МИНОБРНАУКИ РОССИИ

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(ФГБОУ ВО «РГГУ»)

ИНСТИТУТ ФИЛОЛОГИИ и ИСТОРИИ
Кафедра европейских языков

ПРАКТИЧЕСКИЙ КУРС ПЕРЕВОДА С ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

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Уровень высшего образования: магистратура

Форма обучения: очно-заочная

РПД адаптирована для лиц
с ограниченными возможностями
здоровья и инвалидов

Москва 2024

ПРАКТИЧЕСКИЙ КУРС ПЕРЕВОДА С ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА

Рабочая программа дисциплины

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УТВЕРЖДЕНО

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ОГЛАВЛЕНИЕ

1. Пояснительная записка

Целью курса является научить студентов адекватно передавать содержательные и формальные особенности текстов на английском языке средствами русского языка.

Задачей курса является дать студентам практические навыки применения определять функциональный стиль исходного текста, определять проблемные участки и находить наиболее приемлемые варианты перевода текстов на русский язык.

В процессе курса студенты овладевают приемами и навыками определения функционального стиля текста, передачи идиоматических выражений, реалий и других культурно обусловленных элементов исходного текста (цитат, культурных и литературных аллюзий, и т.д.). Они также обучаются основными приемам редактирования текста. Студенты также учатся пользоваться справочными материалами, в том числе словарями и культурно-страноведческими источниками.

Основной акцент в данном курсе ставится на письменный перевод на русский язык как родной язык студентов.

В процессе работы активизируются знания студентов, полученные в процессе изучения практического курса английского языка и сопроводительных курсов.

Содержание дисциплины охватывает круг теоретических вопросов и практических проблем, связанных с переводом публицистики, а также текстов официальной и деловой направленности.

Компетенции обучающегося формируются в результате освоения дисциплины и имеют общекультурную и профессиональную направленность: владение методикой предпереводческого анализа текста, способствующей точному восприятию исходного высказывания, а также методикой подготовки к выполнению перевода, включая поиск информации в справочной, специальной литературе и компьютерных сетях; владение основными способами достижения эквивалентности в переводе и способностью применять основные приемы перевода, умение соблюдать нормы лексической эквивалентности, грамматические, синтаксические и стилистические нормы в переводе.

1.2. Формируемые компетенции, соотнесённые с планируемыми результатами обучения по дисциплине:

Коды компетенции	**Содержание компетенций**	**Перечень планируемых результатов обучения по дисциплине**

УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1 Владеет базовыми методами и приемами различных типов устной и письменной коммуникации на родном и иностранном языке в сфере академического и профессионального взаимодействия	**Знать:** особенности литературного языка по сравнению со спонтанной устной и необработанной письменной речью; основные функциональные стили и жанры родного и иностранного языка; **Уметь:** анализировать коммуникативную ситуацию и выбирать адекватный стиль и жанр общения; **Владеть:** техниками порождения и коррекции коммуникативного текста.
	УК-4.2 Демонстрирует способность к осуществлению межкультурной и межнациональной коммуникации с применением навыков перевода с одного языка на другой	**Знать**: основные принципы перевода научных, публицистических, художественных текстов; основные отличия между системами гуманитарного знания страны исходного языка и языка перевода; **Уметь**: выбирать стратегию перевода научного, публицистического, художественного текста; правильно использовать переводческие приемы; находить нужную информацию в сети Интернет, электронных базах данных, электронных словарях, глоссариях; достичь лексической, грамматической, синтаксической и стилистической эквивалентности при переводе с одного языка на другой; распознавать имплицитную экстралингвистическую информацию и передавать ее при переводе с одного языка на другой; **Владеть**: умением соблюдать принципы связности, логичности организации высказывания; готовностью выбора стратегии поведения в сложных и проблемных коммуникативных ситуациях.
	УК-4.3 Владеет навыками квалифицированного языкового сопровождения научных и культурных мероприятий	**Знать**: прагматику и этику языкового сопровождения массовых мероприятий; **Уметь**: осуществлять адекватный устный и письменный перевод публичных выступлений и переговоров с иностранного языка на русский и с русского на иностранный язык; **Владеть**: навыками спонтанного перевода с одного языка на другой с

		учетом особенностей коммуникативной ситуации.
УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	УК-5.1 Учитывает при социальной и профессиональной коммуникации языковые нормы устного общения и этические нормы поведения, принятые в других культурах	**Знать:** основные виды и формы межкультурной коммуникации; эффективные стратегии и тактики в области межкультурного диалога. **Уметь:** оперировать знаниями культуры в процессе коммуникации; проявлять национальную терпимость, уважительное отношение к языкам, традициям и культуре других народов. **Владеть:** навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов.
	УК-5.2 Имеет представление об основных способах, формах, стратегиях межкультурного взаимодействия	**Знать**: различные способы, формы и механизмы межкультурного общения. **Уметь**: ориентироваться в сфере изучения и осуществления межкультурного взаимодействия в устной и письменной формах его реализации; рассматривать процесс межкультурной коммуникации в синхроническом и диахронической аспектах. **Владеть**: способностью преодолевать влияние стереотипов при изучении и осуществлении межкультурного диалога в общей и профессиональной сферах общения.
	УК-5.3 Способен интерпретировать литературные, языковые, исторические, культурные факты с учетом социокультурных традиций различных социальных групп	**Знать:** социокультурные традиции различных социальных групп, этносов и конфессий, включая мировые религии, философские учения. **Уметь:** находить, сравнивать и обобщать лингвокультурологическую и страноведческую информацию, получаемую из разных источников. **Владеть:** способностью интерпретировать литературные тексты и речевые высказывания представителей другой культуры и соотносить их с явлениями собственной культуры.

1.3. Место дисциплины в структуре образовательной программы

Дисциплина «Практический курс перевода с первого иностранного языка» относится к вариативной части блока дисциплин учебного плана.
Для освоения дисциплины необходимы знания, умения и владения, сформированные в ходе изучения следующих дисциплин и прохождения практик: «Практический курс первого иностранного языка».
В результате освоения дисциплины формируются знания, умения и владения, необходимые для изучения следующих дисциплин и прохождения практик: «Деловой иностранный язык», «Сравнительная типология русского и английского языков».

2. Структура дисциплины

Структура дисциплины для очно-заочной формы обучения

Общая трудоёмкость дисциплины составляет 4 з.е., 152 ч., в том числе контактная работа обучающихся с преподавателем 32 ч., самостоятельная работа обучающихся 120 ч.

Объем дисциплины в форме контактной работы обучающихся с педагогическими работниками и (или) лицами, привлекаемыми к реализации образовательной программы на иных условиях, при проведении учебных занятий:

Семестр	Тип учебных занятий	Количество часов
	Лекции	
3	Семинары/лабораторные работы	**32**
	Всего:	**32**

Объем дисциплины (модуля) в форме самостоятельной работы обучающихся составляет 32 академических часа.

3. Содержание дисциплины

Раздел I. Перевод общественно-политических текстов.

Функциональная эквивалентность и способы ее достижения и оценки. Особенности газетно-публицистического стиля. Способы передачи реалий, имен собственных, аббревиатур; культурно-обусловленные элементы газетно-публицистического стиля. Массовая культура и газетно-публицистический стиль. Важность общекультурных фоновых знаний при работе с публицистическими текстами. Должности, звания, титулы: «ложные друзья» переводчика в русской и английской политической номенклатуре. Особенности построения газетных статей в англоязычных и русскоязычной культурах.

Раздел II. Перевод научных (лингвистических) текстов.

Функциональная эквивалентность и способы ее достижения и оценки. Особенности научного стиля в англоязычной и русской культурах. Высокая терминологическая насыщенность современных научных текстов. Термины-неологизмы. Междисциплинарность науки англоязычных стран, ее влияние на научный дискурс. Термины; клишированные обороты, характерные для научного стиля; перевод цитат.

Раздел III. Перевод художественных текстов.

Функциональная эквивалентность и способы ее достижения и оценки. Особые трудности художественного перевода: перевод архаизмов, историзмов, каламбуров, актуализованных метафор, стихотворных вставок, аллюзий, передача коннотаций текста. Авторский стиль.

4. Образовательные технологии

В преподавании дисциплины на каждом занятии применяются такие формы взаимодействия «преподаватель – студент» как развернутая беседа по теме занятия деловая игра, консультирование. При необходимости консультирование и проверка домашних заданий могут проводиться посредством электронных средств связи.

В период временного приостановления посещения обучающимися помещений и территории РГГУ для организации учебного процесса с применением электронного обучения и дистанционных образовательных технологий могут быть использованы следующие образовательные технологии:

– видео-лекции**;**

– онлайн-лекции в режиме реального времени;

– электронные учебники, учебные пособия, научные издания в электронном виде и доступ к иным электронным образовательным ресурсам;

– системы для электронного тестирования;

– консультации с использованием телекоммуникационных средств.

