**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D10-JKT** | |
| **Name of the course in** | Polish | Językoznawstwo korpusowe w tłumaczeniach |
| English | Corpus linguistics in translation studies |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | full-time, extramural |
| **1.3. Level of study** | 1st level (BA) |
| **1.4. Profile of study\*** | Practical |
| **1.5. Person preparing the course description** | dr hab. Konrad Klimkowski, prof. UJK |
| **1.6. Contact** | kklimkowski@ujk.edu.pl |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | English |
| **2.2. Prerequisites\*** | Knowledge of English at B1 level. |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | Classes, project |
| * 1. **Place of classes** | | didactic rooms of the Branch Campus in Sandomierz of Jan  Kochanowski University in |
| * 1. **Form of assessment** | | Credit (grade) |
| * 1. **Teaching methods** | | Work with linguistic corpora, work with informative materials, individual work, group work, project. |
| * 1. **Bibliography** | **Required reading** | Olohan, M. “Corpus Linguistics and Translation Studies: Interaction and Reaction.”  Zanettin, [F.](https://www.sciencedirect.com/science/article/pii/S1877042813041384#!)  2013. “Corpus Methods for Descriptive Translation Studies.” *Social and Behavioral Sciences* 95:20-32. |
| **Further reading** | Bermúdez Bausela, Montserrat. “The importance of corpora in translation studies: a practical case.” New perspectives on teaching and working with languages in the digital era. Red. Antonio Pareja-Lora. Reasearch-publishing.net, 2016. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives (class and project)**   Classes  C1. Make students aware of the possibilities created by linguistic corpora for translation (lexis, collocations, grammar).  C2. Improve students’ translation skills thorough making them aware of language idioms.  C3. Enable students to exercise their knowledge through translating fragments of texts. |
| * 1. **Detailed syllabus**   Classes 25h + Project 5h:  Areas to discuss:  1. Introducing linguistic corpora.  2. British National Corpus and [Corpus of Contemporary American English](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwj-763w-5TpAhWB66QKHVVJDmoQFjAAegQIChAC&url=https%3A%2F%2Fwww.english-corpora.org%2Fcoca%2F&usg=AOvVaw0oCjQmjrCM7kPQR7RWYpW6).  3. Narodowy Korpus Języka Polskiego.  4. Concordances (ParaSol).  5. Lexical choices on the basis of linguistic corpora.  6. Collocation choices on the basis of linguistic corpora.  7. Grammatical choices on the basis of linguistic corpora.  8. Stylistic choices on the basis of linguistic corpora.  9. Language contextualisation on the basis of examples from linguistic corpora.  10. Choice of texts for individual translation projects.  11. Supervised work on individual translation projects. |

**4.3 Intended learning outcomes**

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| **Code** | **A student, who passed the course** | **Relation to learning outcomes** |
| within the scope of **knowledge:** | | |
| W01 | Students know basic terminology and have knowledge in the area of linguistic corpora and their uses in translation. | FIL1P\_W05 |
| W02 | Possess basic knowledge in ICT, text processing, data spreadsheets, databases, online services and material research to build and use corpora in translation activities | FIL1P\_W08 |
| within the scope of **ABILITIES:** | | |
| U01 | Autonomously searches for corpora-based sources and information contained therein, analyses them critically and synthesises to assess their applicability in translation activities | FIL1P\_U01 |
| U02 | Can assess methodologies in use and select the optimal for task realization in translation activities with respect to creating and using corpora in translation. | FIL1P\_U09 |
| within the scope of SOCIAL **COMPETENCE:** | | |
| K01 | Students are aware of the necessity of constantly improving their English language knowledge and skills for translation purposes as far as language corpora are concerned. | FIL1P\_K01 |
| K02 | Students are ready to work effectively in groups and can use their knowledge in an accountable way with respect to creating and using corpora in translation. | FIL1P\_K02 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Test** | | | | | **Project\*** | | | | | | **Effort**  **in class\*** | | | | |  | | | | | | | **Group work\*** | | | | | |  | | | |
|  | | | | | ***Form of classes*** | | | | | ***Form of classes*** | | | | | | ***Form of classes*** | | | | |  | | | | | | | ***Form of classes*** | | | | | |  | | | |
|  | |  | |  | *L* | *C* | | *…* | | *L* | | *C* | | *P* | | *L* | *C* | | | *...* |  | | |  |  | | | *L* | *C* | | | *...* | |  | |  |  |
| W01 |  | |  | |  | |  | | ***+*** | |  | |  |  | ***+*** | |  | | | ***+*** |  | | |  |  | | |  |  | | |  |  | |  | |  | |  |
| W02 |  | |  | |  | |  | | ***+*** | |  | |  |  | ***+*** | |  | | | ***+*** |  | | |  |  | | |  |  | | |  |  | |  | |  | |  |
| U01 |  | |  | |  | |  | | ***+*** | |  | |  |  | ***+*** | |  | | | ***+*** |  | | |  |  | | |  |  | | |  |  | |  | |  | |  |
| U02 |  | |  | |  | |  | |  | |  | |  |  | ***+*** | |  | | | ***+*** |  | | |  |  | | |  |  | | |  |  | |  | |  | |  |
| K01 |  | |  | |  | |  | |  | |  | |  |  |  | |  | | | ***+*** |  | | |  |  | | |  |  | | |  |  | |  | |  | |  |
| K02 |  | |  | |  | |  | |  | |  | |  |  |  | |  | | | ***+*** |  | | |  |  | | |  |  | | | ***+*** |  | |  | |  | |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **classes (C)\*** | **3** | Students have basic knowledge concerning linguistic corpora in translation. They can translate easy texts. They are not very active in class and do not co-operate in groups effectively.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | Students have basic knowledge concerning linguistic corpora in translation. They can translate basic texts. They are not very active in class and seldom co-operate in groups effectively.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 60-69%* |
| **4** | Students have basic knowledge concerning linguistic corpora in translation. They can translate texts of a medium level of difficulty. They are moderately active in class and co-operate in groups effectively.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | Students have extensive knowledge concerning linguistic corpora in translation. They can translate relatively difficult texts. They are moderately active in class and co-operate in groups effectively.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 80-89%* |
| **5** | Students have extensive knowledge concerning linguistic corpora in translation. They can translate difficult texts. They organise work in groups effectively.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 90-100%* |
| **Project** | **3** | Project is not well done.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | Project is done barely satisfactorily.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 60-69%* |
| **4** | Project is done satisfactorily.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | Project is well done concerning lexis, grammar and style.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 80-89%* |
| **5** | Project is very well done.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | ***30*** | ***30*** |
| *Participation in classes* | 25 | 25 |
| *Project* | 5 | 5 |
| *STUDENTS’ INDEPENDENT WORK / NON-CONTACT HOURS* | 0 | 0 |
| *TOTAL NUMBER OF HOURS* | ***30*** | ***30*** |
| ECTS credits for the course of study | **1** | **1** |

***Teacher’s consent to pursue the programme*** *(date and legible signatures of the teachers running the course in the given academic year)*

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