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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE
LUMUMBA
(RUDN University)**

LAW INSTITUTE

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

COURSE SYLLABUS

**EDITING AND PROOFREADING IN TRANSLATION (ENGLISH-OTHER
LANGUAGE)**

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:

Translation and Interpreting for Public Services and Institutions

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The main purpose is to introduce students to the revising and editing peculiarities. The course focuses on requirements for the production of final English and Russian drafts of deliverable quality.

Special emphasis is laid on interdisciplinary environment that embraces cognitive, cultural, pragmatic, linguistics aspects of revising and editing procedure within a broad extra linguistic context related to a particular pair of national legal systems and cultures.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) Editing and Proofreading in Translation expects students to acquire the following competences /(competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence Code	Competence descriptor	
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 extra-linguistic tools to create a discrimination-free environment for cross cultural interaction.
GC-7	Can search for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using algorithms when working with data obtained from various sources in order to effectively use the information received to solve problems; evaluate information, its reliability, build logical conclusions based on incoming information and data.	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

GPC -5	can carry out interlingual and intercultural interaction with native speakers of the target language in accordance with the rules and traditions of intercultural professional communication, the rules of speech communication in a foreign language society;	GPC 5.1 Knows the conventions of foreign community communication in diverse situational contexts
		GPC 5.2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers
GPC- 7	can work with the main information retrieval and expert systems and other systems of knowledge representation and processing of verbal information.	GPC 7.1 Knows major search engines, expert systems for knowledge representation and verbal information processing.
		GPC 7.2 Masters comprehensive digital tools for knowledge representation and verbal information processing.
PC -2	PC-2 Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the legal field	PC 2.1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the legal field
		PC 2.2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the legal 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 the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence Code	Competence descriptor	Previous courses/ modules	Subsequent courses/ modules
GC-5	can analyze and take into account the diversity of cultures in the process of	Cross cultural communication and	Specialized Translation: Legal

	intercultural interaction	mediation (in English)	Settings (English)
GC-7	Can search for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using algorithms when working with data obtained from various sources in order to effectively use the information received to solve problems; evaluate information, its reliability, build logical conclusions based on incoming information and data.	Translation Administrative-Legal Settings (English-Russian)	Interpreting in Legal - Administrative Settings
GPC -5	can carry out interlingual and intercultural interaction with native speakers of the target language in accordance with the rules and traditions of intercultural professional communication, the rules of speech communication in a foreign language society;	Translator's Professional Ethics (in English)	Spealized Translation: Administrative Settings (English)
GPC- 7	can work with the main information retrieval and expert systems and other systems of knowledge representation and processing of verbal information.	Quantitative Linguistics and ICT	Interpreting in Legal - Administrative Setting
PC- 2	can conduct expert and analytical activities, linguistic mediation, and translation in the legal field	Spealised Translation: Legal Settings (English)	Interpreting in Legal - Administrative Settings

4. The COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload of the course is 2 credits (72 academic hours).

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

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>	72				

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		36				
<i>Self-studies</i>		27				
<i>Evaluation and assessment (exam/passing/failing grade)</i>		9				
Course workload	academic hours	72				
	credits	2				

5. COURSE CONTENTS

Table 5.1. *Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types
Module 1. The Work of an Editor	The Work of an Editor. The translation process from the point of view of revision Tasks of editors. Editing, rewriting and adapting. Mental editing during translation. Levels of editing and editing procedure. Ways of testing translations and their usefulness for different translation scenarios	S
Module 2. Copy-editing	Rules. House style. Spelling and typographical errors. Syntax and idiom. Punctuation. Usage	S
Module 3 Stylistic and structural editing	Stylistic editing. Readability versus clarity. Physical structure of a text. Problems with headings Structural editing during translation	S
Module 4 Content Editing	Macro-scale content editing. Factual errors. Logical errors..Mathematical errors..Content editing during and after translation.	S
Module 5. Computer Aids to Checking	PC Soft for revising and editing. Revision of machine translation	S
Module 6. The work of Reviewer	Revision, quality control, checking and re-reading Balancing the interests of authors, clients, readers and translators. Time and quality. Revision of machine translation. Revision and self-revision. Quality assessment. Quality assurance Quality-checking by clients.. Revision and editing. Revision and specialization. The quality of revision	S
Module 7 The Revision Parameters	Accuracy. Completeness. Logic Facts. Sublanguage. Idiom. Layout. Typography. Organization	S

Module 8 Degrees of Revision	Factors in determining degree of revision. Some consequences of less-than-full revision. The relative importance of Transfer and Language parameters	S
Module 9 Revision Procedures	Order of operations and key principles for making corrections Self-Revision. Integration of self-revision into translation production Revising the Work of Others. Diagnosis. Advice	S

* - 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	Specialized equipment/laboratory equipment 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 presentations.	List of specialised equipment, stands, visual posters, etc.
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:

Mossop, Brian. *Revising and Editing for Translators*. 2ed. Manchester, U.K.: St. Jerome, 2010.
Koerber, D. *The Complete Guide to Editing and Proofreading for Students*, 2017.
<https://geediting.com/guide-to-editing-and-proofreading-for-students/>

Additional readings:

Ascher, A. *Think about Editing: An ESL Guide for the Harbrace Handbooks*. Boston: Wadsworth Cengage Learning, 2006.
Burchfield, R. W. *Fowler's Modern English Usage*. Oxford, Clarendon Press, 1998.
Einsohn, A. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*. 3rd ed. Berkeley: University of California Press, 2011.
Lane, J., Lange, E. *Writing Clearly: Grammar for Editing*. 3rd. ed. Boston: Heinle ELT, 2011.
Lanham, R. A. *Revising Prose*. 5th ed. New York: Longman, 2006.
Proofreading, revising, and editing skills : success in 20 minutes a day /Brady Smith.—1st ed.- 2003 LearningExpress, LLC.
Tarshis, B. *How to Be Your Own Best Editor: The Toolkit for Everyone Who Writes*. New York: Three Rivers Press, 1998.
Williams, J., Colomb, G. *Style: Lessons in Clarity and Grace*. 10.th ed. Chicago: Chicago University Press, 2010.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
 - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
 - EL "University Library Online" <http://www.biblioclub.ru>
 - EL "Yurayt" <http://www.biblio-online.ru>
 - EL "Student Consultant" www.studentlibrary.ru
 - EL "Lan" <http://e.lanbook.com/>
 - EL "Trinity Bridge"
 -
2. Databases and search engines:
 - electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
 - Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
 - Google search engine <https://www.google.ru/>
 - Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

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

1. The set of lectures on the course _____
2. The laboratory workshop (if any).on the course _____
3. The guidelines for writing a course paper / project (if any) on the course _____.
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).

DEVELOPERS:

Н. Н. Удина

_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

А.А. Атабекова

_____	_____	_____
name of department	signature	name and surname

HEAD OF HIGHER EDUCATION PROGRAMME:

_____	_____	_____
position, department	signature	name and surname

