



## **CIEE St. Petersburg, Russia**

<b>Course name:</b>	Advanced Translation
<b>Course number:</b>	RUSI 3106 RLPR
<b>Programs offering course:</b>	Russian Language Program
<b>Language of instruction:</b>	Russian
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45 U.S. 50-minute contact hours / 52 Russian 45-minute contact hours
<b>Term:</b>	Spring 2020

### **Course Description**

This course is an academic discipline, and does not involve learning skills of translation. In our class we will study grammatical phenomena that do not have accurate equivalents in English and Russian languages (gerund, passive constructions, indefinite pronouns and adverbs), and those phenomena that do not exist in the Russian language (for example, the construction 'there is'). Much attention is paid in this course to Russian language-specific word order functions, which are used to express a variety of communicative tasks. We will also consider significant differences in English and Russian languages at the lexical level. We analyze a number of examples arising from the translation difficulties associated with the semantic difference of comparable lexical units. The texts, which will be offered for translation, are often on the same topics that are discussed in the Conversation class.

### **Learning Objectives**

The course objectives are to systematize and generalize the knowledge in grammar (morphology and syntax), functional sentence perspective, vocabulary, style, and the expansion of the language competence of students.

Thus, our course will allow students to rise to the level of synthesis of their knowledge of Russian language, serving as an auxiliary subject.

### **Course Prerequisites**

Students in this class must be familiar with all the major topics of Russian grammar, including the topic of gerunds and participles, complex sentences with the conjunctions "that, which, how, because, if" and other complex grammatical structures. This course is only open to second-semester students of the CIEE Russian Language Program.

### **Methods of Instruction**

Most class sessions have the following structure. Starting in the second week of training, homework is checked during the first half of class. We discuss all the translations offered by the students, the reasoning behind the options offered and why certain options are preferred or not possible.

In the second part of the lesson the teacher presents and comments on the new material. The presentation and explanation is followed by the work on a particular linguistic phenomenon. At



the end of the lesson the teacher assigns homework, drawing attention to possible ways to overcome the difficulties that can arise during translation.

**Assessment and Final Grade**

Students will be assessed according to the following criteria:

Class participation	20%
Homework	20%
Tests	30% (15% each)
Exam	30%
.....	
TOTAL:	100%

**Course Requirements**

**Written homework** (1 to 1.5 typed pages) is given in each session and reviewed (discussed) in class with the active participation of the whole group. The quality of homework and active participation in the discussion directly affect the final grade.

**Two in-class tests** are given during the semester, in which students are asked to translate fragments of texts, containing lexical and grammar units that were studied before. Students are allowed to use a dictionary on the test, since it is not the student’s vocabulary, which is tested, but her/his ability to find a proper grammar equivalent and to convey the communicative aspect of a discourse.

**The final written exam** is given on the exam week, and it consists of several parts, in which students are asked to translate the texts, containing grammar and lexical units, which were studied throughout the semester. The final exam lasts one full class session, i.e. 90 minutes.

**Class Attendance**

Attendance is crucial for successful completion of the class. Students are allowed to have two unexcused absences for each course for the whole semester program. These allowed unexcused absences should be used for situations such as minor illnesses without a doctor’s note or personal situations that prevent the student from attending the class. Allowed unexcused absences should not be used in a planned way for travel or other activities. Unexcused absences beyond the limit of two will lower a student’s grade by 2 points on the 100-point scale each. For example, if your overall score in the class is 90 (an equivalent of A-) and you have had three unexcused absences, your final score will be 88 (B+).

**Weekly Schedule**

**Week 1.**

Class 1. Differences in syntax and word order in Russian and English texts.  
Comparative analysis of inceptions in folk fairy tales.

Class 2. Differences in word order in descriptive sentences



H/W: read: Shatilova Marina, *Uchebnye materialy po perevodu s angliiskogo yazyka na russkii (Hereafter Shatilova)*, Ch. 2, “Grammaticheskie osnovy perevoda”

### **Week 2.**

Class 1. Rendering English articles in Russian translation through word order

H/W Read: Shatilova, Ch. 2, Part 2, “Zamena chastei rechi v processe perevoda”

Class 2. Expressing certainty and uncertainty through word order

H/W: Shatilova, Ch. 2, Zadanie [exercise] #2

### **Week 3.**

Class 1. Translating “there is...,” “there are...” into Russian

H/W Read: Shatilova, Ch. 2, Part 10

Class 2. Specific features of Russian constructs expressing “being”

H/W: Shatilova, Ch. 2, Zadanie [exercise] #3

### **Week 4.**

Class 1. Specific ways to express possessiveness in Russian and in English

H/W Read: Shatilova, Ch. 2, Part 10

Class 2. English verb “to have” and Russian verbs with no possessive meaning

H/W: Shatilova, Ch. 2, Zadanie [exercise] #4

### **Week 5.**

Class 1. Translating the constructs with negation

Home assignment: review for in-class test

Class 2.

❖ **In-class test #1**

### **Week 6.**

Class 1. Lexical difficulties of translating texts on the topic of “Education”

H/W Read: Shatilova, Ch. 2, Part 16

Class 2. How to translate the following verbs: “to study,” “to teach,” “to learn” into Russian

H/W: Shatilova, Ch. 2, Zadanie [exercise] #5

### **Week 7.**

Class 1. How to translate the nouns “student,” “class,” “teacher,” “professor” into Russian

H/W: Read: English for Translation. *Praktikum po perevodu* (Hereafter Practicum), Ch. 4

Class 2. Reading and translating a text on education

H/W: Shatilova, Ch. 2, Zadanie [exercise] #6



### **Week 8.**

Class 1. Reading and translating a text on education

H/W: Read *Practicum*, Ch. 5

Class 2. Translating object clauses

H/W: Shatilova, Ch. 2, Zadanie [exercise] #7

### **Week 9.**

Class 1. Translating gerunds and -ing participles

Home assignment: review for in-class test

Class 2.

❖ **In-class test #2**

### **Week 10.**

Class 1. Translating passive voice

H/W: Shatilova, Ch. 2, Zadanie [exercise] #1

Class 2. Translating passive voice (continued)

### **Week 11.**

Class 1. Comparisons with adjectives

H/W: Read *Practicum*, Ch. 8

Class 2. Reading and translating a text summarizing the course topics

H/W: Shatilova, Ch. 2, Zadanie [exercise] #8

### **Week 12.**

Class 1. Review for Final test

Class 2.

❖ **Final test**

### **Course materials**

#### **Readings**

Sokolova Ekaterina, *Osobennosti poriadka slov pri opisanii. Posobiie dlia uchashchikhsia angloiazychnykh stran*. SPb: 1998

Shatilova Marina, *Uchebnye materialy po perevodu s angliiskogo yazyka na russkii*. SPb, 2003.

English for Translation. *Praktikum po perevodu*. SPb: 1998