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| SYLLABUS  Vocational School  Applied English and Translation Programme | | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | | **Credits** | | | ECTS Value | |
| AET - 235 | | | Translation of Social Sciences Texts | | | | | | 3-0-3 | | | 6 | |
| Prerequisite Courses: | | | None | | | | | | | | | | |
| Course Language: | | | English – Turkish | | | **Course Delivery Mode:** | | | | Face to face | | | |
| Course Type and Level: | | | Compulsory / 2nd Year – Fall / Associate | | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | | **Course Hours** | | | **Office Hours** | | | Contact | |
| Lect. Merve Tohma | | | | | | 3 / week | | | 12:45–13:15 | | | mervetohma@cag.edu.tr | |
| Course Coordinator: | | |  | | | | | | | | | | |
| Course Objectives : To enable students to analyse meaning, ideological framing and cultural elements in various social-sciences text types (news, policy documents, NGO reports, official correspondence, visual texts, etc.) and to transfer them into the target language using appropriate translation strategies. | | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | Relations | | | |
| Program Outcomes | | | Net Contribution |
| 1 | | Identifies the purpose, audience and discourse features of social-sciences texts. | | | | | | | 3,5,10 | | | 4, 5, 4 |
| 2 | | Analyses ideological emphasis/shifts in headlines and leads. | | | | | | | 5,9,10 | | | 5, 4, 4 |
| 3 | | Matches terminology in human-rights and public-policy texts. | | | | | | | 3,4,9 | | | 5, 4, 4 |
| 4 | | Adapts culturally sensitive/linguistic-violence expressions appropriately to context. | | | | | | | 5,10,7 | | | 5, 4, 3 |
| 5 | | Translates digital/visual texts (posters, placards, hashtags) ensuring meaning–design coherence. | | | | | | | 5,3,6 | | | 5, 4, 3 |
| 6 | | Applies speech-to-text strategies in texts derived from oral sources (interviews/podcasts). | | | | | | | 7,3,4 | | | 4, 4, 4 |
| 7 | | Evaluates translation outputs with ethical principles, (in)visibility and equivalence criteria. | | | | | | | 9,2,7 | | | 5, 4, 4 |
| Course Content: | | | News discourse; human-rights/policy texts; gender-inclusive language; social media/hashtags; visual texts (poster–placard); migration and identity narratives; official correspondence and ethics; transcription from oral sources; translator visibility–invisibility debates; error analysis of machine-translation outputs. | | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | | |
| Week | | **Topic** | | | | | **Preparation** | | | | Teaching Methods and Techniques | | |
| 1 | | “What does this English really mean?” – Intro to social-sciences texts | | | | | Starter readings; examples such as TÜİK – UN Women | | | | Lecture; discussion; contrastive analysis; mini translation | | |
| 2 | | “One Story, Two Realities” – Headline battles | | | | | Compile TR+EN headlines/leads | | | | Headline analysis; ideology & emphasis; rewriting | | |
| 3 | | “Rights or Tolerance?” – Human-rights texts | | | | | Human-rights documents / NGO texts | | | | Terminology matching; equivalence; justified translation | | |
| 4 | | “Femicide or ‘family dispute’?” – Framing differences | | | | | TR & EN news samples | | | | Cultural shifts; subjectivity–objectivity; ethics debate | | |
| 5 | | #IfNotTranslationWhat – Hashtag translation | | | | | Examples of social-media tags | | | | Transcreation; cultural adaptation; microtext translation | | |
| 6 | | “What do we say on Netflix?” – Subtitle/reply lines | | | | | Sets of series/film lines | | | | Irony/humour; subtitling constraints; creative rewriting | | |
| 7 | | “Street interviews vs. podcasts” – oral → written | | | | | Interview/podcast snippets | | | | Note-taking; oral-to-written transfer; normalisation | | |
| 8 | | Midterm Exam | | | | |  | | | |  | | |
| 9 | | Midterm Exam | | | | |  | | | |  | | |
| 10 | | “Chairman or chairperson?” – Gender-neutral language | | | | | Gender-neutral examples | | | | NGO/institutional style; inclusive strategies; terminology policy | | |
| 11 | | “Visual shock” – Translation errors in posters/placards | | | | | Poster/placard examples | | | | Text–image coherence; layout principles; short slogans | | |
| 12 | | “Where am I from?” – Migration, belonging, identity | | | | | Selections of migrant narratives | | | | Narrative tone; empathy language; narrative translation | | |
| 13 | | “Yours sincerely” – Language in official correspondence | | | | | Official letters/announcements | | | | Formulae/tonality; directness–politeness balance | | |
| 14 | | “When should the translator disappear?” – ethics & interpretation | | | | | Supplementary texts; case notes | | | | Visibility–invisibility; interpretation–fidelity; argumentation | | |
| 15 | | “GT, DeepL or ChatGPT?” – system comparison | | | | | Multiple-system outputs for the same text | | | | Error analysis; post-editing; quality rubric | | |
| 16 | | “Can we just not translate this?” – taboo & censorship | | | | | Suitable examples; TV/YT subtitle clips | | | | Boundary management; audience adaptation; ethical framing | | |
| 17 | | Final Exam | | | | |  | | | |  | | |
| 18 | | Final Exam | | | | |  | | | |  | | |
| Course Resources | | | | | | | | | | | | | |
| Textbook: | | | | Short texts and policy briefs from UN Women, Amnesty, UNESCO, OECD; selections from local NGO reports. | | | | | | | | | |
| Recommended References: | | | | Baker (In Other Words); Hatim & Mason (Discourse and the Translator); Venuti (The Translator’s Invisibility); related media/poster archives. | | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | | |
| Activities | | | | **Number** | **Percentile** | | | Notes | | | | | |
| Midterm Exam | | | | 1 | 40% | | | Applied written: reading–analysis + short translation (+ rationale) | | | | | |
| Final | | | | 1 | 60% | | | Project: analyse + translate + present (portfolio & reflection) | | | | | |
| ECTS Table | | | | | | | | | | | | | |
| Content | | | | | **Number** | | | **Hours** | | | | Total | |
| Course Duration | | | | | **14** | | | 3 | | | | 42 | |
| Out-of-Class Study | | | | | **14** | | | 3 | | | | 42 | |
| Assignment | | | | | 14 | | | 2.5 | | | | 35 | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | 1 | | | 20 | | | | 20 | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | 1 | | | 41 | | | | 41 | |
| Total: | | | | | | | | | | | | 180 hours | |
| Total / 30: | | | | | | | | | | | | 180 / 30 | |
| ECTS Credit: | | | | | | | | | | | | 6 ECTS | |