5. Оценка планируемых результатов обучения

5.1. Система оценивания

Форма контроля	**Макс. количество баллов**	
	За одну работу	**Всего**
Текущий контроль: - опрос - участие в дискуссии на семинаре	 2 балла 2 баллы	 30 баллов 30 баллов
Промежуточная аттестация (участие в коллоквиуме)		40 баллов
Итого за семестр (дисциплину) зачёт/зачёт с оценкой/экзамен		100 баллов

Полученный совокупный результат конвертируется в традиционную шкалу оценок и в шкалу оценок Европейской системы переноса и накопления кредитов (European Credit Transfer System; далее – ECTS) в соответствии с таблицей:

100-балльная шкала	Традиционная шкала		Шкала ECTS
95 – 100	отлично	зачтено	A
83 – 94			B
68 – 82	хорошо		C
56 – 67	удовлетворительно		D
50 – 55			E
20 – 49	неудовлетворительно	не зачтено	FX
0 – 19			F

5.2.Критерии выставления оценки по дисциплине

Баллы/ Шкала ECTS	**Оценка по дисциплине**	**Критерии оценки результатов обучения по дисциплине**
100-83/ A,B	«отлично»/ «зачтено (отлично)»/ «зачтено»	Выставляется обучающемуся, если он глубоко и прочно усвоил теоретический и практический материал, может продемонстрировать это на занятиях и в ходе промежуточной аттестации. Обучающийся исчерпывающе и логически стройно излагает учебный материал, умеет увязывать теорию с практикой, справляется с решением задач профессиональной направленности высокого уровня сложности, правильно обосновывает принятые решения. Свободно ориентируется в учебной и профессиональной литературе. Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации. Компетенции, закреплённые за дисциплиной, сформированы на уровне – «высокий».
82-68/ C	«хорошо»/ «зачтено (хорошо)»/ «зачтено»	Выставляется обучающемуся, если он знает теоретический и практический материал, грамотно и по существу излагает его на занятиях и в ходе промежуточной аттестации, не допуская существенных неточностей. Обучающийся правильно применяет теоретические положения при решении практических задач профессиональной направленности разного уровня сложности, владеет необходимыми для этого навыками и приёмами. Достаточно хорошо ориентируется в учебной и профессиональной литературе. Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации. Компетенции, закреплённые за дисциплиной, сформированы на уровне – «хороший».
67-50/ D,E	«удовлетвори-тельно»/ «зачтено (удовлетвори-тельно)»/ «зачтено»	Выставляется обучающемуся, если он знает на базовом уровне теоретический и практический материал, допускает отдельные ошибки при его изложении на занятиях и в ходе промежуточной аттестации. Обучающийся испытывает определённые затруднения в применении теоретических положений при решении практических задач профессиональной направленности стандартного уровня сложности, владеет необходимыми для этого базовыми навыками и

Баллы/ Шкала ECTS	Оценка по дисциплине	Критерии оценки результатов обучения по дисциплине
		приёмами. Демонстрирует достаточный уровень знания учебной литературы по дисциплине. Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации. Компетенции, закреплённые за дисциплиной, сформированы на уровне – «достаточный».
49-0/ F,FX	«неудовлетворительно»/ не зачтено	Выставляется обучающемуся, если он не знает на базовом уровне теоретический и практический материал, допускает грубые ошибки при его изложении на занятиях и в ходе промежуточной аттестации. Обучающийся испытывает серьёзные затруднения в применении теоретических положений при решении практических задач профессиональной направленности стандартного уровня сложности, не владеет необходимыми для этого навыками и приёмами. Демонстрирует фрагментарные знания учебной литературы по дисциплине. Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации. Компетенции на уровне «достаточный», закреплённые за дисциплиной, не сформированы.

5.3. Оценочные средства (материалы) для текущего контроля успеваемости, промежуточной аттестации обучающихся по дисциплине

1. В чем отличие перевода художественного текста от перевода текстов других типов?
2. Что такое речевые регистры?
3. Каковы подходы к переводу языковой игры?
4. Каковы подходы к передаче в переводе акцентов, диалектов, слэнга?
5. Что такое переводческая компенсация?
6. Какова техника перевода пародийных текстов?
7. Какие ошибки могут возникать при переводе и почему?
8. Что такое безэквивалентная лексика и каковы подходы к ее передаче в переводе?
9. Как может отражаться в переводе личность переводчика?
10. Чем отличается перевод от пересказа?

11. В чем состоят особенности построения русскоязычного научного текста в отличие от английского?
12. В чем проявляется эмоциональная нейтральность научного текста?
13. Какие проблемы для перевода представляет терминологическая насыщенность научного текста?
14. Какую роль в научном тексте играет безэквивалентная лексика?
15. Приведите примеры клише, свойственных научному языку, и их соответствий на русском языке.
16. В чем состоят особенности технического текста? В чем его сложность для перевода?
17. В чем проявляется разница в синтаксической организации технического текста на русском и английском языке?
18. В чем заключаются особенности языка деловых документов?
19. Приведите примеры клише, свойственных деловому языку, и их соответствий на русском языке.
20. В чем заключаются особенности деловой терминологии на русском языке?
21. В чем состоят основные особенности публицистического текста?
22. В чем состоят различия в характере и организации публицистического текста в русскоязычной и англоязычной традициях?
23. Что такое авторское отношение и как оно может проявляться в тексте?
24. Нейтральность *vs* эмоциональное вовлечение читателя.
25. Что такое безэквивалентная лексика и каковы технологии ее перевода?
26. Что такое журналистские клише? Приведите примеры.
27. В чем сложность перевода англоязычных заголовков?
28. Приведите пример языковой игры в публицистике и ее перевода.
29. В чем сходство и различие в характере официального дискурса в русскоязычной и англоязычной традиции?
30. В чем состоят особенности официального дискурса?
31. В чем состоят особенности рекламно-информационного дискурса?
32. Как проявляется эмоциональность рекламного текста?
33. Какими способами рекламный текст воздействует на читателя?
34. Как взаимодействуют в рекламном и информационном дискурсе текста и иллюстрации?
35. Приведите пример языковый игры в рекламе и ее перевода.

36. Назовите известные вам приемы переводческой записи.
37. Что такое мнемотехника?
38. Что такое лексико-синтаксические конверсивы?
39. Что такое переводческие соответствия?
40. Как добиться автоматизации употребления переводческих соответствий?
41. Что такое речевая компрессия?
42. Что такое лексическое свертывание?
43. Назовите известные вам лексико-семантические преобразования.
44. Приведите примеры особенностей диалектной речи.
45. Каковы основные особенности перевода на иностранный язык?
46. Что такое языковая интерференция?
47. Что такое «ложные друзья переводчика»?
48. Приведите примеры «ложных друзей переводчика».

1 ***Типовые тексты для практического перевода на русский язык 2***

Speech Development, Perception, and Production; Components of Reading; Defining Mathematics Learning Disability: Phonological Awareness, Speech Development, and Letter Knowledge in Preschool Children

MANN, VIRGINIA A

Phonological awareness has been shown to be one of the most reliable predictors and associates of reading ability. In an attempt to better understand its development, we have examined the interrelations of speech skills and letter knowledge to the phonological awareness and early reading skills of 99 preschool children. We found that phoneme awareness, but not rhyme awareness, correlated with early reading measures. We further found that phoneme manipulation was closely associated with letter knowledge and with letter sound knowledge, in particular, where rhyme awareness was closely linked with speech perception and vocabulary. Phoneme judgment fell in between. The overall pattern of results is consistent with phonological representation as an important factor in the complex relationship between preschool children's phonological awareness, their emerging knowledge of the orthography, and their developing speech skills. However, where rhyme awareness is a concomitant of speech and vocabulary development, phoneme awareness more clearly associates with the products of literacy experience.

Phonological awareness is well recognized for its pivotal role in the achievement of alphabetic reading ability (for example, Adams, 1990; Gottardo, Stanovich, & Siegel, 1996; Lyon, 1995; Mann, 1998; Muter & Snowling, 1998; National Reading Panel, 2000; Snow, Burns, & Griffin, 1998; Stanovich, 1994; Wagner & Torgesen, 1987). Some research perspectives place the development of phonological awareness within the context of primary speech and language development (e.g., Bryant, Bradley, MacLean, & Grassland, 1989; Elbro, 1990, 1996; Fowler, 1991; Walley, 1993). Other perspectives place greater emphasis on the role of exposure to the alphabetic principle (see, for example, Barren, 1998; Mann & Wimmer, 2002; Morais, Carey, Alegria, & Bertelson, 1979; Read, Zhang, Nie, & Ding, 1986). In the present study, we examine the relationship between several types of phonological awareness and several core variables implicated by each of these developmental perspectives. We consider both phoneme and rhyme awareness in the context of vocabulary and speech skills (e.g., concomitants of natural language development), and in the context of letter name and sound knowledge (e.g., products of exposure to the alphabetic principle).

