

**Al Farabi Kazakh National University
International Relations Faculty
Diplomatic Translation Department**

APPROVED

Dean of the Faculty

Delovarova L.F.

" " 2024



METHODOLOGICAL COMPLEX OF THE DISCIPLINE

97875 « Literature of the Target Language Country and Translation Problems»

Specialty 6B02311 – Translation in the sphere of international and legal relations

Course – 4
Semester – Autumn
Credits – 5

Almaty 2024

SYLLABUS
Fall semester 2024-2025 academic year
Educational program "6B02311 Translation studies in the sphere of international and legal relation"

ID and name of course	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWSST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
[97875] Literature of the Target Language Country and Translation Problems	4	1.7	3.3	-	5	6

ACADEMIC INFORMATION ABOUT THE COURSE

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Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline	Profile course of elective component	Traditional Lecture Interactive Lecture Flipped Classroom	discussion, problem-solving	Oral Exam (Standard) Univer System (Offline)
Lecturer - (s)	Assan Kanagat Aitbaiuly			
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Assistant - (s)	-			
e-mail :	-			
Phone :	-			

ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
The purpose of the discipline is to familiarize students with the theoretical and practical foundations of literary translation, to demonstrate in practice the specifics of literary translation as a professional activity. The following topics will be studied: idiomatics as a linguistic-cultural-cognitive phenomenon, explicants, characteristic features of phraseological and idiomatic units, features of their translation	1. To identify key methods for translating literary texts (fiction, poetry, plays), their features, challenges, and techniques.	1.1 Understands the key characteristics of different genres of British and American literature (e.g., fiction, poetry, drama).
		1.2 Explains the challenges involved in translating literary language, tone, and cultural context.
	2. To explain strategies for translating culturally specific elements such as idiomatic expressions, cultural references, and historical contexts in British and American literature.	2.1 Identifies cultural references and idiomatic expressions in British and American literature that need adaptation in translation.
		2.2 Able to analyze and apply appropriate strategies for translating culturally bound elements.
	3. To apply appropriate linguistic and literary skills to create translations that retain the stylistic integrity and original tone of the source text while aligning with the target language and cultural context.	3.1 Able to produce well-translated texts that maintain fidelity to the style, tone, and literary devices used in the original text.
		3.2 Uses appropriate literary translation tools and techniques to deal with complex linguistic structures.
	4. To analyze and evaluate translations of literary works for accuracy, fluency, and cultural relevance.	4.1 Able to review peers' translations and identify areas for improvement in stylistic and cultural accuracy.
		4.2 Evaluates the effectiveness of translations in maintaining the original text's literary quality and cultural resonance.

