

بنام خدا

« فرم طرح درس »

دانشکده: زبان و ادبیات رشته: زبان انگلیسی گرایش: مترجمی زبان انگلیسی مقطع: کارشناسی ارشد
 نام درس: زبانشناسی کاربردی و ترجمه تعداد واحد نظری: ۲ تعداد واحد عملی: ۰ عنوان درس :
 پیشیاز: نام مدرس: مسعود سیری تمام وقت محل برگزاری: کلاس

هدف کلی درس :

The course Linguistics Applied in Translation (LAT) aims to explore the application of different areas of linguistics, namely syntax, semantics, discourse, and pragmatics in translation studies and theories. Through this course, the students will not only get familiar with how linguistics is employed in theories of translation and how it helps the process of actual translation, they will also discover possible lines of research in terms of linguistic aspects of translation for their future attempts in writing their thesis.

رئوس مطالب

Roman Jakobson's contributions - kinds of translation - equivalence	هفته اول
Nida's contributions - types of equivalence Chomskyan transformational grammar in translation	هفته دوم
Nida's contributions - types of equivalence Chomskyan transformational grammar in translation	هفته سوم
Nemark's contributions → types of translation	هفته چهارم
Koller's contributions → Korrespondenz and Aquivalenz	هفته پنجم
Vinay and Darbelnet's model	هفته ششم
Catford → translation shifts	هفته هفتم
Van Leuven-Zwart → comparative-descriptive model of translation shifts	هفته هشتم
Functional theories of translation → Katharina Reiss's Text type approach	هفته نهم
Justa Holz-Manttari → Translation action	هفته دهم
Hans J. Vermeer & Reiss → Skopos theory	هفته یازدهم
Christiane Nord → Translation-oriented text analysis	هفته دوازدهم
Discourse and Register Analysis Approaches - The Hallidayan Model of Language and Discourse	هفته سیزدهم
- House's model of translation quality assessment, Overt vs. covert translation - Baker's text and pragmatic level analysis	هفته چهاردهم
Normalization, Explicitation	هفته پانزدهم
Hatim and Mason → the semiotic level of context and discourse	هفته شانزدهم

توجه: در صورت تغییر مباحث و نحوه تدریس درس در هر نیمسال لازم است فرم مربوطه مجددا توسط استاد محترم تکمیل و جهت به روز رسانی در اختیار آموزش دانشکده و سایت واحد قرار گیرد.

نحوه ارزشیابی فعالیت دانشجویان در طی دوره:

2. Every week the topics brought in the subsequent section are covered by the professor, and the students are required to be prepared to give a summary of the discussion of the previous session's content. It is also recommended that the students browse the topics to be discussed the next session in advance. It should be noted that this course is attempted to be highly interactive; therefore, the students are strongly recommended to have an active participation in the class discussions, and this would naturally be of great significance for their term score. It should be noted that this requirement will take almost half of the time of every session
3. Every week, one or two students are supposed to summarize and present an article, book chapter, or thesis on LAT to the class in no more than 25 minutes. The students can volunteer to present their work the next session. Otherwise, presentations will be assigned by the course professor. The presenter must provide the class with a copy of the outline of his/her work, but the full summary-paraphrase of the article/thesis from which they have presented should be handed in as part of their term paper. The presenter should also present the lecture in a decent way like what is expected of an MA candidate in LAT. Those who have any problem in this regard should make any attempt to meet the expectations.

One final point about this requirement is that all the students in addition to the lecturer should study the materials for lecture in advance of the lecture, and provide further details and discussion on the lecture content if called upon by the professor. The only difference between the lecturer and the rest of the students will be in the outline and summary-paraphrase.

4. Following each chapter/session taught by the professor, some assignments are given to the students for the next session. These assignments are either end-of-chapter questions or devised by the professor. The assignments are checked the next session, and the students are supposed to provide an oral report on the assignments.
5. As the term project, the students are required to review the literature, and come up with a topic in the area of LAT. After one full topic of the course is taught, some term project topics to do with the taught content are also introduced to the students. Further guidelines will be given on how to prepare the project. By the second month of the semester, the students should find their topic, and the final report should be submitted by the final exam. Take notice that no deadline is extended, and no excuse will be accepted for any delay.
6. Not later than the second session, the students are required to send an email to the course email address and introduce themselves in short; all the course material will be send to them via email in return. The course material includes, textbooks, articles/book chapters for lectures, and notes and outlines of the content to be taught the next session. Email will be one of the main communication means between the students and the professor throughout the semester.