COMPONENTS OF PHONOLOGICAL AWARENESS

A growing body of evidence (e.g., Bertelson, de Gelder, Tfouni, & Morais, 1989; Hulme, 2002; Hulme, Hatcher, Nation, Brown, Adams, & Stuart, 2002; Morais, Bertelson, Gary, & Alegria, 1986) suggests that phoneme awareness and rhyme awareness are separate processes that make differential contributions to reading achievement. Our prior findings (Foy & Mann, 2001, 2003) showed rhyme awareness to be more closely aligned with natural language skills whereas phoneme awareness associated more closely with literacy exposure. Given this evidence, we have designed a further study to validate and extend our results. We examine both rhyme and phoneme awareness, and we employ both judgment and manipulation tasks as a probe to shallow vs. deeper levels of awareness (Mann & Wimmer, 2002; Stanovich, 1992). Within phoneme awareness, we will also be targeting both initial and final consonants as tasks involving single initial consonants cannot discern whether children possess true phoneme awareness as opposed to onset-rime awareness. Speech production, perception, vocabulary, and letter knowledge will all be examined, and analyses will focus on the associations between these measures and measures of phonological awareness and reading in a preschool population of four- to six-year-old children.

THE CASE FOR LINKING PHONOLOGICAL AWARENESS TO SPEECH DEVELOPMENT

We are particularly interested in common sources of variance among our diverse set of measures as these can point to a mechanism that might underlie their associations and the basis of individual differences in rhyme and/or phoneme awareness. Phonological representation is a likely candidate for such a measure, although it may not be a unitary construct (Foy & Mann, 2001). The literature contains several theories that link phonological representation to phoneme awareness (Elbro, Borstrom, & Petersen, 1998; Fowler, 1991; Metsala & Walley, 1998; Snowling, Hulme, Smith, & Thomas, 1994) as well as to some of the speech and language problems that can be found among poor readers (Chiappe, Chiappe, & Siegel, 2001).

Speech Perception Skills. To the extent that both phonological awareness and speech perception depend on a common, internal representation of phonological structure, the integrity of speech perception should be associated with the instantiation of phonological awareness. Perception requires that information provided by the speech signal be linked to some type of internal phonological representation; comparison or manipulation of individual parts of a syllable or word requires some means of internally representing phonological structures (e.g., Criddle & Durkin, 2001; Dietrich & Brady, 2001).

Recent research has shown that as a group, poor readers make more errors than good readers in speech categorization and/or discrimination tasks (e.g., Adlard & Hazan, 1998; Chiappe, et al., 2001; Serniclaes, Sprenger-Charolles, Carre, & Demonet, 2001). However, these differences tend to be small (Manis, McBride-Chang, Seidenberg, Keating, Doi, & Petersen, 1997; Werker & Tees, 1987), if present at all (Nittrouer, 1999). At best, they tend to involve only the more difficult tasks and judgments (Brady, Shankweiler, & Mann, 1983; Godfrey, Syrdal-Laskey, Millay, & Knox, 1981; Serniclaes, et al., 2001) or apply only to a subset of the population of poor readers (Godfrey, et al, 1981; Joanisse, Manis, Keating, & Seidenberg, 2000; Marshall, Snowling, & Bailey, 2001). Thus, the theoretically appealing link between speech perception difficulties that are indicative of weak phonological representations and the poor phonological awareness that typifies reading problems has proved historically elusive.

Directly bridging between deficient phoneme perception and phoneme awareness, however, a recent study by Chiappe et al. (2001) has shown that variance in phoneme identification can account for significant variance in phoneme deletion. They suggest that deficits in speech perception play a causal role in the deficient phonological processing of poor readers and that insufficiently differentiated phonological representations are a mediating link between deficient speech perception and phonological awareness. This echoes and extends an earlier statement by Brady and her colleagues (Brady, Poggie, & Rapala, 1989) who suggested that differences between good and poor readers may lie in "the accuracy of formulating phonological representations" (p.120).

Speech Production Skills. In parallel to their problems with speech perception, poor readers also present difficulties with the repetition of multisyllabic words (Snowling, 1981), nonwords (Snowling, Goulandris, Bowlby, & Howell, 1986), and phonologically complex phrases (Catts, 1986). Their misarticulations could be viewed as a consequence of inadequate speech perception but deficient phonological representation could also be a factor. Reading difficulty is more prevalent among children with speech production deficits (Bishop & Adams, 1990; Silva, Williams, & McGee, 1987), although speech production problems do not necessarily predict poor reading achievement (Catts, 1991). These delays persist at least until adolescence (Stothard, Snowling, Bishop, Chipcase, & Kaplan, 1998)

PHONOLOGICAL AWARENESS AND LETTER KNOWLEDGE

Letter knowledge is another salient attribute of beginning reading success that has been linked to phonological awareness and early reading (Adams, 1990; Bradley & Bryant, 1991;

Ehri, 1983; Mann, 1984; Muter, 1994). We review
the literature supporting this link from two vantage points: vocabulary development and literacy experience.

Vocabulary and Phonological Awareness. Many studies have drawn a link between reading ability and vocabulary, especially expressive vocabulary (Wolf, 1991). Walley (1993) has suggested that vocabulary growth plays an active, causal role in phoneme awareness; she and her colleagues (Garlock, Walley, & Metsala, 2001) maintain that vocabulary growth essentially restructures phonological representations by forcing representations that are initially syllabic and holistic to become more phonemic and segmentai as lexical neighborhoods increase in density. Within this perspective, we might speculate that a tacit restructuring of phonological representations to distinguish between phonemes as well as syllables is spurred by the learning of letter names such as "vee," "gee," "dee,' and "tee" since letter names involve some highly overlapping features that produce dense neighborhoods of CV items.

Phonological Awareness and Literacy Experience. Letter knowledge can also prompt children to develop an awareness of phonemes because it helps them to develop initial hypotheses about grapheme-phoneme relationships (e.g., Barron, 1998; Byrne, 1996). Early reading acquisition and phonological awareness appear to be facilitated by the combined training of phonological awareness skills and letter sound relationships (Ball & Blachman, 1991; Barron, Golden, Seldon, Tait, Marmurek, & Haines, 1992; Bradley & Bryant, 1983; Byrne & Fielding-Barnsley, 1990; Defior & Tudela, 1994). Likewise, phonological awareness skills are enhanced in children who have received phonological awareness training combined with explicit instruction in letter sound relationships. These findings have been widely interpreted as suggesting that learning to read and write letters may have a reciprocal effect on the development of phonological awareness (e.g., Barron, 1998; Burgess & Lonigan, 1998; Morais, 1991a, 1991b; Treiman, Tincoff, Rodriguez, Mouzaki, & Francis, 1998).

Treiman has suggested that children may use their knowledge of letter names to develop letter sound correspondences (Treiman, 1993; Treiman, Zukowski, & Richmond-Welty, 1995), using letters as "maps of phonemic content" (Treiman, 1998, p. 296) that initially represent holistic categories such as a syllables (e.g., Treiman, et al., 1995), but later change to representing smaller phonemic units. The inventive spellings of preliterate children are consistent with this view: Spellings such as "PPL" for "people" are a hallmark of the earlier, holistic stages of this transition, and spellings such as "pepul" are evidence of a more phonemic stage. The presence of more phonemically accurate invented spellings such as "pepul" is linked to phoneme awareness and is a predictor of reading ability (Mann, 1993; Mann, Tobin, & Wilson, 1988; Torgesen & Davis; 1996). Treiman's work also suggested that the learning of letter sound and letter name relationships may involve different processes (Treiman & Broderick, 1998). To us, this raises the possibility that the learning of letter names may be an aspect of vocabulary learning, where the learning of letter sounds may be more closely linked to phonological awareness and literacy exposure (for a contrasting view, see Burgess & Lonigan, 1998).

SUMMARY

Speech development and letter knowledge relate to phonological awareness and early reading ability in complex ways. Speech perception and speech production are each deficient in at least some poor readers, and discussions of this have often made reference to phonological representation as a mediating factor. Weak letter knowledge is another associate of poor reading and deficient phonological awareness. This may owe to the fact that vocabulary knowledge tends to be deficient among poor readers; vocabulary growth is linked to phonological representation and could be a factor in the relation between speech skills and reading. Letter knowledge, especially letter sound knowledge, however, follows from literacy exposure and can directly promote the child's growing awareness of phonological units. Thus, individual differences in letter knowledge may follow from factors above and beyond phonological representation.

The primary objective of the present study is to examine how speech perception and production, vocabulary, letter name, and letter sound knowledge may be interrelated with each other and with rhyme awareness, phoneme awareness, and reading ability, more generally. Letter knowledge is a particular focus as it appears to be especially well associated with phoneme awareness and reading. Less is known about its relation to vocabulary and very little is known about its relation to speech skills. We would expect to find both relationships to the extent that the relevance of letter knowledge to phonological awareness reflects a common role of phonological representation.