from one language to another, comparative analysis of phraseological units and idiomatic expressions.	5. To provide feedback based on literary translation standards, ensuring the translated text meets professional standards for literary quality, accuracy, and reader engagement.	5.1 Able to assess the accuracy and appropriateness of translated literary works and provide constructive feedback on stylistic choices and cultural adaptation. 5.2 Understands professional literary translation standards and can evaluate translations against these criteria.
Prerequisites	Fundamentals of Theory and Practice of Translation	
Postrequisites	-	
Learning Resources	Main literature: 1. Munday, J., Ramos Pinto, S., & Blakesley, J. <i>Introducing Translation Studies: Theories and Applications</i>. 5th ed., Routledge, 2022. 392 p. 2. Bielsa, E., & Kapsaskis, D. (Eds.). <i>The Routledge Handbook of Translation and Globalization</i>. Routledge, 2021. 540 p. 3. Hu, G. <i>Eco-Translatology: Towards an Eco-paradigm of Translation Studies</i>. Springer, 2020. 253 p. 4. Huang, Z., & Zhang, Y. <i>Variational Translation Theory</i>. Springer, 2020. 210 p. 5. Various Authors (Series Editors). <i>New Perspectives in Translation and Interpreting Studies</i>. Routledge, 2023. (Ongoing Series). 6. Bassnett, S. <i>Translation Studies</i>. - Routledge, 2013, 208 p. 7. Venuti, L. <i>The Translator's Invisibility: A History of Translation</i>. - Routledge, 2017, 336 p. 8. Baker, M. <i>In Other Words: A Coursebook on Translation</i>. - Routledge, 2011, 384 p. 9. Hatim, B., & Mason, I. <i>Discourse and the Translator</i>. - Longman, 1990, 258 p. 10. Newmark, P. <i>A Textbook of Translation</i>. - Prentice-Hall International, 1988, 292 p. 11. Venuti, L. (Ed.). <i>The Translation Studies Reader</i>. - Routledge, 2012, 560 p. 12. Boase-Beier, J. <i>Stylistic Approaches to Translation</i>. - St. Jerome Publishing, 2006, 216 p. 13. Jones, F.R. <i>Poetry Translating as Expert Action: Processes, Priorities and Networks</i>. - Benjamins Translation Library, 2011, 260 p. Additional literature: 9. Lefevere, A. <i>Translation, Rewriting, and the Manipulation of Literary Fame</i>. - Routledge, 1992, 176 p. 10. Eco, U. <i>Experiences in Translation</i>. - University of Toronto Press, 2001, 128 p. 11. Apter, E. <i>The Translation Zone: A New Comparative Literature</i>. - Princeton University Press, 2006, 312 p. 12. Munday, J. <i>Introducing Translation Studies: Theories and Applications</i>. - Routledge, 2016, 376 p. 13. Holmes, J.S. <i>The Nature of Translation: Essays on the Theory and Practice of Literary Translation</i>. - Mouton, 1970, 228 p. 14. Catford, J.C. <i>A Linguistic Theory of Translation</i>. - Oxford University Press, 1965, 103 p. Professional scientific databases: 15. Scopus: https://www.scopus.com 16. ScienceDirect: https://www.sciencedirect.com 17. JSTOR: https://www.jstor.org 18. Wiley Online Library: https://onlinelibrary.wiley.com 19. Taylor & Francis Online: https://www.tandfonline.com 20. ERIC: https://eric.ed.gov 21. Қазақстан Ұлттық Электронды Кітапханасы (Kazakh National Electronic Library): https://kazneb.kz Internet resources: 22. English-Russian Online Dictionary: https://www.multitran.com 23. LingvoLive Dictionary: https://www.lingvolive.com/en-us 24. Oxford Learner's Dictionary: https://www.oxfordlearnersdictionaries.com 25. Collocation Online Dictionary: https://www.ozdic.com 26. Ted Talks: https://www.ted.com/talks 27. British Council Teaching Resources: https://www.teachingenglish.org.uk 28. Kazakhstan Translation Studies Journal: https://www.kaztransstudies.kz 29. Literary Translation Blog: https://www.translationblog.org	

Academic course policy	The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University. Documents are available on the main page of IS Univer .
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Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.

Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.

Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.

Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control", "Instructions for the final control of the autumn / spring semester of the current academic year", "Regulations on checking students' text documents for borrowings".

Documents are available on the main page of IS Univer .

Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.

All students, especially those with disabilities, can receive counseling assistance by e-mail

asan.kanagat@alumni.nu.edu.kz

(https://us05web.zoom.us/join/chat?src=direct_chat_link&email=asan.kanagat@alumni.nu.edu.kz).

Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.

ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system
A	4.0 _	95-100	Great
A-	3.67	90-94	
B+	3.33	85-89	Fine
B	3.0	80-84	
B-	2.67	75-79	
C+	2.33	70-74	
C	2.0	65-69	Satisfactorily
C-	1.67	60-64	
D+	1.33	55-59	Unsatisfactory
D	1.0	50-54	

Assessment Methods

Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.

Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.

Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.

Formative and summative assessment	Points % content
Activity at lectures	5
Work in practical classes	25
Independent work	20
Design and creative activity	10
Final control (exam)	40
TOTAL	100

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
	MODULE 1: Introduction to British and American Literature and Translation Theory		

