

**A COURSE SYLLABUS – DOCTORAL SCHOOL**  
**REGARDING THE QUALIFICATION CYCLE FROM 2020 TO 2024**  
**REGARDING THE QUALIFICATION CYCLE FROM 2021 TO 2025**

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title	<b>Translation of specialized languages</b>			
Name of the unit running the course	Doctoral School at University of Rzeszów			
Type of course ( <i>obligatory, optional</i> )	Compulsory optional (specialized) elective subject			
Year and semester of studies	II I III; semester III and V			
Discipline	Linguistics			
Language of Course	Polish			
Name of Course coordinator	dr hab. prof. UR Marcin Grygiel			
Name of Course lecturer	dr hab. prof. UR Marcin Grygiel			
Prerequisites	Linguistic knowledge provided in the curriculum of philology/language studies of the second degree (M.A.) program			
<b>BRIEF DESCRIPTION OF COURSE</b> (100-200 words)				
<p>The course is designed to familiarize doctoral students with the methodologies of linguistic research in the area of specialized languages and specialized translation, and their practical application in writing a dissertation. It includes a critical look at models of specialized languages, specialized knowledge and practice, typology of specialized languages, specialized discourse, specialized texts, specialized terminology and specialized translation along with CAT tools. The course places linguistic approaches to specialized languages within translation studies, applied linguistics, the humanities and in historical context. The course enumerates criteria for the division of specialized language research methods, identifies types of specialized languages. The course lists and defines basic terms in specialized language research, shows how to find the right solution, teaches critical thinking.</p>				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
<b>Knowledge (no.)</b>	<b>(Knows and understands)</b>			
1.	to the extent that it is possible to revise existing paradigms - world achievements, including theoretical foundations, as well as general issues and selected specific issues within the study of specialized languages	P8S-WG/1	lecture/seminar	student presentations, oral exam
2.	the main developmental trends in the study of specialized languages and specialized translation	P8S-WG/2	lecture/seminar	student presentations, oral exam
3.	the methodology of research on specialized languages, has an in-depth knowledge of the specifics of specialized languages and specialized translation	P8S-WG/3	lecture/seminar	student presentations, oral exam
4.	principles of dissemination of the	P8S -WG/4	lecture/seminar	student

	results of scientific activity, including in the mode of open access			presentations, oral exam
5.	principles of knowledge transfer to the economic and social sphere and commercialization of the results of scientific activity and know-how related to these results	P8S -WK/3	lecture/seminar	student presentations, oral exam
<b>Skills (no.)</b>	<b>(Able to)</b>			
1.	- define the purpose and subject of scientific research, formulate research hypotheses - develop methods, techniques , research tools and creatively apply them, - make conclusions on the basis of scientific research	P8 S -UW/1	seminar	student presentations, discussion
2.	analyze and evaluate the results of scientific research, expert activity and other works of a creative nature and their contribution to the development of knowledge	P8S -UW/2	seminar	student presentations, discussion
3.	transfer the results of scientific activity to the economic and social sphere	P8S -UW/3	seminar	student presentations, discussion
4.	constructively discuss specialized topics to the extent of active participation in the international scientific community	P8S - UK/1	seminar	student presentations, discussion
5.	disseminate the results of scientific activity, including in popular forms	P8S -UK/2	seminar	student presentations, discussion
6.	Initiate debate	P8S -UK/3	seminar	student presentations, discussion
7.	participate in scientific discourse	P8S -UK/4 P8S-UK/5	seminar	student presentations, discussion
8.	plan and implement individual and team research projects	P8 S -UO	seminar	student presentations, discussion
9.	independently plan and act for their own development and inspire and organize the development of others	P8S -UU/1 P8S-KO/2	seminar	student presentations, discussion
<b>Social competence (no.)</b>	<b>(Ready to)</b>			student presentations, discussion
1.	critically evaluate the body of work in the field of specialized language research	P8S-KK/1	seminar	student presentations, discussion
2.	critically evaluate one's own contribution to the development	P8S-KK/2	seminar	student presentations,

	of research on specialized languages			discussion
3.	to recognize the importance of knowledge in solving cognitive and practical problems	P8S-KK/3	seminar	student presentations, discussion
4.	upholding and developing the ethos of the research and creative community, including: - conducting scientific activity in an independent manner - respecting the principle of public ownership of the results of scientific activity, taking into account the principles of intellectual property protection	P8S-KR	seminar	student presentations, discussion

#### LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
III/V	5	10	-	-	-	0

#### METHODS OF INSTRUCTION

Methods of transferring knowledge - informative lecture, multimedia demonstration, problem-solving methods - discussion