Specifically, we tested the hypotheses that:

* phonological awareness will be related to reading, and there will be separable relations for rhyme awareness and phoneme awareness.

* speech measures and vocabulary will relate to reading measures and to measures of phonological awareness by virtue of common demands on phonological representation.

* letter knowledge will bear special relations to reading and phonological awareness, independent of speech measures and vocabulary, and will reflect literacy exposure as opposed to the instantiation of phonological representations as an intervening variable.

METHOD

PARTICIPANTS

Ninety-nine four- to six-year-old children (50 girls and 49 boys) attending preschool/day care programs in southern California participated in the study during February and March. The final sample included 51 four-year-olds, 43 five-year-olds, and five six-year-olds. The children were from low to upper middle-class families, equally represented in each of the age groups. All of the preschools had same-age classroom groupings. None of the preschools

explicitly taught "reading" and none taught
phonological awareness. Letter name and letter sound training varied from classroom to classroom, including classrooms where the only exposure to letter names were computer games the children could choose to play if they so wished, and classrooms where letter names and sounds were introduced during the year prior to kindergarten entry. Descriptive statistics are given in table I.

MATERIALS

Reading. Separate scores were obtained for the Word Identification (real words) and Word Attack (nonwords) subtests of the Woodcock Reading Mastery Test-Revised (Woodcock, 1987). Due to floor effects for the nonword reading task, only the Word Identification scores, which were converted to W-scores, were used in the analysis.

Verbal Working Memory. The Digit Span subtest of the WISC-R (Wechsler, 1992) provided a measure of verbal shortterm memory, which has been linked to reading achievement and early reading skills (e.g., Mann, 1984; Marshall, et al., 2001; Snowling, et al., 1994), including phonological representation (Fowler, 1991).

Vocabulary. The WPPSI Vocabulary subtest (Wechsler, 1992) was used as a measure of expressive vocabulary. In this test, children are asked to give definitions for words of increasing difficulty.

Letter Knowledge. The letter identification and letter sound subtests of the Concepts about Print Test (Clay, 1979) were administered. This test involves identification and naming of all upper and lower case letters in random order. Letter sound knowledge was assessed by readministering the letter stimuli and asking children to provide the sound associated with each letter. The tasks were discontinued after eight consecutive failures, with the exception of letters in the child's first name, all of which were then tested. In addition, letter name and letter sound knowledge were assessed in four clusters of letters (br, gr, sw, and oa). The letter naming score reflects the summed scores on the letter identification tests for upper and lower case letters and cluster subtests. The letter sound score reflects the summed scores on the letter sound tests for upper and lower case letters, and the cluster sounds subtests. Letter name knowledge was assessed prior to letter sound knowledge, separated by several other tasks.

PHONOLOGICAL AWARENESS

Phoneme Awareness. The materials, taken from Foy & Mann (2001) consisted of practice trials and test items for each of six subtests assessing phoneme judgment, phoneme deletion, and phoneme substitution in both initial and final positions. The subtests each consisted of two practice items and five test items, and were administered in standard order: phoneme judgment, phoneme deletion, and phoneme substitution. In the phoneme judgment tests, the children were told that a puppet wanted them to help him play "the sound game." Following

demonstration and practice, the examiner presented
a stimulus word, followed by two test words, and the children responded with the word that started (initial) or ended (final) with the same sound as the target word. In the phoneme deletion tasks, the children were told that the puppet wanted to see what happens when the first (initial) or last (final) sound was taken out. After demonstration and practice, the children responded by indicating how the word would sound when the target sound was removed from each test word. In the phoneme substitution tests, the children were told that the examiner liked the letter /k/, and were invited to change the puppet's words by changing the first (initial) or last (final) sound to /k/. Following demonstration and practice, the children responded by changing the nonsense words into nonsense words that began (initial) or ended (final) with /k/. Raw scores on the phoneme judgment, phoneme deletion, and phoneme substitution segments of each test were summed to provide two scores for each subtest: initial and final.

Rhyming Awareness. The composite rhyme awareness score was derived by summing the raw scores on two rhyming tasks: rhyme recognition and rhyme production (Foy & Mann, 2001). In the rhyme recognition task, adapted from Chaney (1992), children saw three pictured objects at a time, two of which had names that rhymed. The examiner named the three objects and pointed to them. The children were asked to point to the pictures that "rhymed" or "sounded almost the same." After demonstration and three practice trials, the children indicated their responses to eight trials by pointing. In the rhyme production task, the children were asked to say, "what word rhymes with _ " for five trials consisting of common words (e.g., hop). Words and nonwords were scored as correct as long as they rhymed with the target word.

PHONOLOGICAL AWARENESS TASKS

The battery of phonological tests resulted in eight different scores (initial vs. final position for phoneme judgment deletion and substitution; rhyme production and rhyme identification). To simplify analysis and interpretation of our data, we attempted to recode the phonological awareness test scores into a smaller set of variables using principal components analysis. A principal components factor analysis using varimax rotation of the z-scores for all scores identified three components explaining 70 percent of the total variance. The first component, Phoneme judgment (accounting for 27.4 percent of the variance), consisted of the initial and final subtests requiring the children to judge which of two words started/ended with the same sound as a target (component loadings were .89 and .87, respectively). The second component (21.5 percent of variance), Phoneme Manipulation, consisted of tasks reflecting deeper levels of phonological sensitivity (Stanovich, 1992): phoneme deletion and substitution in both initial and final position (component loadings were .73, .58, .78, and .86). The third component, Rhyme Awareness (accounting for 20 percent of the total variance), consisted of the rhyme identification and rhyme production tasks (component loadings were both .91). These components will be used as measures of phonological awareness.

Speech Production. In the Goldman-Fristoe Test of Articulation (Goldman & Fristoe, 1986), the children are asked to name common objects/actions shown in simple black/white drawings, with the responses transcribed phonetically on-line and later analyzed. A licensed and certified speech-language pathologist performed the transcription and phonological

analyses using standard phonetic transcription.
"Articulation" reflected the number of errors made on phonemes identified for testing in the Goldman-Fristoe Test of Articulation.

Naming Speed. An English language adaptation (Foy & Mann, 2001) of Elbro's naming task (see Elbro, 1990) was used to measure picture naming speed. It is a simple naming task with color pictures taken from magazines. These names of the pictures are within the vocabulary of five-year old children. Pictures from the same semantic category (e.g., chair, sofa, table) are presented three at a time on a single card, and the child is asked to name the objects depicted in the pictures as quickly as possible. The test has two trial items and 15 test items. If the child failed to name a picture, misnamed a picture, or took longer than 15 seconds to name the items on the card, the data from that item was disregarded in the naming data. The individual scores are average naming time in seconds.

Nonword Repetition. The modified Children's Test of Nonword Repetition (Gathercole, Willis, Baddeley, & Emslie, 1994) was used to assess nonword repetition ability. In order to shorten the task, only the first five nonwords from twosyllable, three-syllable, and four-syllable nonwords were administered to the children. According to Gathercole and colleagues (1994), the phoneme sequences are phonotactically and prosodically legal. Test-retest reliability was reported at .77. Pronunciation was modified for the American sample according to pronunciation by 10 normally reading adults (see Foy & Mann, 2001). On-line scoring has been previously reported at agreement on 97 percent of the items. Deletions, substitutions, and additions were all scored as errors. Percentage of correct words was calculated.

Speech Perception. Speech perception was assessed with a computerized task using synthesized stimuli generated using the CSLU Speech Toolskit with a sampling rate of 16000 samples/sec. The target stimuli were derived from the GoldmanFristoe Woodcock Test of Auditory Discrimination (Goldman, Fristoe, & Woodcock, 1970), and consisted of 12 minimal pairs of words that included the following contrasts in the initial position in words common to the vocabularies of young children (see the Appendix). They contrasted voicing (for example, /b/ vs. /p/), place of articulation (for example, /b/ vs. /d/), and manner of articulation (for example, /b/ vs. /s/). In the "quiet" condition, participants listened to the stimuli via noise-canceling earphones. In the "noise" condition, participants heard the same stimuli in a different order, masked by white noise (0 SNR) 440 msec preceding and during the duration of the speech sound presentation. The quiet condition always preceded the noise condition, and in both conditions, pointing responses were recorded by an experimenter who was blind to the speech pair condition. Prior to presentation of the stimuli, the children were first trained on the pointing task, and familiarized with the speech stimuli and visual line drawings of each word. After criterion performance of 90 percent was achieved on the pointing task, the children completed two blocks of 21 trials each. The trials consisted of a speech stimulus (e.g., "lake") followed immediately by a visual display of two simple black and white line drawings identical to the ones on which they had previously been trained (e.g., rake and lake.). The visual display was shown for 84 s. A 100 ms ISI separated each trial. The task was portrayed as a game in which aliens were trying to learn to speak like the children, and it was the children's job to teach the aliens which pictures went with which words. Stimuli were randomly presented and the target item location (i.e., right or left) was

counterbalanced within each block. Separate scores
were obtained for total errors under quiet and noise conditions. Ambiguous pointing responses were recorded as no-responses.