1	Week 1: Introduction to English-Language Literature and the Culture of Translation • Lecture: ○ Overview of English literature (British and American). ○ Key concepts in the culture of translation. ○ Introduction to literary translation challenges. • Seminar 1: ○ Discussion of major works in British and American literature. ○ Cultural significance in translation. • Seminar 2: ○ Analyze introductory texts and examine translation strategies.	3	9
	• IWST 1: ○ Consultation on the essay topic: "The Role of Culture in Translating English Literature." ○ Guidance on structuring a literary translation analysis.	2	
2	Week 2: Literary Genres in English-Speaking Countries • Lecture: ○ Exploration of literary genres: poetry, prose, and drama. ○ Genre-specific challenges in translation. • Seminar 1: ○ Group discussion of poetry and prose texts. • Seminar 2: ○ Analyze genre-specific translation strategies.	3	9
	• IWST 2: ○ Practical guidance on translating excerpts from different genres.	2	
3	Week 3: Problems of Translating Poetry • Lecture: ○ Theoretical approaches to translating poetic texts. ○ Challenges in maintaining form and meaning. • Seminar 1: ○ Discussion on key poets and translation of their work. • Seminar 2: ○ Practical session: translating a selected poem.	3	9
	• IWST 3: ○ Review and feedback on poetry translation techniques.	2	
4	Week 4: Translating Prose • Lecture: ○ Challenges of translating prose fiction. ○ Narrative style, voice, and linguistic challenges. • Seminar 1: ○ Analysis of translated prose works. • Seminar 2: ○ Translation workshop: translating excerpts from prose.	3	9
	• IWS 1: ○ Prose translation.	2	20
5	Week 5: Literary Devices and Their Translation • Lecture: ○ Techniques for translating literary devices such as metaphor and symbolism. ○ Impact on reader reception. • Seminar 1: ○ Identifying literary devices in texts and their translation. • Seminar 2: ○ Practical workshop: translating stylistic devices.	3	9
	• IWS 2: ○ Critical analysis of how literary devices were translated in selected texts.	2	17
MODULE 2 Cultural Context and Challenges in Translation			

6	Week 6: Translating Cultural Realities • Lecture: ○ Cultural challenges in translating literature. ○ Adapting cultural references. • Seminar 1: ○ Group discussion on cultural differences in translation. • Seminar 2: ○ Case studies: translating culturally-specific texts.	3	9
	• IWST 4: ○ Essay: "The Importance of Cultural Adaptation in Literary Translation."	2	
7	Week 7: Translating Drama • Lecture: ○ Special features of translating dramatic works. ○ Dialogue, stage directions, and performance. • Seminar 1: ○ Analysis of translations of dramatic works. • Seminar 2: ○ Translating a scene from a British or American play.	3	9
	• IWST 5: ○ Review	2	
Midterm control 1			100
8	Week 8: Translating Humor and Irony • Lecture: ○ Approaches to translating humor and irony. • Seminar 1: ○ Analyzing humor in original and translated texts. • Seminar 2: ○ Practical translation of humorous texts.	3	7
	IWST 6: ○ Translating a comedic scene or passage with analysis.	2	
9	Week 9: Translating Dialects and Slang • Lecture: ○ Challenges of translating dialects, slang, and social registers. • Seminar 1: ○ Discussion of social variation in language and translation strategies. • Seminar 2: ○ Translation workshop: handling dialect and slang.	3	8
10	Week 10: Contemporary English-Language Literature • Lecture: ○ Trends in modern British and American literature and its translation. • Seminar 1: ○ Discussion of contemporary literary works. • Seminar 2: ○ Translating excerpts from contemporary literature.	3	8
	IWS 3 ○ Essay on translating modern literature.	2	17
MODULE 3: Advanced Literary Translation Practices			
11	Week 11: Comparison of Translations • Lecture: ○ Comparative analysis of translations of the same text. • Seminar 1: ○ Group analysis of different translations. • Seminar 2: ○ Practical task: comparing translations of selected texts.	3	8

12	Week 12: Pragmatic Aspects of Translation • Lecture: ○ The role of pragmatics in literary translation. • Seminar 1: ○ Discussing the impact of context and pragmatics on translation. • Seminar 2: ○ Translation workshop focusing on pragmatic challenges.	3	8
13	Week 13: Translating Mass Culture Texts • Lecture: ○ Translating texts from mass culture (e.g., films, advertising). • Seminar 1: ○ Discussion on the challenges of translating popular culture. • Seminar 2: ○ Translation of a text from mass culture (e.g., film, ad).	3	8
14	Week 14: Ethical Issues in Literary Translation • Lecture: ○ Ethical considerations in literary translation. • Seminar 1: ○ Debate on ethical challenges faced by translators. • Seminar 2: ○ Case studies: ethical dilemmas in literary translation.	3	8
15	Week 15: Course Review and Final Translation Project • Lecture: ○ Summary of key concepts and preparation for final translation project. • Seminar 1: ○ Student presentations of final translation projects. • Seminar 2: ○ Feedback and reflection on the course outcomes.	3	8
	• IWS 4: ○ Final Project	2	20
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean of International Relations Faculty

Delovarova L.F.

