

**Subject card**

<b>Subject name and code</b>	Translation and Intercultural Communication I, PG_00140003						
<b>Field of study</b>	Scandinavian Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>				2025/2026	
<b>Education level</b>	undergraduate studies	<b>Subject group</b>				Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study	
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>				at the university	
<b>Year of study</b>	2	<b>Language of instruction</b>				Polish Polish language with elements of Norwegian, Swedish, Danish	
<b>Semester of study</b>	4	<b>ECTS credits</b>				3.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Skandynawistyki i Fennistyki -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Helena Garczyńska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		43.0	75
<b>Subject objectives</b>	The aim of the course is to familiarize the student with the issues of translation as a communicative process occurring between cultures: Norwegian, Swedish, Danish, and Polish; to highlight, through joint analysis and discussion of Scandinavian and Polish texts, aspects that may pose potential sources of difficulty in intercultural communication; and to develop the student's translation skills.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[SKANL3_U01] He is able to search, select, analyze, and interpret information using advanced information and communication techniques, in Polish, English, or one of the Nordic languages (Swedish, Norwegian, Danish, Finnish), employing appropriate terminology.	The student analyzes and interprets literary works in Scandinavian languages and independently acquires information necessary for translation work through various media using different techniques.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[SKANL3_K06] He cares about the achievements and traditions of the profession of philologist or translator.	The student, striving to improve their own translation skills and appreciating their role in intercultural communication, demonstrates responsibility for their translation decisions.	[SK1] oral statement/conversation/discussion
	[SKANL3_K04] He independently undertakes and initiates research activities in the field of literary and linguistic studies within the Scandinavian Studies program, and is ready to fulfill the professional role of a philologist.	The student is prepared to take on the professional role of a translator from one of the Scandinavian languages and enhances translation competencies.	[SK8] observation of student's independent or team work
	[SKANL3_U09] He has the ability to prepare oral presentations in Polish, one of the Nordic languages, and English, concerning literature, language, culture, media, history, and societies in the Nordic countries, addressing specific issues, using basic theoretical approaches, as well as various sources.	The student participates in conferences organized by the Institute and prepares presentations using both required and supplementary readings.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[SKANL3_U04] He is able to plan and organize both individual and team work.	The student, while developing translation skills, studies and discusses translations in a group and individually or collaboratively solves problems related to the choice of translation functions depending on the situation.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[SKANL3_W01] He possesses an advanced knowledge of facts, theories, and methods relevant to literary studies, linguistics, as well as cultural and religious studies of the Nordic region.	The student describes the relationship between text and culture in both the source and target cultures and, also based on extralinguistic knowledge, explains the reasons for different culture-text relationships. They also identify and describe the dilemmas faced by the translator in the studied translation.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[SKANL3_W06] He knows and comprehends cultural and media-related facts and issues of the Nordic region in an advanced degree, as well as the tools for their description and analysis.	The student is able to propose translation solutions that differently impact the communication process.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[SKANL3_W02] He possesses an advanced understanding of the grammar and vocabulary of one of the Nordic languages (Swedish, Norwegian, Danish, Finnish), comprehends its position in the world, and its relationships with other languages.	The student analyzes literary works in Scandinavian languages, systematically increasing their language skills, and understands the specifics of intercultural translation by identifying points in the studied texts in one of the Scandinavian languages and their translations that particularly hinder communication.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
Subject contents	Presentations prepared by the instructor introduce specific topics, which are then practiced by the students.  The proposed topics include, among others: Interlingual translation: Translation as a communicative process; Literalness in translation; Fidelity in translation; Equivalents; Translation of forms of address; Savory's theses; Ideologization in translation; Translation of proper names; The translator and the publishing house; Issues of copyright law.		
Prerequisites and co-requisites	The condition for participation in the classes is the selection of the Intercultural Communication specialization. In exceptional cases, the instructor may waive this rule.  Proficiency in one of the Scandinavian languages A2 level.		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	presentations	51.0%	30.0%
	oral examination	51.0%	60.0%
	Active participation in the classes and completion of all assignments planned during the classes	90.0%	10.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Bednarczyk, Anna. 2002. <i>Kulturowe aspekty przekładu literackiego</i>, Katowice: Śląsk.</li> <li>• Brown, Roger &amp; Gilman, Albert. 1966. <i>The Pronouns of Power and Solidarity</i>, [w:] <i>Style in Language</i>, Thomas A. Sebco (red.), Cambridge, Massachusetts: The M.I.T. PRESS, Massachusetts Institute of Technology.</li> <li>• Dymel-Trzebiatowska, Hanna. 2007. <i>Znikający Bóg. Ideologizacja w przekładach baśni Hansa Christiana Andersena</i>, [w:] <i>Językowy obraz świata w oryginale i przekładzie</i> Anna Szczesny, Krzysztof Hejwowski (red.), Warszawa: Instytut Lingwistyki Stosowanej, Uniwersytet Warszawski.</li> <li>• Lipiński, Krzysztof. 2000. <i>Vademecum tłumacza</i>, Kraków: Wydawnictwo Idea.</li> <li>• Pisarkowa, Krystyna. 1998. <i>Pragmatyka przekładu</i>. Przypadki poetyckie, Kraków: Wydawnictwo Instytutu Języka Polskiego PAN.</li> <li>• Schultze, Brigitte. 1999. <i>Perspektywy polonistyczne i komparatystyczne</i>, Kraków: Universitas.</li> </ul>	
	Supplementary literature	<ul style="list-style-type: none"> <li>• Amundsen, Robert Olav le Maire. 1981. <i>Ibsens use of the pronouns of address in some of his prose plays</i>, [w:] <i>Scandinavica</i> 20 (1).</li> <li>• Garczyńska, Helena. 2010. <i>I tantens klør. Tiltaleformer i Ibsens Hedda Gabler analyse og oversettelse</i>, [w:], <i>Nordic drama. Renewal and Transgression</i>, Maria Sibińska, Katarzyna Michniewicz-Weisland, Ewa Mrozek-Sadowska, Agata Lubowicka (red.), Gdańsk: Fundacja Rozwoju Uniwersytetu Gdańskiego.</li> <li>• Kerzel, Martina &amp; Schultze, Brigitte. 2004. <i>Anrede und Titulatur in der Übersetzung</i>, [w:] <i>Übersetzung. Translation. Traduction. Ein internationales Handbuch zur Übersetzungsforschung</i>, Harald Kittel (red.), Berlin: Mouton de Gruyter.</li> <li>• Lipiński, Krzysztof. 2004. <i>Mity przekładoznawstwa</i>, Kraków: Wydawnictwo Egis.</li> <li>• Pisarska, Alicja &amp; Tomaszewicz, Teresa. 1996. <i>Współczesne tendencje przekładoznawcze</i>, Poznań: Wydawnictwo Naukowe UAM.</li> </ul>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed	<ol style="list-style-type: none"> <li>1. Discuss Savory's theses.</li> <li>2. List and discuss translation myths.</li> <li>3. What problems related to the translation of address forms can arise when translating from Scandinavian languages?</li> </ol>		
Work placement	Not applicable		

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