**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

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| **Level of the course unit** | Bachelor | **Form of study** | Full time | **Academic year / semester** | 2020/2021  Autumn |

**Syllabus**

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| **Course Title** | Topical Issues of Modern Translation Studies |
| **Department** | Philology |
| **Programme of Studies:** | 014 “Secondary education” 014 “Secondary education. English Language and Literature. |
| **Course Type (e.g. core, elective), Student workload: Number of ECTS credits, Modes of instruction/work hours (lectures / seminars, laboratory classes / independent study)** | Course Type: elective course  Number of ECTS credits:3  Seminars: 34  Independent study: 56 |
| **Course coordinator**  **Course Lecturer(s)**  **Assistant(s)**  **(Name, surname, Academic degree and rank, e-mail address)** | Dr Lőrincz Marianna, PhD, Associate professor  Леврінц Маріанна Іванівна  marianna@kmf.uz.ua  Katalin Fodor, MA degree, Lecturer  fkatz@kmf.uz.ua  Katalin Hnatik, MA degree, Lecturer  mesterkati29@gmail.com |
| **Course Prerequisites** | Knowledge and skills acquired while studying the following disciplines: «Практика усного та писемного мовлення; Розвиток усної та письмової комунікативної компетенції ; Розвиток навичок письма 2(Developing writing skills 2) » |
| **Course description, Course overview, Course Objectives Content, Learning outcomes**  **Main topics**  **Competences to be developed:** | Developing writing skills 3 course is designed for students to enable them to write essays of proficiency level, cover the different types of essays in their differing sources.  It aims to distinguish between fact and opinion, cause and effect, problem and solution, similarities and differences, general and specific ideas, and relevant and irrelevant information. It also provides some experiments with varied organizational patterns and forms of writing (e.g. narrative essays, reports, articles). It gives various analyzing techniques to evaluate sample writings.  Learning outcomes:  -Apply learning strategies such as planning, note-taking, gathering in-formation, drafting, free-writing, revising, proofreading, and editing when engaged in writing  -Analyze facts, events, or ideas to create meaning.  -Evaluate critically the different types of writing  Course syllabus:   1. Impressions, opinions and reactions-descriptions 2. Narrative essays and reviews 3. Writing and assessing articles |
| **Grading Policy, Methods of Assessment** | Elements of final grade:  Active participation in seminar work is on a five-tiered scale (1–5) and comprises 10% of the total mark.  The grade for active and informed participation includes discussion, attitude and attendance 10%.  The evaluation of seminar homework(writing essays) comprises 10% of the total mark.  Module test evaluation comprises 20% of the total mark.  The course will be completed with writing a test.  The exam comprises 50% of the final grade  Grading scale: 0-59 fail, 60-74 pass, 75-89 good, 90-100 excellent |
| **Course Policy** | Students are required to attend seminars regularly and they are expected to be active participants. Students are expected to complete all homework independently (unless otherwise required). Working together for anything other than group work and/or plagiarizing published research is considered cheating.  Students who meet the course requirements will sit the exam during the examination session. |
| **Basic literature of the discipline and other information resources** | Evans V. Successful writing. Proficieny. Expess publishing, 2000. - p. 160  Sundem G. Improving student writing skills. Corinne Burton, M.A.Ed. 2008. - p. 138. |