PROCEDURE

Participants were tested individually in quiet testing rooms on the school premises in two sessions each lasting approximately 30 minutes, and typically conducted on two separate days. They were rewarded with stickers as needed to ensure maximal motivation and attention.

RESULTS

Descriptive statistics for the major variables appear in table I and a zero-order correlation matrix appears in table II.

EXAMINATION OF THE DATA

Prior to analysis, the major variables were examined separately for fit between their distributions and the assumptions of multivariate analysis, as recommended by Tabachnick & Fidell (2001). Because some of the variables (word reading and phoneme manipulation) had positively skewed distributions (with zero), log transformations were applied to each of them. Word reading was also recoded prior to transformation in order to achieve a satisfactory distribution where W-scores of 340 were recoded as 1, W-scores greater than 340 but less than or equal to 371 were coded as 2, and W-scores greater than 371 were coded as 3. The transformations produced acceptable distributions and reduced skewness and kurtosis, indicating that the transformations had resulted in distributions that approached normality more closely (Tabachnick & Fidell, 2001, p. 81).

MULTIVARIATE ANALYSES

The cases, with transformations applied to word reading and phoneme manipulation, were then screened for multivariate outliers on all major variables through Mahalanobis distance with p

For all multiple regression analyses which we report, we examined the assumptions of normality, linearity, and homoscedasticity of residuals for multivariate analysis (Tabachnick & Fidell, 2001) and found them acceptable.

Hypothesis 1: Phonological Awareness Measures that Relate to Reading. Our results showed that both Phoneme judgment (A~Y" = .22, p

Hypothesis 2: Relations between Speech Measures, Vocabulary, Reading, and Phonological Awareness.

Relations involving speech perception. We had hypothesized that speech perception abilities would be associated with skills that have been previously linked with reading, phonological awareness, and such other measures as letter naming and letter sound knowledge, articulation errors, rapid naming, nonword repetition, and reading skills to the extent that phonological representation was a mediating factor reflected in all of these skills. Our examination of this research hypothesis involved first examining zero-order correlations, partial correlations controlling for age, and then sequential regression analyses controlling for those variables we wanted to statistically eliminate (i.e., age, digit span, vocabulary, letter knowledge, speech production, naming speed, and nonword repetition).

Quiet condition. Spearman rank correlations between the variables showed that speech perception under quiet conditions was significantly correlated with phoneme judgment (6 percent), rhyme awareness (14 percent), letter sound knowledge (13 percent), letter name knowledge (11 percent), speech production (5 percent), nonword repetition (8 percent), and (log of) reading skill (7 percent). When partial correlations controlled for age, the results were unchanged for phoneme judgment, pr(87) - .22, p

We next conducted three separate sequential regression analyses, predicting each of our phonological awareness measures. In each case, we first entered the variables we wished to control statistically (age, digit span, vocabulary, letter knowledge, naming, and nonword repetition) and then entered speech perception under quiet conditions. These results revealed that speech perception under quiet conditions was not independently related to either phoneme judgment, R^sup 2^ = .15, Adjusted R^sup 2^ = .06, R^sup 2^ [Delta] = .01, F[Delta](1, 81) = .735, ns, or phoneme manipulation, R^sup 2^ = .18, Adjusted R^sup 2^ = .08, R^sup 2^ [Delta] = .000, F[Delta](1,79) = .002, ns, or rhyme awareness, R^sup 2^ = .37, Adjusted R^sup 2^ = .30, R^sup 2^ [Delta] = .004, F[Delta](1, 80) = .573, ns. For rhyme awareness, vocabulary emerged as the only significant predictor in the final regression step (A~Y" = .41, p

Noise condition. Spearman rank correlations between the variables showed that speech perception under noise conditions was significantly correlated with rhyme awareness (18 percent), letter sounds (11 percent), letter names (10 percent), and (log of) word reading (10 percent). Partial correlations controlling for age did not change the results for rhyme awareness, pr(87) - .22, p

We next conducted sequential regression analyses predicting each of our phonological awareness measures, first entering the variables we wished to control statistically (age, digit span, vocabulary, letter knowledge, naming, and nonword repetition) and then speech perception under noise conditions. These results revealed that speech perception (noise) was not independently related to phoneme judgment (R^sup 2^ = .14, Adjusted R^sup 2^ = .05,

R^sup 2^ [Delta] = .000, F[Delta](1, 81) = .02, ns),
nor were any of the variables in the final step of the regression, which was not statistically significant.

Speech perception was also not independently related to (log of) phoneme manipulation, R^sup 2^ = .17, Adjusted R^sup 2^ = .08, R^sup 2^ [Delta] = .000, F[Delta](1, 79) = .02, ns. The final regression step was not statistically significant; the only significant predictor in this step, and the first step, which was statistically significant, was letter sound knowledge (A~Y" = .34, p

Hypothesis 3: Relations between Letter Knowledge, Vocabulary, Reading, and Phonological Awareness. Our third hypothesis proposed that letter knowledge (names and/or sounds) would associate with reading and phonological awareness above and beyond their associations with speech measures and vocabulary. An analysis by age generally supported previous findings (Worden & Boettcher, 1990) that preschool children know more letter names for upper case (M = 14.91, SD = 10.26) than lower case letters (M = 12.93, SD = 10.45), and fewer letter sounds (M = 11.11, SD = 17.03) than letter names (M = 27.84, SD = 20.39).

Spearman rank correlations showed that letter name knowledge was related to phoneme judgment (6 percent), rhyme awareness (20 percent), letter sound knowledge (35 percent), speech production (9 percent), nonword repetition (4 percent), (log of) word reading (11 percent), naming speed (14 percent), and discrimination of speech under quiet (11 percent) and noise conditions (14 percent).

Spearman rank correlations showed that letter sound knowledge also accounted for a significant proportion of the variance in (log of) phoneme manipulation (5 percent), phoneme judgment (9 percent), rhyme awareness (16 percent), letter name knowledge (35 percent), speech production (4 percent), (log of) word reading (11 percent), naming speed (14 percent), and discrimination of speech under quiet (12 percent) and noise conditions (11 percent).

To further examine the relation between our reading/ phonological measures and letter knowledge, we conducted a series of sequential multiple regression analyses, first entering the variables we wished to statistically control (age, digit span, vocabulary, speech production, speech perception, naming speed, and nonword repetition), followed by our reading and phonological awareness measures. Results showed that letter name knowledge was not independently associated with either reading or phonological awareness. In contrast, significant variance in letter sound knowledge was accounted for by (log of) reading (A~Y" =. 60, p

Our analyses having indicated that letter sound knowledge is statistically and independently linked with reading and deeper levels of phoneme, we further explored the interrelationship between letter sound knowledge, phoneme manipulation, and reading. In order to determine whether letter sound knowledge predicted phoneme manipulation and reading independent of letter name knowledge, we conducted two separate sequential regression analyses, first

entering the variables we wished to control,
including letter name knowledge in the first analysis and then letter sound knowledge in the second. Results revealed that letter sound knowledge was an independent predictor of (log of) phoneme manipulation (R^sup 2^ = .14, R^sup 2^[Delta] = .09, p

Since letter sound knowledge and speech perception skills are apparently linked, we sought to determine whether the relationship between letter sound knowledge and phoneme manipulation was entirely dependent on speech perception skills. To this end, we conducted a sequential regression analysis predicting phoneme manipulation from letter sound knowledge, and controlling for other variables such as age and speech perception. Results showed that letter sound knowledge continued to emerge as an independent predictor (A~Y" = .35, p

Our third hypothesis had concerned the possibility that letter knowledge might be associated with speech development owing to a mutual association with phonological representation. In order to examine whether the relationship between speech perception and letter knowledge was independent of age, vocabulary, and digit span, we conducted two separate sequential multiple regression analyses, first entering the variables we wished to statistically control including age, vocabulary, and digit span in the first step, and then the composite speech perception scores. This revealed that speech perception contributed 5 percent of unique variance in letter sound knowledge (R^sup 2^ =. 40, Adjusted R^sup 2^ = .37, R^sup 2^[Delta] = .05, F[Delta](1, 86) = 7.56, p

We then examined whether the relationship between letter sound knowledge and phoneme manipulation was also independent of speech perception by entering our control variables into the first step including speech perception, and phoneme manipulation entered next in the regression. Results showed that the relationship between letter sound knowledge and phoneme manipulation was mediated by speech perception skills, (A~Y" = .10, ns).