Final score

The final score will be based on the following:

- | | | |
|-----------------------------------------|-----|--------------|
| 1. Class discussion and questions ----- | 1 | |
| 2. Assignments ----- | 1.5 | |
| 3. Presentation ----- | 1.5 | |
| 4. Term project ----- | 2 | |
| 5. Final exam ----- | 14 | → Total : 20 |

Notes:

- 1.** The above assessment criteria are subject to change at any time depending on what actually happens during the course. If any of the above requirements is not fully met, the rest will be considered null and void
- 2.** The students do not usually read this syllabus carefully, or even if they do, they tend to forget the requirements in it. Therefore, the students are strongly advised to get back to this course description every now and then in order not to miss any point. No leniency will be shown in case any requirement is not fulfilled, or any deadline is not met

منابع مطالعاتی:

- **Main:** Munday, J. (2001 & 2008) *Introducing Translation Studies. Theories and Applications.* Routledge.
- Hatim, B. and Munday, J. (2004) *Translation: An Advanced Resource Book.* London: Routledge
- Nida, E. and Taber, C. (1969). *The Theory and Practice of Translation.* Netherlands: E.J. Brill.

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دانشکده: زبان و ادبیات رشته: زبان انگلیسی گرایش: آموزش زبان انگلیسی مقطع: کارشناسی ارشد
 نام درس: تجزیه تحلیل کلام تعداد واحد نظری: ۲ تعداد واحد عملی: ۰ عنوان درس پیشنهادی:
 نام مدرس: مسعود سیری تمام وقت محل برگزاری: کلاس

هدف کلی درس :

The course Discourse Analysis (DA) aims to explore some of the basic but fundamental issues, theories, and approaches to the analysis of discourse or language in use. Although DA is by nature an interdisciplinary subject, it is tried to relate and apply DA concepts to language teaching and applied linguistics in this course. It is hoped that the accomplishment of this course helps the students study scholarly works relevant to DA in more depth and arouse their interest in conducting a DA-relevant study as their Master's thesis.

رئوس مطالب	
<ul style="list-style-type: none"> - Introduction to the course (professor's/students' expectations, assessment of background knowledge) - What is discourse analysis - linguistic forms and functions - Spoken and written language 	هفته اول
<ul style="list-style-type: none"> - Pragmatics and discourse context (Reference, Presupposition, Implicatures...) 	هفته دوم
<ul style="list-style-type: none"> - Pragmatics and discourse context (Reference, Presupposition, Implicatures...) 	هفته سوم
<ul style="list-style-type: none"> - Topic and discourse content - Sentential topic - Discourse topic - Relevance and speaking topically 	هفته چهارم
<ul style="list-style-type: none"> - Topic and discourse content - Sentential topic - Discourse topic - Relevance and speaking topically 	هفته پنجم
Thematisation and 'staging'	هفته ششم
Information structure	هفته هفتم
Information structure	هفته هشتم
<ul style="list-style-type: none"> - Reference - Cohesion - Coherence 	هفته نهم
<ul style="list-style-type: none"> - Reference - Cohesion - Coherence 	هفته دهم
<ul style="list-style-type: none"> - Speech acts - Top-down and bottom-up processing - Representing background knowledge 	هفته یازدهم
<ul style="list-style-type: none"> - Speech acts - Top-down and bottom-up processing - Representing background knowledge 	هفته دوازدهم
Genre analysis	هفته سیزدهم
Genre analysis	هفته چهاردهم

Critical discourse analysis	هفته پانزدهم
Critical discourse analysis	هفته شانزدهم

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نحوه ارزشیابی فعالیت دانشجویی در طی دوره:

