Identification	Subject (code, title, credits)	TRN 425 Literary Translation-3 KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Spring, 2024
	Instructor, title	Sonasi Valiyeva
	E-mail:	sonasivaliyeva@gmail.com
	Phone:	
	Classroom/hours	
	Office hours	As scheduled
Prerequisites	Introduction to translation, Written translation	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	1. Lefevere, Translating Literature: Practice and Theory in a Comparative Literature Context 2. E. Landers, Literary Translation: A Practical Guide 3. Simpson P, Stylistics: A Resource Book for Students 4. Syed S, Translating a Literary Text: Enigma or Enterprise, International Journal of English Language&Translation Studies 5. Suljic V, Translating poetry: Can you Learn it?, Journal of transdisciplinary studies 6. Naghiyeva S, Does Poetry Lose or Gain in Translation?, English Language and Literature Studies, 2015 7. Doumerc E&Harding W, An introduction to poetry in English 8. Beier-Boase, Jean, Translating Repetition, Journal of European Studies 9. Gnanasekaran D, Stylistics of Poetry: A Practical Approach 10. Esonalieva M K, The Style of Writer in Fiction, Novateur Publications, 2021 11. Bervet C, A Critical Overview of Feminism and/in Translation	
Course outline	Students will become acquainted with the fundamental practice of literary translation, as well as some common problems that arise in literary translation. Students will also master several techniques and strategies for producing literary translations that faithfully serve the original while also standing as works of art in their own right within the language and cultural framework of the translation culture.	

Course objectives	1. To explore the role of translation in language learning 2. To involve students into discussion on how translation should be done taking intoconsideration to what epoch (time period) the literary extract belongs 3. To enhance students' language and cultural awareness necessary for translation as askill 4. To increase the quality and range of students' vocabularies to ensure better interpretation of meaning when translating from English into their first language	
Learning outcomes	On completion of the course students are expected to: 1. feel more comfortable with understanding and translating the message of the writer 2. being able to find equivalence of meaning when translating from English into anotherlanguage 3. preserve the value of the text translated from English 4. value the role of translation in clarifying contextual meaning of words and wordcombinations to convey the purpose of the writer	
Teaching methods	**Lecture**	x
	Group discussion	x
	Translation practice	x

Evaluation	Method s	Date/deadlines	Percentage (%)
	Midterm Exam		30
	Participation/Activity		15
	Project		25
	Final Exam		30
	Total		100

Policy	COURSE POLICIES
	• Attendance (Lateness): It is important absences can be detrimental to one's grade due to the number of class activities (presentations, and class participation) and complexity of the subject. In case the students is late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent.
	• Class participation: For every three unexcused absences, one (1) point will be deducted from the grade point average. More than 25% of absences during the course is excessive. Free participation is discouraged.
	• Missed exams or assignments: A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary.
	• Academic Dishonesty: Any plagiarism while studying will be severely penalized (by a non-pass for the course). Reference should be given to the sources used in the work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. Cheating during the tests will be penalized likewise.
	• In class regulations: With exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given specific assignment).
	• Teacher evaluation: In the end of the course (possibly even twice during the whole semester) the students will be requested to evaluate their teacher's work and encouraged to take it seriously as their evaluation can help with further developments in the given subject.
Assessment	Course grades will be based on daily work, classroom participation, attendance, homework, presentations and research.

Tentative Schedule   Group A

Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		What is a literary translation? What makes a good literary translator? What makes a good literary translation?	"Getting Started in Literary Translation – The Making of a Literary Translator" Syed S, Translating a Literary Text: Enigma or Enterprise
2		Translation studies Stages of translation Techniques of translation	Lefevere, Translating Literature: Practice and Theory in Comparative Literature Landers, Literary Translator: A Practical Guide
3		What literary translators really translate? Author & Translator, Style in translation Areas of literary translation	Landers, Literary Translator: A Practical Guide
4		Specific translation problems: alliteration, foreign words	

		What makes a poem a poem? Can poetry be translated?	Lefevere, Translating Literature: Practice and Theory in Comparative Literature Suljic V, Translating poetry: Can you Learn it?
5		Specific translation problems: genre, grammatical norms Strategies for translating poetry Rhyme, metre, rhythm – can we preserve them while translating a poem	Lefevere, Translating Literature: Practice and Theory in Comparative Literature Simpson P, Stylistics: A Resource Book for Students Naghiyeva S, Does Poetry Lose or Gain in Translation?
6		Specific translation problems: metaphor Translating free verse: is free verse chaotic? *Translating "Dreams" by Langston Hughes*	Lefevere, Translating Literature: Practice and Theory in Comparative Literature Harding W, Free forms
7		Specific translation problems: names, neologisms Poetic inversion *Translating "Negro speaks of river" by Langston Hughes*	Lefevere, Translating Literature: Practice and Theory in Comparative Literature
8		Specific translation problems: register Translating repetition *Translating "Torture" by Alice Walker*	Lefevere, Translating Literature: Practice and Theory in Comparative Literature Beier-Boase, Jean, Translating Repetition
9		Specific translation problems: jargon, idiolect, sociolect Poetic function, stylistics of poetry: at the lexical level *Translating "I, Too" by Langston Hughes* **Midterm**	Lefevere, Translating Literature: Practice and Theory in Comparative Literature Simpson P, Stylistics: A Resource Book for Students Gnanasekaran D, Stylistics of Poetry: A Practical Approach

10		*In-class translation: Translating "I am nobody" by Emily Dickinson* Comparing the multiple translations of "I am nobody" by Emily Dickinson in Azerbaijani Discussing the question "Why do the multiple translations of the same poem sound different?" Defining style	Esonalieva M K, The Style of Writer in Fiction
11		Specific translation problems: titles Narrative stylistics Points of view *Comparing narrative voices by translating extracts from "Color Purple", Alice Walker*	Landers, Literary Translator: A Practical Guide Simpson P, Stylistics: A Resource Book for Students
12		Why do we need feminist translation? *Translating extracts from "Girl" by Jamaica Kinkaid*	Bervet C, A Critical Overview of Feminism and/in Translation
13		*Translating extracts from "The House on Mango Street" by Sandra Cisneros*	Translation from the source text
14		*In-class translation: Maya Angelo*	Translation from the source text

		Students' presentations	
15		Students' presentations	
16		Revision of course objectives and discussion of outcomes **Final exam**	