Since we had found that age, letter name knowledge, phoneme manipulation, and speech discrimination all associated with letter sound knowledge, we were interested in examining the relative contribution of these variables to its prediction of letter sound knowledge. Thus, our final analysis was a standard multiple regression of factors that influenced letter sound knowledge, entering age, letter name knowledge, and speech discrimination in a single step. This revealed that letter name knowledge (A~Y" = .44, p

DISCUSSION

Consistent with previous findings (Foy & Mann, 2001, 2003; Muter, 1994), we have once again found that rhyme and phoneme awareness can be dissociated. They appear to involve different concomitants and are differentially associated with very early reading abilities. As we and others (e.g., Hulme, 2002; Hulme et al., 2002; Marshall et al., 2001) had previously found, rhyme awareness in a preschool sample may not be linked with reading. It is phoneme awareness that is consistently the stronger predictor of emerging reading skill in children on the brink of kindergarten entry. Consistent with Stanovich's (1992) suggestion that shallow

vs. deeper levels of phoneme awareness can be distinguished, we have also identified differences between phoneme judgment and phoneme manipulation. Manipulations of individual phonemes were more strongly linked with reading and letter sound knowledge than were either phoneme judgments or rhyme awareness. We did not, however, find trends that pointed to differences between initial and final phoneme positions. Regardless of position within the syllable, the manipulation and judgment of phonemes loaded on components separate from the factor that was linked to rhyme awareness, and this suggests that sensitivity to phoneme onsets was not a factor in our population of children.

Based on our review of the literature and our previous findings (Foy & Mann, 2001, 2003), we had focused our attention on two core variables that may relate to our measures of phonological awareness: speech development and letter knowledge. Speech perception and production errors were more reliably linked with rhyme awareness and phoneme judgment than with phoneme manipulation. These results for rhyme and phoneme judgment are consistent with previous research (Chiappe et al., 2001) linking low phonological awareness to insufficiently differentiated phonological representations. However, the results for phoneme manipulation suggest that deeper levels of phoneme awareness involve something above and beyond the internal representations of the phonemes, consistent with Morais (1991a,b).

Next to phonological awareness, letter knowledge is one of the best predictors of children's reading ability (Adams, 1990; Burgess & Lonigan, 1998; Mann, 1984; Wagner, Torgesen, & Rashotte, 1994). Our findings support this result, and, furthermore, show that letter name knowledge and letter sound knowledge have different associates (as suggested by Treiman & Broderick, 1998). Letter sound knowledge is more strongly linked with early reading skills and phoneme manipulation than is letter name knowledge. This concurs with Barron and his colleagues (Barron et al., 1992) who found that knowledge of letter sounds predicted deep levels of phoneme awareness (an onset deletion task in his study) but not rhyme awareness. It is also consistent with findings by Burgess and Lonigan (1998) who showed that letter sound knowledge in preschool children predicted more growth in performance on a phoneme deletion task than did knowledge of letter names. Unlike letter name knowledge, knowledge of letter sound relationships appears to be more than knowledge of vocabulary or just another product of effective phonological representations. Treiman and her colleagues (e.g., Treiman, et al., 1998) have clearly shown that children bring their knowledge of letter names to the learning of letter sounds, but that, in addition, phonological skills may be prerequisite for learning letter sounds (Treiman & Broderick, 1998, p.113). This suggests that letter names, together with phonological awareness measures, should relate to letter sounds more strongly than to letter names as we showed in the present study. It also accords with our finding that phoneme manipulation, but neither phoneme judgment nor rhyme awareness independently, predicted variance in letter sound knowledge when letter name knowledge was partialled out.

We had chosen to study speech skills and letter knowledge in relation to phonological awareness because they offered a means of evaluating two perspectives on the development of phonological awareness: a language-based account and a literacy experience-based account. Our findings suggest a complex pattern of relationships that gives credence to each perspective, depending on the level of phonological awareness and the type of letter

knowledge at hand. Different aspects of
phonological awareness bear different relationships to reading, and they also bear different relationships to speech skills, vocabulary, and knowledge of letters. The existence of so many interconnections is consistent with a language-based account (i.e., phonological representation). Yet the fact that knowledge of letter sounds bears a specific relation to the ability to manipulate phonemes is consistent with a literacy experience account. Many skills are involved in the development of phonological awareness; speech skills and vocabulary may play a partial role, but something else pushes the learning of letter sounds and the ultimate attainment of phoneme manipulation. In the future, longitudinal research with a closer attention to the home and preschool literacy environment can shed light on the relative pacings of letter knowledge and phoneme manipulation, and clarify the sources of individual differences and the nature of causality.

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A Nation of Wimps

A nation of wimps: parents are going to ludicrous lengths to take the lumps and bumps and bumps out of life for their children. However well-intentioned, parental hyperconcern and microscrunity have the net effect of making kids more fragile. That may be why the young are breaking down in record numbers

Hara Estroff Marano

MAYBE IT'S THE CYCLIST IN THE PARK, TRIM UNDER HIS SLEEK METALLIC BLUE helmet, cruising along the dirt path ... at three miles an hour. On his tricycle.

Or perhaps it's today's playground, all-rubber-cushioned surface where kids used to skin their knees. And ... wait a minute ... those aren't little kids playing. Their mommies--and especially their daddies--are in there with them, coplaying or play-by-play coaching. Few take it half-easy on the perimeter benches, as parents used to do, letting the kids figure things out for themselves.

Then there are the sanitizing gels, with which over a third of parents now send their kids to school, according to a recent survey. Presumably, parents now worry that school bathrooms are not good enough for their children.

Consider the teacher new to an upscale suburban town. Shuffling through the sheaf of reports certifying the educational "accommodations" he was required to make for many of his history

students, he was struck by the exhaustive, well-
written-and obviously costly--one on behalf of a girl who was already proving among the most competent of his ninth-graders. "She's somewhat neurotic," he confides, "but she is bright, organized and conscientious--the type who'd get to school to turn in a paper on time, even if she were dying of stomach flu." He finally found the disability he was to make allowances for: difficulty with Gestalt thinking. The 13-year-old "couldn't see the big picture." That cleverly devised defect (what 13-year-old can construct the big picture?) would allow her to take all her tests untimed, especially the big one at the end of the rainbow, the college-worthy SAT.

Behold the wholly sanitized childhood, without skinned knees or the occasional C in history. "Kids need to feel badly sometimes," says child psychologist David Elkind, professor at Tufts University. "We learn through experience and we learn through bad experiences. Through failure we learn how to cope."

Messing up, however, even in the playground, is wildly out of style. Although error and experimentation are the true mothers of success, parents are taking pains to remove failure from the equation.

"Life is planned out for us," says Elise Kramer, a Cornell University junior. "But we don't know what to want." As Elkind puts it, "Parents and schools are no longer geared toward child development, they're geared to academic achievement."

No one doubts that there are significant economic forces pushing parents to invest so heavily in their children's outcome from an early age. But taking all the discomfort, disappointment and even the play out of development, especially while increasing pressure for success, turns out to be misguided by just about 180 degrees. With few challenges all their own, kids are unable to forge their creative adaptations to the normal vicissitudes of life. That not only makes them risk-averse, it makes them psychologically fragile, riddled with anxiety. In the process they're robbed of identity, meaning and a sense of accomplishment, to say nothing of a shot at real happiness. Forget, too, about perseverance, not simply a moral virtue but a necessary life skill. These turn out to be the spreading psychic fault lines of 21st-century youth. Whether we want to or not, we're on our way to creating a nation of wimps.

THE FRAGILITY FACTOR

College, it seems, is where the fragility factor is now making its greatest mark. It's where intellectual and developmental tracks converge as the emotional training wheels come off. By all accounts, psychological distress is rampant on college campuses. It takes a variety of forms, including anxiety and depression--which are increasingly regarded as two faces of the same coin--binge drinking and substance abuse, serf-mutilation and other forms of disconnection. The mental state of students is now so precarious for so many that, says Steven Hyman, provost of Harvard University and former director of the National Institute of Mental Health, "it is interfering with the core mission of the university."

The severity of student mental health problems has been rising since 1988, according to an annual survey of counseling center directors. Through 1996, the most common problems raised by students were relationship issues. That is developmentally appropriate, reports Sherry Benton, assistant director of counseling at Kansas State University But in 1996,

anxiety overtook relationship concerns and has
remained the major problem. The University of Michigan Depression Center, the nation's first, estimates that 15 percent of college students nationwide are suffering from that disorder alone.

Relationship problems haven't gone away; their nature has dramatically shifted and the severity escalated. Colleges report ever more cases of obsessive pursuit, otherwise known as stalking, leading to violence, even death. Anorexia or bulimia in florid or subclinical form now afflicts 40 percent of women at some time in their college career. Eleven weeks into a semester, reports psychologist Russ Federman, head of counseling at the University of Virginia, "all appointment slots are filled. But the students don't stop coming."

Drinking, too, has changed. Once a means of social lubrication, it has acquired a darker, more desperate nature. Campuses nationwide are reporting record increases in binge drinking over the past decade, with students often stuporous in class, if they get there at all. Psychologist Paul E. Joffe, chair of the suicide prevention team at the University of Illinois at Urbana-Champaign, contends that at bottom binge-drinking is a quest for authenticity and intensity of experience. It gives young people something all their own to talk about, and sharing stories about the path to passing out is a primary purpose. It's an inverted world in which drinking to oblivion is the way to feel connected and alive.