Requirements

7. Every week the topics brought in the subsequent section are more or less covered, and the students are required to be prepared to give a summary of the discussion of the previous session's content. It is also recommended that the students browse the topics to be discussed the next session in advance. It should be noted that this course is attempted to be highly interactive; therefore, the students are strongly recommended to have an active participation in the class discussions, and this would naturally be of great significance for their term score.
8. Every week, one or two students are supposed to summarize and present an article, book chapter, or thesis on DA to the class in no more than 20 minutes. The students can volunteer to present their work the next session. Otherwise, presentations will be assigned by the course professor. The presenter must provide the class with a copy of the outline of his/her work, but the full summary-paraphrase of the article/thesis from which they have presented should be handed in as part of their term paper. The students can present an article from a collection of articles given to them soon; however, they can present their own articles as well provided that they get the professor's approval in advance.
During the lectures, the rest of the students should take notes of the lectures and take active part in the follow-up discussions. The presenter should also present the lecture in a decent way like what is expected of an MA candidate in TEFL. Those who have any problem in this regard should make any attempt to meet the expectations.
9. The students are required to do a library study on a DA-relevant topic and submit a 3000-word report at the end of the semester by the final exam. Some topics are suggested below, and further topics will be suggested during the semester; however, the students can have their own topics provided that theirs is approved by the professor. All the students have to get the professor's approval for the topic by the end of the second month of the semester. Further guidelines on how to do the term paper will be given in time.

Suggested topics

- i. Genre analysis and ESP/EAP
 1. Genre analysis of theses/dissertations
- ii. Pragmatics
 1. Austin's contributions
 2. Grice's contributions
- iii. Speech acts
 1. John Searle's contributions
- iv. Critical discourse analysis
 1. Fairclough's contributions
 2. Teun A. Van Dijk's contributions
- v. Applications/implications of DA/CDA in language teaching/assessment/materials development/education
- vi. Applications of DA in society
- vii. Functional grammar
 1. Halliday's contributions

- viii. What constitutes effective academic/social writing/speaking (from a DA perspective)

An alternative to the above library study is writing two 2000-word reviews on books to do with DA and CDA. A collection of such books will be also given to the students.

To get a feel for the genre and style appropriate for a library study or a book review, the students should read meta-analytical papers, literature review/analysis articles, and book reviews published in internationally acknowledged journals in the broad field of applied linguistics and in particular DA.

Below, a list of significant journals in DA is provided. The students are required to check the article archives of these journals on the net to get more familiar with the major theoretical/empirical studies in DA and be updated on the most recent developments in the field. The students are highly recommended to register in these journal websites to receive their content alerts via email.

Discourse and Society

Discourse Studies

Discourse and Communication

Journal of Pragmatics

Intercultural Pragmatics

Discourse Analysis Online

Discourse, Context & Media

It should be noted that the above journals are specifically to do with DA, but other journals in TEFL and applied linguistics already have or may publish papers on DA in future. Anyway, a Google search and registration for content alerts of these journals can be very helpful in this regard.

Books/articles for further study

A CD containing many helpful articles, book chapters, encyclopedic entries, and eBooks including the ones assigned for the course will be given to the students to help prepare their lectures and library studies.

Final score

The final score will be based on the following:

6. Class discussion participation	1	
7. Presentation	2	
8. Term paper	3	
9. Final exam	14	→ Total : 20

Note: The above assessment criteria are subject to change at any time depending on what actually happens during the course. If any of the above requirements is not fully met, the rest will be considered null and void

منابع مطالعاتی:

1. Brown, G, & Yule, G. (1983). Discourse analysis. CUP.
2. Flowerdew (2013). Discourse in English Language Education
3. Widdowson, H. G (2007). Discourse analysis. OUP.

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دانشکده: زبان و ادبیات رشته: زبان انگلیسی گرایش: آموزش زبان انگلیسی - مترجمی زبان انگلیسی

مقطع: کارشناسی ارشد

نام درس: نگارش پیشرفته - مقاله نویسی

تعداد واحد نظری: ۲

تعداد واحد عملی: ۰

عنوان درس پیشنهادی:

نام مدرس: مسعود سیری تمام وقت

محل برگزاری: کلاس

هدف کلی درس:

The purpose of this course is to prepare the students for writing better library studies, proposals, theses, and papers. Therefore, the basics of writing such as writing sentences, paragraphs, and essay are reviewed, and then more advanced topics to do with academic writing and thesis/article writing are explored

رئوس مطالب

- <i>Review of paragraph writing techniques</i>	هفته اول
- <i>Review of essay writing techniques</i>	هفته دوم
- <i>Cohesion, coherence, transitions and discourse markers</i>	هفته سوم
- <i>Punctuation</i>	هفته چهارم
- <i>Academic style → grammar, vocabulary, register</i>	هفته پنجم
- <i>Clarity and concision</i>	هفته ششم
- <i>Common grammatical/vocabulary mistakes</i>	هفته هفتم
- <i>Paraphrasing/summarizing</i>	هفته هشتم
- <i>Plagiarism</i>	هفته نهم
- <i>Hedging- Qualifications and generalizations in writing</i>	هفته دهم
- <i>Graphical data</i>	هفته یازدهم
- <i>Critique, reaction papers, reviews</i>	هفته دوازدهم
- <i>Critical thinking, counter/arguments</i>	هفته سیزدهم
- <i>Argumentation</i>	هفته چهاردهم
- <i>Quotation/citation and referencing</i>	هفته پانزدهم
- <i>Academic texts e.g. articles, proposals, theses, dissertations, and how to write their sections</i> - <i>APA</i>	هفته شانزدهم

