

1. INTRODUCTION TO TRANSLATION AND INTERPRETATION

The Course aims to identify and discuss basic concepts and problems in the area of Translation Studies. It provides an opportunity for an in-depth and hands-on study of many areas of applied linguistics (e.g. semantics, pragmatics, sociolinguistics, and others) in the context of interlingual and intercultural transfer of meaning. Students are introduced to the concept of linguistic signs and other focal issues of semiotics in their relation to Translation Studies.

Various modes and types of translation, as well as translation strategies and techniques are discussed. Students are familiarized with the role and functions of translator/interpreter in the process of intercultural communication. They are introduced to some intricacies of translation/interpretation as a profession (for example, standards and ethics of the profession).

The course has both a theoretical and practical component. Theoretical issues are illustrated by specific examples; and practical exercises are built around them.

The course lays a foundation as well as language-specific training in translation/interpreting.

This course series is not language specific; it deals with linguistic problems and psycholinguistic mechanisms, which are involved in the process of translation and interpretation, common to most language pairs.

It provides further opportunity for an in-depth and hands-on study of various areas of applied linguistics (e.g. discourse analysis, psycholinguistics, and others) in the context of interlingual and intercultural transfer of meaning.

The following issues are also discussed: translation/interpreting for specific purposes (legal translation and court interpreting; health care interpreting; conference interpreting; technical translation; literary translation; translation of advertising, etc.

Practical assignments aim at developing the following skills: being able to identify translation problems in various types and genres of texts and solving them on the basis of previously discussed theoretical assumptions. The texts used for analysis and translation are representative of the kinds of texts professional translators and/or interpreters commonly deal with: scientific, newspapers, commercial, legal, works of fiction, etc.

Among practical assignments are also exercises developing psycholinguistic mechanisms specific to various types and modes of translation and/or interpretation (for example, anticipation in simultaneous interpretation).

The class format is a combination of PowerPoint presentation and group discussion.

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2. THINKING SKILLS

The teaching of thinking skills involves the learning of a set of skills independent of specific subject content. This would enable students to improve their ability to understand, analyze and resolve problems.

The Thinking Syllabus has two aspects : Problems Solving and Critical Thinking.

The aims of the Thinking Skills syllabus are :

- To provide students with a specific and transferable set of skills for solving problems, critical thinking and reasoning.
- To encourage students to apply these skills to realistic scenarios.
- To develop students' abilities to understand and engage confidently in argument and reasoning.

The 'specific skills' referred to in these aims are set out in the following table.

	Critical Thinking	Problem Solving
Core	<ul style="list-style-type: none">▪ Recognizing reasoned arguments (skill CT1)▪ Identifying conclusions (CT2)▪ Drawing conclusions (CT3)▪ Recognizing implicit assumptions (CT4)▪ Assessing the impact of further evidence (CT5)▪ Recognizing flaws in reasoning (CT6)▪ Selecting plausible explanations (CT7)▪ Recognizing the logical functions of key elements of an argument (CT8)▪ Understanding and clarifying key terms and expressions (CT9)▪ Engaging in inference and deduction (CT10)▪ Analyzing and evaluating evidence and argument (CT11)▪ Constructing argument (CT12)▪ Constructing a reasoned case, including selecting and synthesizing information (CT-13)	<ul style="list-style-type: none">▪ Data selection and processing (skill PS1)▪ Finding methods and procedures (PS2)▪ Identifying relationships and hypotheses (PS3)▪ Analyzing and modeling (PS4) <p>(Mathematics ability assumed : Junior School)</p> <ul style="list-style-type: none">▪ Developing a model (PS5)▪ Carry out an investigation (PS6)▪ Analyze complex data and draw conclusions (PS7)

3. FILM, TELEVISION AND MEDIA STUDIES

Rationale

Film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities.

Critical literacy skills, used within the techniques and processes of moving image production and use enable students to think, question, create and communicate by designing, producing and critiquing film, television and new media products. These skills are not only of vocational value, but also they facilitate informed and social participation.

Students study Film, Television and New Media through five key concepts that operate in the contexts of production and use. These key concepts, which draw on a range of contemporary media theories, are : technologies, representations, institutions, audiences and languages.

Technologies

Technologies are the tools and associated processes that are used to create meaning in moving image media production and use.

Representations

Representations are constructions of people, places, events, ideas, emotions that are applied to create meaning in moving image media production and use.

Audiences

Audiences are individuals and groups of people for whom moving image products are made and who negotiate meaning when they use these products.

Institutions

Institutions are the organizations and people whose operational processes and practices enable or constrain moving image media production and use.

Languages

Languages are systems of signs and symbols organized through codes and conventions to create meaning in moving image media production and use.

Global Aims

Film, Television and New Media provides opportunities for students to :

- design, produce and critique products and the contexts of production and use
- develop higher order cognitive and critical literacy skills related to moving image media production and use

- generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings
- develop personal skills that are transferable to a range of work options and life paths including self-discipline, problem solving, project management and the ability to work individually and collaboratively to achieve goals
- appreciate that a diverse and changing range of moving image media provide different experiences for people in different cultural contexts
- broaden their knowledge and understanding of the history, evolution and practices of the rapidly expanding moving image media industries
- become familiar with and implement workplace, health and safety practices associated with moving image media
- develop an ethical and sensitive approach to the production and use of moving image media across a range of cultures.

4. DEVELOPMENT STUDIES

Development Studies deals with the changes in the nature of society which promote or impede the greater realization of human potential. It concentrates mainly on issues which emphasise the interaction of economic, environmental, social and political processes. It is designed to promote a greater awareness of the local, regional, national and international issues which affect development so that individual students will take a more informed and positive role in shaping the societies in which they live.

