FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION NAMED AFTER PATRICE LUMUMBA

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA

(RUDN UNIVERSITY)

LAW INSTITUTE

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Translator's Profession in the World

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02 *Linguistics*

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Legal Translation and Interpreting

higher education programme profile/specialisation title

1. COURSE OBJECTIVE

The Course is set to study the international practice of translation profession. The translation job market is one of the biggest in the world. Changes in the language sector impact the skills required for translation profession. International Institutions provide various programmes; promote qualification and training standard for professional development. The course covers various aspects of translator's qualification, skills and requirements which are important to enhance the status of translation as profession and improve and adapt training of translators to demands of changing world.

2. REQUIREMENTS LEARNING OUTCOMES

Mastering the course (module) **Translator Profession in the EU** is aimed at the development of the following competences /competences in part.

Competence Code	Competence descriptor	Competence formation indicators (within this course)
GC-5	Can analyze and take into account the diversity of cultures in the process of intercultural interaction.	GC -5.1 Knows culture, history, and geography of the countries whose languages are learnt as well as data perception stereotypes and ways to overcome them in the course of cross cultural interaction.
		GC -5.2 Masters comprehensive linguistic and extralinguistic tools to create a discrimination-free environment for cross cultural interaction.
GC-7	Can find the necessary sources of information and data, comprehend, analyze, memorize information while using digital devices and algorithms; use various types of information from different sources in an effective way in problem-solving; assess the information, its authenticity, infer and deduct based on the input data and information**.**	GC- 7.1 Knows the relevant approaches, tools, and techniques to search for information from various sources, its processing and further use
		GC -7.2 Masters comprehensive tools to evaluate information, integrate, reshape and tailor it in line with context-specific tasks
PC-5	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the healthcare field	PC -5.1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the healthcare field
		PC -5.2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the healthcare field

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1 *The list of higher education components/disciplines that contribute to the achievement of the planned results of mastering the discipline / module*

Code	Competence	Previous courses / modules	Subsequent courses / modules
GC-2	Can analyze and take into account the diversity of cultures in the process of intercultural interaction.	Legal Translation course	Translation and International law/
GC-7	Can find the necessary sources of information and data, comprehend, analyze, memorize information while using digital devices and algorithms; use various types of information from different sources in an effective way in problem-solving; assess the information, its authenticity, infer and deduct based on the input data and information**.**	Computer-assisted Tools for Legal Translation	Conference interpreting course
PC-5	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the healthcare field	Cross cultural communication in various domain (in English)	Conference interpreting course (English – other language)

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload of '**Translator Profession in the EU**' is equal to 3 credits.

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**<u>full-time training</u>**)**

Types of academic activities		ВСЕГО, ак.ч.	Semesters/modules			
			1	**2**	**3**	**7**
Classroom activities in academic hours		*72*				*x*
Lecture		36				
Seminars/tutorials (**СЗ**)						
Individual learning, academic hours.		*27*				
Assessment (exam/pass), academic hours.		*9*				
Total workload of the course/ module	Academic hours	**72**				
	credits	**2**				

5.   COURSE CONTENTS

Table 5.1 Course modules, Themes and Activity type

Module Title	Module Themes	Activity Type
Module 1. The Status of Translators in Official Categorization. Translation Associations	Status, official certification, professional exclusion, trustworthines, recognition and prestige, The role of translator association	LC
Module 2. Training and qualification of translators in EU	Training in Germany, Spain and the UK Accreditation and certification	LC
Module 3. EMT Translator competence framework	European Master's in translation, competence framework, language and culture, strategic, methodological and thematic competence, tools and applications, service provision competence, Personal and interpersonal competence;	LC
Module 4. EMT Network	European Master in Translation Network	LC
Module 5. Standard European professional examination	Academic certification, sworn and authorized translators, the status of sworn translator, state examination; legal status of translator in the EU;	LC
Module 6. Cooperation with the language industry	Translation companies, projects on cooperation, education policy	LC

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. . CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	List of specialised laboratory equipment, machinery, stands, etc.
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia	List of specialised equipment, stands, visual posters, etc.

	presentations.	
Computer Lab	A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ____pcs), a board (screen) and technical means of multimedia presentations.	List of specialised software installed on computers for mastering the discipline
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

* The premises for students' self-studies - Classroom 326.

