

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study <sup>1)</sup>	Master
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

### 2. Data about the course

2.1 Name of course	<b>Corpus-based Translation Studies</b>							
2.2 Course convenor	Prof. Dr. Mona Arhire							
2.3 Seminar/ laboratory/ project convenor	Prof. Dr. Mona Arhire							
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	T	2.7 Course status	Content <sup>3)</sup>	AC
							Attendance type <sup>4)</sup>	EC

### 3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					22
Additional documentation in libraries, specialized electronic platforms, and field research					22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					22
Tutorial					2
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	72				
3.8 Total number per semester	100				
3.9 Number of credits <sup>5)</sup>	4				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• Knowledge of the English language to the extent that students can understand master's degree courses and reading reference literature in English

### 5. Conditions (if applicable)

5.1 for course development	• Video projector, computer
5.2 for seminar/ laboratory/ project development	• Computer, electronic equipment, IT applications

## 6. Specific competences and learning outcomes

Professional competences	<p><b>PC1. Professional competencies</b></p> <p>L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.</p> <p>L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.</p> <p>L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.</p> <p><b>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</b></p> <p>L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.</p> <p>L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.</p> <p>L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.</p>
Transversal competences	<p><b>CT1. Research-related and metacognitive competencies</b></p> <p>L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.</p> <p>L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.</p> <p>L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.</p> <p><b>CT2. Career management and development</b></p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.</p>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>• Providing the theoretical grounds in the field of corpus-based translation; presenting corpus-based research methods</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• presentation of corpus-based translation as a resource for translators</li> <li>• acquisition of translation skills using different types of text corpora</li> <li>• acquisition of the ability to use the acquired knowledge and skills for</li> </ul>

	research purposes, applying the most modern research methods in the field of translation studies
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## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction: Corpus-based translation – the modern paradigm in translation studies;	Video projector, interactive lecture	2	
Corpora: typology, characteristics, relevance criteria		2	
Electronic tools used in corpus-based translation studies;		2	
Corpus of texts as a resource for translators;		2	
Universals of translation resulting from corpus-based research		2	
Research methods in corpus-based translation studies;		2	
Current state of corpus-based translation studies		2	
Bibliography			
<p>- Baker, M., 1995, Corpora in Translation Studies. An Overview and Suggestions for Future Research, Target 7(2), p. 223-43.</p> <p>- Baker, M., 1996, "Corpus-based Translation Studies. The Challenges that Lie Ahead", in Harold Somers (ed) Terminology, LSP and Translation, Amsterdam: John Benjamins, p. 175-86.</p> <p>- Bernardini, S., 2003, Designing a Corpus for Translation and Language Teaching: The CEXI Experience, TESOL.</p> <p>- Corpas Pastor, G. &amp; Seghiri, M., 2007, Specialized Corpora for Translators: A Quantitative Method to Determine Representativeness, in Translation Journal Volume 11, No. 3.</p> <p>- Greavu, A., 2011, "A Corpus-Based Approach to Anglicisms in the Romanian Economic Press" in C. Ogorean and M. Herciu (eds.) Studies in Business and Economics, Sibiu: Lucian Blaga University Publishing House.</p> <p>- Ilisei, I., Inkpen D., Corpas, G., and Mitkov, R., 2012, "Romanian Translational Corpora: Building Comparable Corpora for Translation Studies", Paper presented at the 5th Workshop on Building and Using Corpora, Istanbul, Turkey.</p> <p>- Laviosa, S., 2002, Corpus-based Translation Studies. Theory, Findings, Applications, Amsterdam - New York: Rodopi.</p> <p>- McEnery, T., Xiao, R. and Tono, Y., 2008, Corpus-based Language Studies. An Advanced Resource Book, London and New York: Routledge.</p> <p>- Moratto, R. &amp; Li, D., 2024, Advances in Corpus Applications in Literary and Translation Studies, London &amp; New York: Routledge.</p> <p>- Olohan, M., 2004, Introducing Corpora in Translation Studies, London &amp; New York: Routledge.</p> <p>- Popescu, T., 2013, "A Corpus-based Approach to Translation Errors Analysis. A Case-study of Romanian EFL Learners", Procedia – Social and Behavioural Sciences, Vol. 83, pp. 242-247.</p> <p>- Pym, A., 2010, Exploring Translation Theories, London and New York: Routledge.</p> <p>- Tufiş, D., 2007, "Exploiting Aligned Parallel Corpora in Multilingual Studies and Applications", in: Ishida, T., Fussell, S.R., Vossen, P. (eds.): Intercultural Collaboration I. Lecture Notes in Computer Science 4568, Berlin, Heidelberg: Springer-Verlag, pp. 103-117.</p> <p>- Tymoczko, M., 1998, Computerized Corpora and the Future of Translation Studies, Translators' Journal, vol. 43, nr. 4, p. 652-660.</p> <p>- Wilkinson, M., 2005, Using a Specialized Corpus to Improve Translation Quality, in Translation Journal, vol. 9, nr. 3.</p> <p>- Xiao, R., 2010, Using Corpora in Contrastive and Translation Studies, Newcastle upon Tyne, UK: Cambridge Scholars Publishing.</p> <p>- Zanettin, F., 2000, "Parallel Corpora in Translation Studies: Issues in Corpus Design and Analysis", in Maeve Olohan (ed) Intercultural Faultlines. Research Models in Translation Studies I: Textual and Cognitive Aspects, Manchester: St. Jerome, 105-118.</p>			

8.2 Seminar/ laboratory/ project		Number of hours	Remarks
Analysis of the most important existing corpora based on the presented criteria;	Computer, internet, teamwork, homework: reading the bibliography, applications to discuss at the seminar	2	
Compilation of a corpus in teams;		4	
Applications on the students' corpus for translation;		4	
Application of research methods based on students' corpus;		4	
Bibliography			
- Baker, M., 1993, "Corpus Linguistics and Translation Studies: Implications and Applications", in M. Baker, G. Francis and E. Tognini-Bonelli (eds) <i>Text and Technology: In Honour of John Sinclair</i> , Amsterdam & Philadelphia: John Benjamins, p. 233-250.			
- Laviosa, S., 2002, <i>Corpus-based Translation Studies. Theory, Findings, Applications</i> , Amsterdam - New York: Rodopi.			
- Olohan, M., 2004, <i>Introducing Corpora in Translation Studies</i> , London & New York: Routledge.			
- Wilkinson, M., 2006, <i>Compiling Corpora for Use as Translation Resources</i> , in <i>Translation Journal</i> , vol. 10, nr. 1.			

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

After completing this course, students will have acquired the communication skills necessary for using corpora as translators, but also as researchers in translation, irrespective of the languages involved

**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Assessment of knowledge related to the course content	Oral test	50%
10.5 Seminar/ laboratory/ project	Assessment of competences in the use of corpora for translation and corpus-based research	Continuous assessment during the seminars	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Carrying out a specific work task within a team.</li> </ul>			

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

Assoc. Prof. Dr. Adrian Lăcătuș,	Prof. Dr. Răzvan Săftoiu,
Dean	Head of Department
Prof. Dr. Mona Arhire,	Prof. Dr. Mona Arhire,
Course holde	Holder of seminar/ laboratory/ project

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;
- 3) Course status (content) – for the Bachelor level, select one of the following options: **FC** (fundamental course) / **DC** (course in the study domain)/ **SC** (speciality course)/ **CC** (complementary course); for the Master level, select one of the following options: **PC** (proficiency course)/ **SC** (synthesis course)/ **AC** (advanced course);
- 4) Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).