The aims are to enable students to :

1. analyse development both as a concept and in practice within the socio-economic, political and resource contexts of a given society;
2. understand development terminology, and be aware of crucial global issues;
3. understand the interrelationships of social, economic, political and environmental systems;
4. acquire the skills of analysis necessary for the understanding of development;
5. critically examine and evaluate different development strategies and experiences;
6. understand both the prospects for and constraints upon development and appreciate the resource potential of their own environment;
7. understand the interrelationship of development at local, national, regional and international levels;
8. develop an understanding of development issues to enable them to work towards the elimination of poverty, exploitation and environmental destruction;
9. promote self-awareness and an understanding of the attitudes, values and beliefs of others, and encourage respect for human rights.

5. VISUAL ART AND GRAPHIC DESIGN

Course Objectives

- Students will develop and demonstrate their understanding and skillful use of the elements and principles of art beyond the proficient level and compare it to that of others.
- Students will demonstrate artistic growth to an intermediate/advanced level, by executing a variety of digital and traditional art works that solve complex design problems using creative thinking and analytical skills.
- Students will compare and contrast the works of contemporary artist-designers and historical artists and discuss the similarities and differences using the vocabulary of art.
- Students will gain skill and experience in the use of digital imaging as a form of artistic expression, professional career and powerful means of communication.
- Students will learn ways to balance aesthetic sensibilities with logical reasoning and include their own cultural backgrounds, interests and abilities in developing their art work.
- Students will explore ways to balance formal theories with practical application, and contemporary thought with historical perspective.
- Students will learn about and explore the dynamic nature of new art media and how it is characteristic and connects us to our increasingly technological world.
- Students will each develop a portfolio that reflects and intermediate to advanced level of artistic perception, expression, historic and cultural understanding, aesthetic valuing, and an ability to connect their artistic skills to many art related careers, and develop competencies in problem solving, communication, time management and resources.

6. GENDER STUDIES

Course Description

The teaching of gender issues encompasses a wide range of questions, which are related to the underlying concepts of gender as they are evolved in various academic disciplines, epistemological approaches and institutional setting of modern educational systems on all levels. The question of how gender works in the educational system will be of our inquiry. The intentions and aims of a possible course or perspective in teaching gender as gender always contains a socio-political and an academic aspect. Teaching gender also involves the potentials and the problems of gender being a universal individual experiences, personal or social, the institutional setting, secondary educations, teachers' training. It is also important to decide whether to define gender as a universal perspective for every possible subject or as one field confined to a specific curriculum, and within this implicit concept of Gender Studies how women's studies and men's studies are related.

- Is there a feminist approach to teaching?
- Schools as a gendered space
- A sociological approach to gender
- A philosophical approach to gender

This course is intended to make students aware of the ways in which gender is "taken for granted" and how gender is learned, the implications of gender for our lives, and prospects for change insofar as men and women are able to combine and/or reject elements of traditional masculinity and femininity. The course will look at gender within the context of different social institutions (e.g. the family, the workplace, education, etc.) and look at ways in which gender roles are maintained by these institutions, and/or effectively learned through socialization. Specific learning objectives are to :

- have an understanding of the history of gender and the division of labor by sex in the United States;
- attempt to consider which human behaviors are biologically motivated and which are a product of cultural differences;
- have a better understanding of oneself and the society in which one operates;
- understand the institutionalization of gender of politics, economics, language, family, and socialization;
- understand the concepts of gender stereotypes and sexism as a form of discrimination.

7. CREATIVE WRITING

Introduction

Languages are systems of signs and symbols organized through codes and conventions to create meaning. This course would involve a study of the following components.

1. Introduction to the study of language (based on a variety of texts)
2. Language and Social Contexts (Looking at how language is used in situations)
3. Original Writing (Writing for different audiences and purposes)
4. Investigating Language (based on a small scale research project)
5. Language Development (how language is learned and how it changes)
6. Editorial Writing (Writing a new text using material from a variety of sources)

8. CRITICAL THINKING

Critical Thinking aims to develop your ability to analyse and generate arguments. No specific subject knowledge is required, but the course aims to give you skills in logic, reasoning and the evaluation of evidence which are transferable to many other subjects and - perhaps more importantly - to everyday life in a democratic society. As there is no A2 course, AS level Critical Thinking is the perfect fourth subject. There are 5 areas studied :

- a) Identifying the Elements of Reasoning
- b) Evaluating Reasoning
- c) Recognizing and Evaluating Assumptions
- d) Clarifying Expressions and Ideas
- e) Presenting Arguments

9. ART APPRECIATION

Art Appreciation provides a new way of viewing the world around us and, perhaps, seeing the extraordinary in the ordinary. It is the study of the history of civilization and of the social and political climate of historical and modern times as expressed through the eye of the artist. Art takes us where words cannot go.

The course is designed as a core course. It introduces and provides the student with an understanding of the cultural significance of the visual arts, including media, processes, techniques, traditions, and terminology. You will gain an understanding of the need for and functions of art and learn specifically about aesthetics, creativity and evaluation of art, modern art (mid-eighteenth century to present), current issues in art, and the effect technology is having on art, including an increased critical awareness of the body of art-related information available on the Internet.

The course also aims to give you an expanded art vocabulary, plus visual literacy and critical-thinking skills. You will apply your new vocabulary of art terms through writing a critical analysis of a work of art. Your world will be enriched even more when you begin to visit galleries/museums, as encouraged in the course.