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Mikkelson, Holly. 1996. "The professionalization of community interpreting", Muriel Jérôme-O'Keeffe (ed.) *Global Vision: Proceedings of the 37th Annual Conference of the American Translators Association*. Alexandria, VA: American Translators Association. 77-89.
2. **EMT Competence Framework**
https://ec.europa.eu/info/sites/info/files/emt_competence_fwk_2017_en_web.pdf
3. Freidson, Eliot. 1986. *Professional Powers: A Study of the Institutionalization of Formal Knowledge*. Chicago, IL: University of Chicago Press.
4. Pym, Anthony, 2004. *The Moving Text: Localization, Translation, and Distribution*. Amsterdam and Philadelphia: John Benjamins.
5. Carmel, Erran and Paul Tjia. 2005. *Offshoring Information Technology: Sourcing and Outsourcing to a Global Workforce*. Cambridge: Cambridge University Press.

Additional readings:

1. Romaine, Matthew, and Jennifer Richardson. 2009. *State of the translation industry: smarter, more casual*. Tokyo: myGenko.
2. LTC (The Language Technology Centre). 2009. *Study on the size of the language industry in the EU*. DGT-ML-Studies 08. Brussels: European Commission, Directorate General for Translation.
3. Allied Business Intelligence. 1998. *Language Translation: World Market Overview, Current Developments and Competitive Assessment*, Oyster Bay NY: ABI.
4. Haken H. Synergetics as a Tool for Conceptualization of Cognition and Behaviour – How Far Can We Go? // Synergetics of Cognition. – Berlin, 1990.
5. Grice P. H. Logic and Conversation.//Syntax and Semantics.Vol.3. N.Y.: Academic Press, 1975.
6. Grice H. P. Studies in the Way of Words, Cambridge, Mass.: Harvard University Press, 1989.
7. Searle, J. Speech Acts: An Essay in the Philosophy of Language, Cambridge, Eng.: Cambridge University Press.–1969.
8. Coulthard M. An Introduction to Discourse Analysis. London, New York. –1985.
9. Coulthard R.M. Advances in Spoken Discourse Analyses. London: Routledge. – 1992.
10. The Linguistics. Encyclopedia. Ed. Kirsten Malmkjaer. London and New York: Routledge. – 2006.

11. Bowker, Lynne. 2005. "Professional Recognition in the Canadian Translation Industry: How Is It Perceived by Translators and Employers?". *Translation Watch Quarterly* 1: 19-116. http://www.translocutions.com/tsi/twq/tranlsation_watch_quarterly_December2005_issue1_sample.pdf. Accessed April 2012.
12. European Master's in Translation Network. Annual Report 2017. https://ec.europa.eu/info/sites/info/files/emt_annual_report_2017_en.pdf
13. Fuller B. R. Synergetics. Explorations in the Geometry of Thinking –[Electronic resource]- http://www.rwgrayprojects.com/synergetics/synergetics.html
14. Gural S.K., Smokotin V.M. Synergetics Aspects: Language, Culture, Multilingualism // European Journal of Natural History. – 2009. – № 1 – С. 76-79 –URL: www.world-science.ru/euro/118-20195 .
15. IAMLADP. 2009. "Results of survey on recruitment and testing of translators and interpreters". Annex V of *Report to IAMLADP Working Group on Training*. http://www.iamladp.org/PDFs/2009_docs/R8_WG_on_Training2009Report.pdf. Accessed July 2011. 79-94.
16. **https://ec.europa.eu/info/sites/info/files/emt_annual_report_2017_en.pdf**
17. Educational Testing Service. 2010. "Record number of 2009 TOEFL test takers in China" http://www.ets.org/newsroom/news_releases/record_number_2009na" http://www.ets.org/newsroom/news_releases/record_number_2009_toefl_test_takers_china . Accessed April 2012.
18. Beninatto, Renato S., and Donald A. DePalma. 2008. "The Top 25 Translation Companies and Some Really Big Revenue Numbers". http://www.globalwatchtower.com/2008/06/20/top-25-revenue-08 . Accessed April 2012.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
2. - RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
3. - EL "University Library Online" http://www.biblioclub.ru
4. - EL "Yurayt" http://www.biblio-online.ru
5. - EL "Student Consultant" www.studentlibrary.ru
6. - EL "Lan" http://e.lanbook.com/
7. - EL "Trinity Bridge"
8. - ……….

*Training toolkit for self- studies to master the course *:*

1. The set of lectures on the course **Translator Profession in the EU**ʼ

2. The laboratory workshop (if any).on the course **Translator Profession in the EU**ʼ

3. The guidelines for writing a course paper / project (if any) on the course **Translator Profession in the EU**ʼ .

4. …………

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8 ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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