#### COURSE CONTENT

1. Lectures/ Seminars:

The concept and theoretical models of specialized language  
Research methods in specialized languages  
Characteristics of specialized knowledge and practices

2. Seminars / Lab classes/ others:

Types of specialized languages  
Specialized translation and CAT tools  
Specialized texts - varieties, features and their implications for translation  
Terminology in the area of specialized discourse

#### COURSE ASSESSMENT CRITERIA

Class attendance (20% of the pass mark), activity (20% of the pass mark), preparation of two presentations, (30% + 30% of the pass mark), oral examination (scale 2.0-5.0) The grade determines whether the doctoral student has a very good, good, sufficient or insufficient understanding, knowledge and ability to apply in practice the concept of specialized language and the essence of specialized language research, specialized knowledge and practice, typology of specialized languages, specialized discourse, specialized texts, specialized terminology and specialized translation along with CAT tools.

#### TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
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Scheduled course contact hours	15
Other contact hours involving the teacher (consultation hours, examinations)	5
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	50
<b>Total number of hours</b>	70
<b>Total number of ECTS credits</b>	0

### INSTRUCTIONAL MATERIALS

Compulsory literature:	<p>Gajewska, E., Sowa, M., 2014. LSP, FOS, Fachsprache... Dydaktyka języków specjalistycznych. Lublin: WERSET.</p> <p>Grucza, F., 1994. Języki specjalistyczne – ich rozumienie i znaczenie. W: F. Grucza, Z. Kozłowska, red. Języki specjalistyczne. Warszawa: Wydawnictwo Naukowe IKLA UW, s. 7–27.</p> <p>Grucza, F., 2002. Języki specjalistyczne – indykatory i/lub determinatory rozwoju cywilizacyjnego. W: J. Lewandowski, red., Języki specjalistyczne 2. Problemy Technolingwistyki. Warszawa, s. 9-26.</p> <p>Grucza, S., 2008. Lingwistyka tekstów specjalistycznych. Warszawa: Wydawnictwo Naukowe IKLA UW.</p> <p>Grucza, S., 2009. Kategoryzacja języków (specjalistycznych) w świetle antropocentrycznej teorii języków ludzkich. Komunikacja Specjalistyczna, nr 2, s. 15–30.</p> <p>Grygiel, M i Rzepecka M. (red) 2017-2020. Komunikacja specjalistyczna w edukacji, translatoryce i językoznawstwie. Specialist Communication in Education, Translation and Linguistics. Tom 1-4. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego.</p> <p>Kubiak, B., 2002. Pojęcie języka specjalistycznego. Języki Obce w Szkole, nr 5, s. 6-11.</p> <p>Kubiak, B., 2006. Typologia nauczania języka specjalistycznego. Języki Obce w Szkole, nr 2, s. 25-30.</p>
Complementary literature:	<p>Ćwiklińska, J., Szadyko, S., 2005. Obszary wiedzy specjalistycznej w wybranych wariantach języka Business Communications. W: Języki specjalistyczne 5. Teksty specjalistyczne w kontekstach zawodowych i tłumaczeniach. Katedra Języków Specjalistycznych Uniwersytetu Warszawskiego, 81-88.</p> <p>Jarosz, B., 2018. O (nie)tożsamości pojęć. Język specjalistyczny, język specjalny, język fachowy, język profesjonalny, język zawodowy, profesjolekt, technolekt. Polonica, t. 38, s. 1–24.</p> <p>Ligara, B., Szupelak, W., 2012. Lingwistyka i glottodydaktyka języków specjalistycznych na przykładzie języka biznesu. Podejście porównawcze. Kraków: Księgarnia Akademicka. Ligara, B., 2017. Terminologia specjalistyczna i kultura: dychotomia czy punkty wspólne? W: R. Przybylska, W. Śliwiński, red. Terminologia specjalistyczna w teorii i praktyce językoznawców słowiańskich. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego, s. 29–52.</p> <p>Lukszyn, J., red., 2005. Języki specjalistyczne. Słownik terminologii przedmiotowej. Warszawa: Katedra Języków Specjalistycznych Uniwersytetu Warszawskiego.</p> <p>Mamet, P., 2003. Języki specjalistyczne – zagadnienia dydaktyki i przekładu. Katowice: Wydawnictwo Naukowe „Śląsk”.</p> <p>Rathmayer, R., 2002. Język specjalistyczny – negocjacje i prezentacje. Przegląd Glottodydaktyczny. t. 18, s. 23-29.</p> <p>Wierzbicka, A., 2007. Słowa klucze. Różne języki – różne kultury. Tłum. I. Duraj-Nowosielska. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego.</p>