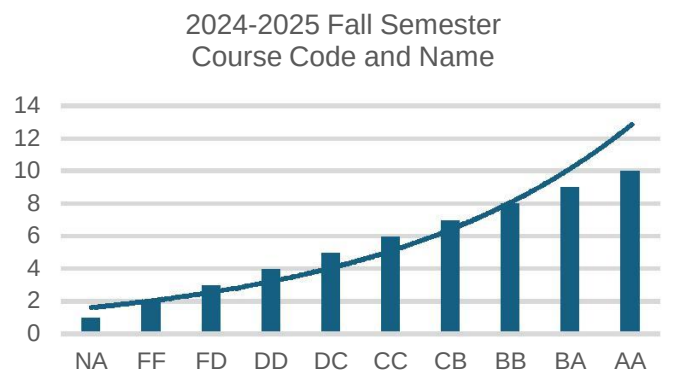
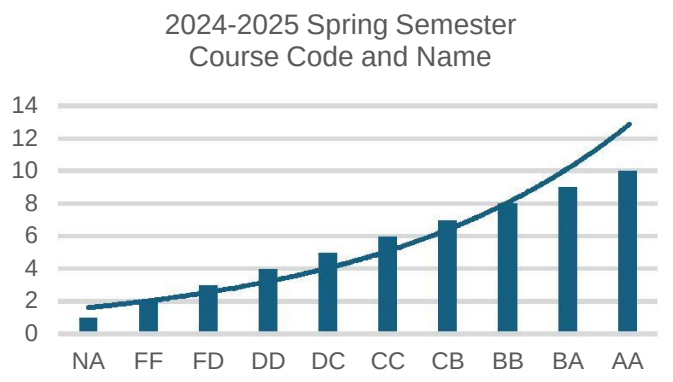
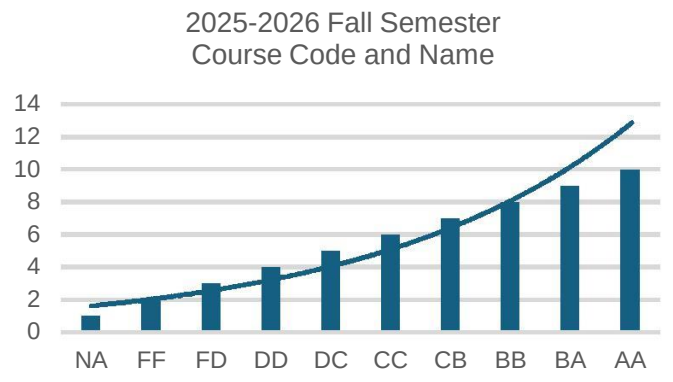
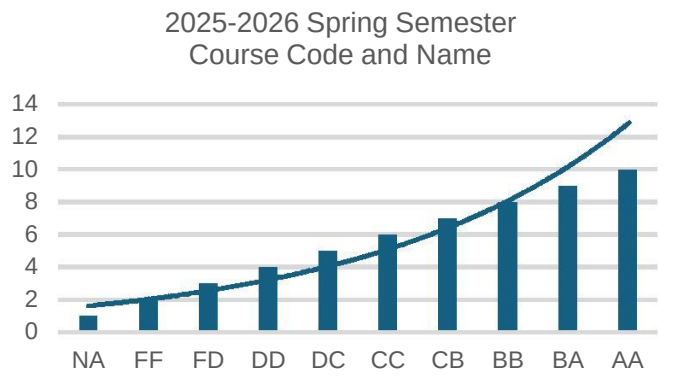
Past Term Achievements









Course Procedures, Requirements & Expectations

Attendance

- Students are required to attend at least **70% of class hours**. Missing more than **30%** results in an **NA grade** and ineligibility to take the final exam.
- Each student is responsible for **tracking their own absenteeism**. The instructor will not provide reminders; students must calculate their own attendance percentage.
- Punctuality is expected. Repeated lateness disrupts the class and may affect participation marks.