"There is a ritual every university administrator has come to fear," reports John Portmann, professor of religious studies at the University of Virginia. "Every fall, parents drop off their well-groomed freshmen and within two or three days many have consumed a dangerous amount of alcohol and placed themselves in harm's way. These kids have been controlled for so long, they just go crazy."

Heavy drinking has also become the quickest and easiest way to gain acceptance, says psychologist Bernardo J. Carducci, professor at Indiana University Southeast and founder of its Shyness Research Institute. "Much of collegiate social activity is centered on alcohol consumption because it's an anxiety reducer and demands no social skills," he says. "Plus it provides an instant identity; it lets people know that you are willing to belong."

WELCOME TO THE HOTHOUSE

Talk to a college president or administrator and you're almost certainly bound to hear tales of the parents who call at 2 a.m. to protest Branden's C in economics because it's going to damage his shot at grad school.

Shortly after psychologist Robert Epstein announced to his university students that he expected them to work hard and would hold them to high standards, he heard from a parent--on official judicial stationery--asking how he could dare mistreat the young. Epstein, former editor in chief of Psychology Today, eventually filed a complaint with the California commission on judicial misconduct, and the judge was censured for abusing his office--but not before he created havoc in the psychology department at the University of California San Diego.

Enter: grade inflation. When he took over as president of Harvard in July 2001, Lawrence Summers publicly ridiculed the value of honors after discovering that 94 percent of the

college's seniors were graduating with them. Safer to lower the bar than raise the discomfort level. Grade inflation is the institutional response to parental anxiety about school demands on children, contends social historian Peter Stearns of George Mason University. As such, it is a pure index of emotional over-investment in a child's success. And it rests on a notion of juvenile frailty--"the assumption that children are easily bruised and need explicit uplift," Stearns argues in his book, Anxious Parenting: A History of Modern Childrearing in America.

Parental protectionism may reach its most comic excesses in college, but it doesn't begin there. Primary schools and high schools are arguably just as guilty of grade inflation. But if you're searching for someone to blame, consider Dr. Seuss. "Parents have told their kids from day one that there's no end to what they are capable of doing," says Virginia's Portmann. "They read them the Dr. Seuss book Oh, the Places You'll Go! and create bumper stickers telling the world their child is an honor student. American parents today expect their children to be perfect--the smartest, fastest, most charming people in the universe. And if they can't get the children to prove it on their own, they'll turn to doctors to make their kids into the people that parents want to believe their kids are."

What they're really doing, he stresses, is "showing kids how to work the system for their own benefit."

And subjecting them to intense scrutiny. "I wish my parents had some hobby other than me," one young patient told David Anderegg, a child psychologist in Lenox, Massachusetts, and professor of psychology at Bennington College. Anderegg finds that anxious parents are hyperattentive to their kids, reactive to every blip of their child's day, eager to solve every problem for their child--and believe that's good parenting. "If you have an infant and the baby has gas, burping the baby is being a good parent. But when you have a 10-year-old who has metaphoric gas, you don't have to burp him. You have to let him sit with it, try to figure out what to do about it. He then learns to tolerate moderate amounts of difficulty, and it's not the end of the world."

ARRIVEDERCI, PLAYTIME

In the hothouse that child raising has become, play is all but dead. Over 40,000 U.S. schools no longer have recess. And what play there is has been corrupted. The organized sports many kids participate in are managed by adults; difficulties that arise are not worked out by kids but adjudicated by adult referees.

"So many toys now are designed by and for adults," says Tufts' Elkind. When kids do engage in their own kind of play, parents become alarmed. Anderegg points to kids exercising time-honored curiosity by playing doctor. "It's normal for children to have curiosity about other children's genitals," he says. "But when they do, most parents I know are totally freaked out. They wonder what's wrong."

Kids are having a hard time even playing neighborhood pickup games because they've never done it, observes Barbara Carlson, president and cofounder of Putting Families First. "They've been told by their coaches where on the field to stand, told by their parents what color socks to wear, told by the referees who's won and what's fair. Kids are losing leadership skills."

A lot has been written about the commercialization of children's play, but not the side effects, says Elkind. "Children aren't getting any benefits out of play as they once did." From the beginning play helps children learn how to control themselves, how to interact with others. Contrary to the widely held belief that only intellectual activities build a sharp brain, it's in play that cognitive agility really develops. Studies of children and adults around the world demonstrate that social engagement actually improves intellectual skills. It fosters decision-making, memory and thinking, speed of mental processing. This shouldn't come as a surprise. After all, the human mind is believed to have evolved to deal with social problems.

THE ETERNAL UMBILICUS

It's bad enough that today's children are raised in a psychological hothouse where they are overmonitored and oversheltered. But that hothouse no longer has geographical or temporal boundaries. For that you can thank the cell phone. Even in college--or perhaps especially at college--students are typically in contact with their parents several times a day, reporting every flicker of experience. One long-distance call overheard on a recent cross-campus walk: "Hi, Morn. I just got an ice-cream cone; can you believe they put sprinkles on the bottom as well as on top?"

"Kids are constantly talking to parents," laments Cornell student Kramer, which makes them perpetually homesick. Of course, they're not telling the folks everything, notes Portmann. "They're not calling their parents to say, 'I really went wild last Friday at the flat house and now I might have chlamydia. Should I go to the student health center?'"

The perpetual access to parents infantilizes the young, keeping them in a permanent state of dependency. Whenever the slightest difficulty arises, "they're constantly referring to their parents for guidance," reports Kramer. They're not learning how to manage for themselves.

Think of the cell phone as the eternal umbilicus. One of the ways we grow up is by internalizing an image of Mom and Dad and the values and advice they imparted over the early years. Then, whenever we find ourselves faced with uncertainty or difficulty, we call on that internalized image. We become, in a way, all the wise adults we've had the privilege to know. "But cell phones keep kids from figuring out what to do," says Anderegg. "They've never internalized any images; all they've internalized is 'call Morn or Dad.'"

Some psychologists think we have yet to recognize the full impact of the cell phone on child development, because its use is so new. Although there are far too many variables to establish clear causes and effects, Indiana's Carducci believes that reliance on cell phones undermines the young by destroying the ability to plan ahead. "The first thing students do when they walk out the door of my classroom is flip open the cell phone. Ninety-five percent of the conversations go like this: 'I just got out of class; I'll see you in the library in five minutes.' Absent the phone, you'd have to make arrangements ahead of time; you'd have to think ahead."

Herein lies another possible pathway to depression. The ability to plan resides in the prefrontal cortex (PFC), the executive branch of the brain. The PFC is a critical part of the self-regulation system, and it's deeply implicated in depression, a disorder increasingly seen as caused or maintained by unregulated thought patterns--lack of intellectual rigor, if you

will. Cognitive therapy owes its very effectiveness
to the systematic application of critical thinking to emotional reactions. Further, it's in the setting of goals and progress in working toward them, however mundane they are, that positive feelings are generated. From such everyday activity, resistance to depression is born.

What's more, cell phones--along with the instant availability of cash and almost any consumer good your heart desires--promote fragility by weakening self-regulation. "You get used to things happening right away," says Carducci. You not only want the pizza now, you generalize that expectation to other domains, like friendship and intimate relationships. You become frustrated and impatient easily. You become unwilling to work out problems. And so relationships fail--perhaps the single most powerful experience leading to depression.

FROM SCRUTINY TO ANXIETY ... AND BEYOND

The 1990s witnessed a landmark reversal in the traditional patterns of psychopathology. While rates of depression rise with advancing age among people over 40, they're now increasing fastest among children, striking more children at younger and younger ages.

In his now-famous studies of how children's temperaments play out, Harvard psychologist Jerome Kagan has shown unequivocally that what creates anxious children is parents hovering and protecting them from stressful experiences. About 20 percent of babies are born with a high-strung temperament. They can be spotted even in the womb; they have fast heartbeats. Their nervous systems are innately programmed to be overexcitable in response to stimulation, constantly sending out false alarms about what is dangerous.

As infants and children this group experiences stress in situations most kids find unthreatening, and they may go through childhood and even adulthood fearful of unfamiliar people and events, withdrawn and shy. At school age they become cautious, quiet and introverted. Left to their own devices they grow up shrinking from social encounters. They lack confidence around others. They're easily influenced by others. They are sitting ducks for bullies. And they are on the path to depression.

While their innate reactivity seems to destine all these children for later anxiety disorders, things didn't turn out that way. Between a touchy temperament in infancy and persistence of anxiety stand two highly significant things: parents. Kagan found to his surprise that the development of anxiety was scarcely inevitable despite apparent genetic programming. At age 2, none of the overexcitable infants wound up fearful if their parents backed off from hovering and allowed the children to find some comfortable level of accommodation to the world on their own. Those parents who overprotected their children--directly observed by conducting interviews in the home--brought out the worst in them.