Chairperson of the Academic Committee on
Quality of Learning and Teaching

Yerimpasheva A.T.

Head of Diplomatic Translation Department

Seidikenova A.S.

Senior Lecturer

Assan K.A.



RUBRIC FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK (IWS) IN THE FORM OF A PRESENTATION (25% of 100% MC)

Criteria	«Excellent» 25-30%	«Good» 20-24%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Content	Thorough understanding of the source text and insightful analysis of translation challenges. Accurately conveys the stylistic, cultural, and linguistic nuances of the original.	Good understanding of the source text with minor omissions. Translation is accurate but lacks deeper insight into the stylistic or cultural elements.	Basic understanding of the source text. Translation is functional but may overlook some stylistic or cultural nuances.	Little or no understanding of the source text. Translation is inaccurate or fails to convey the essential elements of the original.
Presentation	Well-structured and logically organized presentation. Ideas are clearly communicated, with excellent time management and engagement with the audience.	Presentation is generally well-organized, though some ideas may be underdeveloped or rushed. Good time management.	Presentation lacks clear structure or contains disorganized ideas. Adequate time management but lacks engagement with the audience.	Presentation is poorly organized or incomplete. Time management is weak, and there is little engagement with the audience.
Use of Examples	Uses highly relevant and well-chosen examples from the source text to support translation decisions and demonstrate techniques.	Examples are generally relevant but may not always fully support the translation decisions or techniques discussed.	Limited use of examples, with some relevance but insufficient support for translation decisions.	Few or no examples are provided, or the examples are irrelevant to the translation decisions being discussed.
Language Accuracy	Fluent and precise use of English, with no significant errors in grammar, vocabulary, or translation terminology.	Good use of English with minor errors that do not interfere with understanding.	Adequate use of English with noticeable errors that may affect clarity.	Frequent language errors that significantly impede understanding or clarity of the presentation.
Critical Reflection	Demonstrates deep critical reflection on the translation process, identifying challenges and effectively justifying choices made.	Shows good reflection on the translation process, but some challenges or choices may be underexplored or insufficiently justified.	Limited reflection on the translation process, with challenges or choices inadequately addressed.	Little or no reflection on the translation process, with minimal or no justification of translation choices.

RUBRIC FOR SUMMATIVE ASSESSMENT OF WRITTEN ASSIGNMENTS (25% of 100% MC)

Criteria	«Excellent» 25-30%	«Good» 20-24%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Content	Demonstrates thorough understanding of the topic with in-depth analysis and original insights. Provides comprehensive and well-supported arguments relevant to the task.	Shows good understanding of the topic, with well-supported arguments, though some points may need further development.	Basic understanding of the topic is evident, but lacks depth in analysis. Arguments may be underdeveloped or lack sufficient support.	Little or no understanding of the topic. Arguments are poorly developed or irrelevant.
Structure and Organization	Well-organized structure with clear introduction, body, and conclusion. Ideas flow logically and are easy to follow.	Structure is generally clear and organized, though transitions between ideas may be slightly unclear or abrupt.	The structure is evident but may be disjointed. Ideas do not always flow logically.	Poorly organized or lacks clear structure. Ideas are confusing or disconnected.
Use of Sources and Evidence	Excellent use of relevant sources to support arguments. Sources are properly cited and integrated into the text.	Good use of sources, though some points could be supported with additional evidence. Proper citation is mostly maintained.	Limited use of sources or evidence. Some arguments are unsupported, and citation may be inconsistent.	Little or no use of sources. Arguments lack supporting evidence. Citation is missing or incorrect.
Language and Style	Fluent and precise use of language with no significant grammar or vocabulary errors. The writing style is appropriate for the task.	Good use of language, with few minor grammar or vocabulary errors. The writing style is mostly appropriate.	Language is functional but contains noticeable errors in grammar or vocabulary that may affect clarity.	Frequent language errors that significantly impede understanding or clarity.
Critical Thinking and Reflection	Demonstrates strong critical thinking and reflection on the topic. Ideas are original and well-justified.	Shows good critical thinking, though some ideas may need further development or justification.	Basic critical thinking is evident, but ideas may lack depth or clarity.	Little or no critical thinking. Ideas are superficial, unclear, or unjustified.