Participation & In-Class Work

- Active participation is essential. Students should engage in discussions, group projects, and lab-based activities.
- Two in-class tasks are scheduled; these are completed **only during class time** and there are **no make-up opportunities**.

Assignments & Submission

- All written or project work must be **original** and submitted via **Moodle** and/or **Turnitin** as instructed.
- **Late submissions** are not accepted, except with officially documented excuses (medical report, family emergency, or university duty).

- Work with more than **10% similarity** on Turnitin, or with evidence of block-copying, will be considered **plagiarism** regardless of percentage.
- Use of AI tools (e.g., ChatGPT, Google Translate, DeepL) is **not permitted** in graded tasks unless explicitly authorized by the instructor for learning support. Violations result in **FF** for the assignment or the course.

Academic Integrity

- Plagiarism, cheating, and unauthorized collaboration are strictly prohibited.
- Proper paraphrasing, summarizing, and referencing must be observed at all times.
- Academic honesty is a core requirement; violations will be penalized according to university regulations.

Use of Technology in Class

- Laptops are required for lab sessions and CAT tool practice.
- Mobile phones must be switched off and kept out of sight during class.
- Recording, photographing, or videoing class sessions without the instructor's permission is strictly forbidden.
- Classroom discussions and activities are considered **confidential** and must not be shared publicly.

Email Etiquette

- All communication must be professional. Use your full name, course code, and a clear subject line.
- Address the instructor properly (e.g., *Lect. Dr. Fatma Toköz*).
- Allow up to **24 hours** for a reply (longer on weekends and holidays). Avoid demanding immediate responses.
- Emails must be clear, polite, and grammatically correct.

Student Responsibilities

- Review the syllabus, course materials, and weekly readings regularly.
- Come prepared for each class with assigned readings, notes, and software installed.
- Take charge of your own learning journey, ask questions, and contribute to peer work.
- Respect peers and the learning environment by maintaining professional, collaborative behaviour.

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Assessment & Evaluation Rubrics

1. Participation & In-class Tasks (100 points)

Level	Score Range	Descriptor
Excellent	90–100	Always engaged and highly prepared; actively contributes in CAT labs, workshops, and discussions; respectful listening; demonstrates initiative and problem-solving.
Good	75–89	Regularly participates; contributions relevant and constructive; usually prepared; attentive and cooperative in lab tasks.
Satisfactory	60–74	Occasional participation; sometimes prepared; contributions basic or only when prompted; engagement inconsistent.
Poor	40–59	Rarely participates; often unprepared; minimal or off-topic contributions; passive in group work.
Fail	0–39	No participation; consistently unprepared; disruptive behaviour or absence of engagement.

2. In-class Practical Tasks (CAT Projects) (100 points)

Level	Score Range	Descriptor
Excellent	90–100	Task fully completed; TM and terminology databases applied effectively; translation accurate, consistent, and technically well-formatted; clear and professional output.
Good	75–89	Mostly complete; appropriate use of CAT tools; minor terminology or formatting issues; overall accurate and coherent output.
Satisfactory	60–74	Partially complete; limited or hesitant use of CAT features; noticeable errors or omissions; output understandable but inconsistent.
Poor	40–59	Incomplete or weak use of CAT tools; frequent errors; lack of terminology consistency; product unpolished.
Fail	0–39	No submission OR unacceptable work (irrelevant, plagiarised, or technically unusable).

3. Final Assignment / Project + Reflective Commentary (100 points)

Level	Score Range	Descriptor
Excellent	90–100	Project fully accurate, consistent, and synchronised with TM and terminology use; QA check applied; file export flawless; commentary critical, insightful, and well-structured.
Good	75–89	Project mostly accurate; minor errors in terminology or formatting; commentary relevant with some reflection but not deeply analytical.
Satisfactory	60–74	Translation understandable but with noticeable errors; CAT tools applied partially; QA not fully applied; commentary descriptive rather than analytical.
Poor	40–59	Project error-prone or incomplete; weak CAT application; commentary minimal, superficial, or incomplete.
Fail	0–39	No submission OR incoherent, plagiarised, or irrelevant work.