



COURSE DESCRIPTION

1. GENERAL

SCHOOL	HUMANITIES		
DEPARTMENT	FOREIGN LANGUAGES, TRANSLATION AND INTERPRETING		
LEVEL	Undergraduate		
COURSE CODE	ET-7216	SEMESTER	7 th
COURSE TITLE	Economic-Legal-Social Translation English – Greek III		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
Lectures, Lab Lectures	2	3	
COURSE CATEGORY	Specialization		
COURSE TYPE	Compulsory		
PREREQUISITES	-		
LANGUAGE OF TEACHING AND EXAMINATIONS	English / Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
URL	https://dflti.ionio.gr/en/undergraduate-studies/courses/et-7216/		
ECLASS			

2. TEACHING RESULTS

Teaching Results
Upon successful completion of the course, the students will be able to: <ul style="list-style-type: none">• translate large texts with high degree of difficulty• document economic terminology using all electronic terminology resources• write meaningful translation comments regarding the presentation and the documentation of their translation choices
General Skills
<ul style="list-style-type: none">• Adaptation to new environments• Decision making• Autonomous work• Team work• Work in international environment• Freedom of thought

3. CONTENT

<p>Translation of an excerpt of about 3.000 words from a source-text (ST) of about 10.000 words and a heavy load of terminology and commentary of the translation. The text is chosen from the field of Political Economy. In this course we examine a) the content and the form of the ST, b) how it will be translated following the translation brief, c) how a translation commentary is structured, and d) the compilation of bibliography, the citation of references and quotations</p> <p>Week 1: Delivery of the ST. Brief presentation of its content. Analysis of the translation brief and the purpose of the translation. Delivery of Greek parallel texts. The students are asked to study the parallel texts to acquire some knowledge on the subject treated by the ST and get acquainted with the linguistic and textual conventions of such texts in the target-language. They are also asked to keep a translation diary where they will describe the steps that they follow to accomplish their weekly tasks. This diary is presented and commented throughout the whole semester.</p> <p>Week 2: Discussion on the content of the parallel texts and commenting on the views expressed therein to clarify the notions that are important for the comprehension of the ST.</p>
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Week 3: Discussion on the content of the parallel texts and the ST and commenting on the views expressed therein to make sure that all views and opinions presented in the ST have been properly understood. The students are asked to make a draft translation of the terminology of the ST.

Week 4: Presentation, commenting and evaluation of the student's proposals. Assignment as in Week 3 above.

Week 5: Presentation, commenting and evaluation of the student's proposals. Assignment as in Week 3 above.

Week 6: Presentation, commenting and evaluation of the student's proposals. The students are asked to make a draft translation of the ST focusing on its macrostructure.

Week 7: Presentation, commenting and evaluation of the student's proposals. Assessment of the intertextual coherence of the draft translation with the ST and check of any eventual misinterpretations. Once the functional relevance of the draft translation with the ST is ascertained the students are asked to elaborate documented solutions on the microstructure level.

Week 8: Presentation, commenting and evaluation of the student's proposals, assessment of the translation strategies applied, review of solutions if necessary. The students are asked to create the final target-text (TT).

Week 9: Assessment of the ST translation focusing on its intratextual coherence, that is its relevance to the expectations and the linguistic and textual convention of the target group of the translation. Discussion and re-assessment of the overall process that led to the production of the TT.

Week 10: Presentation and analysis of how translation comments, bibliography compilation, citations and quotations are structured. Based on this presentation the students are asked to spot, categorize, and comment the translation problems they were called to solve. They are also asked to describe the process they followed to produce the TT.

Week 11: Discussion on the students' proposals, assessment thereof and reviewing if necessary. The students are asked to write a full commentary to be discussed in the following week.

Week 12: Discussion on the students' commentary. Check of the bibliography, the citations and quotations and corrections where it is considered appropriate.

Week 13: Discussion of the overall process followed throughout the semester to assess both the way the students have worked and the organisation of the course.

4. TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face to face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES													
TEACHING STRUCTURE	<table> <tr> <td>Activity</td> <td>Semester Workload</td> </tr> <tr> <td>Lectures</td> <td>13</td> </tr> <tr> <td>Lab Lectures</td> <td>13</td> </tr> <tr> <td>Literature Study and Analysis</td> <td>17</td> </tr> <tr> <td>Practice and Preparation</td> <td>32</td> </tr> <tr> <td>Course Total (ECTS: 3)</td> <td>75</td> </tr> </table>	Activity	Semester Workload	Lectures	13	Lab Lectures	13	Literature Study and Analysis	17	Practice and Preparation	32	Course Total (ECTS: 3)	75
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Course Total (ECTS: 3)	75												
EVALUATION OF STUDENTS	<p>At the end of the semester the students are asked to deliver the translation and commentary of an economic text which is evaluated following specific translating instructions delivered with the text.</p> <p>The evaluation criteria are those defined in the beginning of the semester. Specifically, the translation will be evaluated according to its compliance with the translating instructions, its intertextual and intratextual coherence and the translation commentary.</p>												

5. BIBLIOGRAPHY

Kelandrias, Panagiotis I (2016). *Functional Didactics of Translation* (in Greek). Athens: Diavlos.



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