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| SYLLABUSVocational 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 |