توجه: در صورت تغییر مباحث و نحوه تدریس درس در هر نیمسال لازم است فرم مربوطه مجدداً توسط استاد محترم تکمیل و جهت به روز رسانی در اختیار آموزش دانشکده و سایت واحد قرار گیرد.

نحوه ارزشیابی فعالیت دانشجویی در طی دوره:

Every session, one or two of the topics are discussed, and some relevant assignments are given to the students for the next week. The assignments should mostly be emailed to the professor, and a hard copy should be brought to the class.

At times, books and articles are also assigned for further study to the students, and a summary of that should be provided by the students if they are called upon by the professor.

In addition, one or two students are sometimes asked to summarize and present an article or book chapter on academic writing to the class in no more than 25 minutes. The students can volunteer to present their work the next session. Otherwise, presentations will be assigned by the professor. The presenter must provide the class with a copy of the outline of his/her work. The presenter should also present the lecture in a decent way like what is expected of an MA candidate in TEFL. Those who have any problem in this regard should make any attempt to meet the expectations. One final point about this requirement is that all the students in addition to the lecturer should study the materials for lecture in advance of the lecture, and provide further details and discussion on the lecture content if called upon by the professor.

As the term project, the students are required to review the literature in language teaching, and come up with a topic. Then, a mini-proposal must be submitted on the selected topic based on the instructions during the course. Further guidelines will be given on how to choose the topic and prepare the mini-proposal. By the second month of the semester, the students should find their topic and get the professor's approval via email. The final proposal should be submitted by the final exam. Take notice that no deadline is extended, and no excuse will be accepted for any delay.

An alternative to this proposal is writing a critical paper on a controversial topic in the field of TEFL and applied linguistics. Further guidelines will be given in due course. Those who are passing the research methodology course with me can hand in this proposal or critique as a requirement for both courses.

Final score

The final score will be based on the following:

10. Class presence and active participation	1
11. Assignments	2.5
12. Presentation (if any. If not, the score is added to the term project or final exam)	.5
13. Proposal/critique	2
14. Final exam	14 → Total :
20	

- *Those students who can publish an article or present a paper in a national/international journal/conference will be exempted from the proposal/critique requirement.*

Notes:

3. The above assessment criteria are subject to change at any time depending on what actually happens during the course. If any of the above requirements is not fully met, the rest will be considered null and void.
4. The students do not usually read this syllabus carefully, or even if they do, they tend to forget the requirements in it. Therefore, the students are strongly advised to get back to this course description every now and then in order not to miss any point. No leniency will be shown in case any requirement is not fulfilled, or any deadline is not met.

منابع مطالعاتی:

- Arnaudet & Barrett (1990). **Paragraph Development: A Guide for Students of English** 2nd edn. New Jersey: Prentice Hall
- Birjandi, Alavi, Salmani-Nodoushan (2004). **Advanced Writing**. Zabankadeh. (*eBook available*)
- Zemach & Stafford-Yilmaz (2008). **Writers at Work: From Sentence to Paragraph**. Cambridge University Press.
- Zemach & Stafford-Yilmaz (2008). **Writers at Work: The Paragraph**. Cambridge University Press.
- Zemach & Stafford-Yilmaz (2008). **Writers at Work: The Essay**. Cambridge University Press.
- McCarthy & O'Dell (2008). **Academic Vocabulary in Use**. Cambridge University Press. (*eBook available*)
- Swales & Feak (1994). **Academic Writing for Graduate Students: Essential Tasks and Skills**. Michigan. (*eBook available*)
- Paltridge & Starfield (2007). **Thesis and Dissertation Writing in a Second Language**. Routledge. (*eBook available*)
- Riazi (2000). **How to Write Research Proposals**. Rahnama Publication.
- **APA** publication manual, 6th edition (*eBook available*)
- Professor's manuals and handouts