A small percentage of children seem almost invulnerable to anxiety from the start. But the overwhelming majority of kids are somewhere in between. For them, overparenting can program the nervous system to create lifelong vulnerability to anxiety and depression.

There is in these studies a lesson for all parents. Those who allow their kids to find a way to deal with life's day-to-day stresses by themselves are helping them develop resilience and coping strategies. "Children need to be gently encouraged to take risks and learn that nothing terrible happens," says Michael Liebowitz, clinical professor of psychiatry at Columbia

University and head of the Anxiety Disorders
Clinic at New York State Psychiatric Institute. "They need gradual exposure to find that the world is not dangerous. Having overprotective parents is a risk factor for anxiety disorders because children do not have opportunities to master their innate shyness and become more comfortable in the world." They never learn to dampen the pathways from perception to alarm reaction.

Hothouse parenting undermines children in other ways, too, says Anderegg. Being examined all the time makes children extremely self-conscious. As a result they get less communicative; scrutiny teaches them to bury their real feelings deeply. And most of all, self-consciousness removes the safety to be experimental and playful. "If every drawing is going to end up on your parents' refrigerator, you're not free to fool around, to goof up or make mistakes," says Anderegg.

Parental hovering is why so many teenagers are so ironic, he notes. It's a kind of detachment, "a way of hiding in plain sight. They just don't want to be exposed to any more scrutiny."

Parents are always so concerned about children having high self-esteem, he adds. "But when you cheat on their behalf to get them ahead of other children"--by pursuing accommodations and recommendations--"you just completely corrode their sense of self. They feel 'I couldn't do this on my own.' It robs them of their own sense of efficacy." A child comes to think, "if I need every advantage I can get, then perhaps there is really something wrong with me." A slam dunk for depression.

Virginia's Portmann feels the effects are even more pernicious; they weaken the whole fabric of society. He sees young people becoming weaker right before his eyes, more responsive to the herd, too eager to fit in--less assertive in the classroom, unwilling to disagree with their peers, afraid to question authority, more willing to conform to the expectations of those on the next rung of power above them.

ENDLESS ADOLESCENCE

The end result of cheating childhood is to extend it forever. Despite all the parental pressure, and probably because of it, kids are pushing back--in their own way. They're taking longer to grow up.

Adulthood no longer begins when adolescence ends, according to a recent report by University of Pennsylvania sociologist Frank E Furstenberg and colleagues. There is, instead, a growing no-man's-land of postadolescence from 20 to 30, which they dub "early adulthood." Those in it look like adults but "haven't become fully adult yet--traditionally defined as finishing school, landing a job with benefits, marrying and parenting--because they are not ready or perhaps not permitted to do so."

Using the classic benchmarks of adulthood, 65 percent of males had reached adulthood by the age of 30 in 1960. By contrast, in 2000, only 31 percent had. Among women, 77 percent met the benchmarks of adulthood by age 30 in 1960. By 2000, the number had fallen to 46 percent.

BOOM BOOM BOOMERANG

Take away play from the front end of development
and it finds a way onto the back end. A steady march of success through regimented childhood arranged and monitored by parents creates young adults who need time to explore themselves. "They often need a period in college or afterward to legitimately experiment--to be children," says historian Stearns. "There's decent historical evidence to suggest that societies that allow kids a few years of latitude and even moderate [rebellion] end up with healthier kids than societies that pretend such impulses don't exist."

Marriage is one benchmark of adulthood, but its antecedents extend well into childhood. "The precursor to marriage is dating, and the precursor to dating is playing," says Carducci. The less time children spend in free play, the less socially competent they'll be as adults. It's in play that we learn give and take, the fundamental rhythm of all relationships. We learn how to read the feelings of others and how to negotiate conflicts. Taking the play out of childhood, he says, is bound to create a developmental lag, and he sees it clearly in the social patterns of today's adolescents and young adults, who hang around in groups that are more typical of childhood. Not to be forgotten: The backdrop of continued high levels of divorce confuses kids already too fragile to take the huge risk of commitment.

JUST WHOSE SHARK TANK IS IT ANYWAY?

The stressful world of cutthroat competition that parents see their kids facing may not even exist. Or it exists, but more in their mind than in reality--not quite a fiction, more like a distorting mirror. "Parents perceive the world as a terribly competitive place," observes Anderegg. "And many of them project that onto their children when they're the ones who live or work in a competitive environment. They then imagine that their children must be swimming in a big shark tank, too."

"It's hard to know what the world is going to look like 10 years from now," says Elkind. "How best do you prepare kids for that? Parents think that earlier is better. That's a natural intuition, but it happens to be wrong."

What if parents have micromanaged their kids' lives because they've hitched their measurement of success to a single event whose value to life and paycheck they have frantically overestimated? No one denies the Ivy League offers excellent learning experiences, but most educators know that some of the best programs exist at schools that don't top the U.S. News and World Report list, and that with the right attitude--a Willingness to be engaged by new ideas--it's possible to get a meaningful education almost anywhere. Further, argues historian Stearns, there are ample openings for students at an array of colleges. "We have a competitive frenzy that frankly involves parents more than it involves kids themselves," he observes, both as a father of eight and teacher of many. "Kids are more ambivalent about the college race than are parents ."

Yet the very process of application to select colleges undermines both the goal of education and the inherent strengths of young people. "It makes kids sneaky," says Anderegg. Bending rules and calling in favors to give one's kid a competitive edge is morally corrosive.

Like Stearns, he is alarmed that parents, pursuing disability diagnoses so that children can take untimed SATs, actually encourage kids to think of themselves as sickly and fragile. Colleges no longer know when SATs are untimed--but the kids know. "The kids know when

you're cheating on their behalf," says Anderegg,
"and it makes them feel terribly guilty. Sometimes they arrange to fail to right the scales. And when you cheat on their behalf, you completely undermine their sense of self-esteem. They feel they didn't earn it on their own."

In buying their children accommodations to assuage their own anxiety, parents are actually locking their kids into fragility. Says the suburban teacher: "Exams are a fact of life. They are anxiety-producing. The kids never learn how to cope with anxiety."

PUTTING WORRY IN ITS PLACE

Children, however, are not the only ones who are harmed by hyperconcem. Vigilance is enormously taxing--and it's taken all the fun out of parenting. "Parenting has in some measurable ways become less enjoyable than it used to be," says Stearns. "I find parents less Willing to indulge their children's sense of time. So they either force-feed them or do things for them."

Parents need to abandon the idea of perfection and give up some of the invasive control they've maintained over their children. The goal of parenting, Portmann reminds, is to raise an independent human being. Sooner or later, he says, most kids will be forced to confront their own mediocrity. Parents may find it easier to give up some control if they recognize they have exaggerated many of the dangers of childhood--although they have steadfastly ignored others, namely the removal of recess from schools and the ubiquity of video games that encourage aggression.

The childhood we've introduced to our children is very different from that in past eras, Epstein stresses. Children no longer work at young ages. They stay in school for longer periods of time and spend more time exclusively in the company of peers. Children are far less integrated into adult society than they used to be at every step of the way. We've introduced laws that give children many rights and protections--although we have allowed media and marketers to have free access.

In changing the nature of childhood, Stearns argues, we've introduced a tendency to assume that children can't handle difficult situations. "Middle-class parents especially assume that if kids start getting into difficulty they need to rush in and do it for them, rather than let them flounder a bit and learn from it. I don't mean we should abandon them," he says, "but give them more credit for figuring things out." And recognize that parents themselves have created many of the stresses and anxieties children are suffering from, without giving them tools to manage them.

While the adults are at it, they need to remember that one of the goals of higher education is to help young people develop the capacity to think for themselves.

Although we're well on our way to making kids more fragile, no one thinks that kids and young adults are fundamentally more flawed than in previous generations. Maybe many will "recover" from diagnoses too liberally slapped on to them. In his own studies of 14 skills he has identified as essential for adulthood in American culture, from love to leadership, Epstein has found that "although teens don't necessarily behave in a competent way, they have the potential to be every bit as competent and as incompetent as adults."

Parental anxiety has its place. But the way things
now stand, it's not being applied wisely. We're paying too much attention to too few kids--and in the end, the wrong kids. As with the girl whose parents bought her the Gestalt-defect diagnosis, resources are being expended for kids who don't need them.

There are kids who are worth worrying about--kids in poverty, stresses Anderegg. "We focus so much on our own children," says Elkind, "It's time to begin caring about all children."

RELATED ARTICLE: A dangerous new remedy for anxiety.

Of all the disorders now afflicting young people, perhaps most puzzling is self-injury--deliberate cutting, cigarette-burning or other repetitive mutilation of body tissue. No one knows whether it's a sudden epidemic or has been rising gradually, but there appears to be an absolute increase in occurrence: "It has now reached critical mass and is on all our radar screens," says Russ Federman, director of counseling at the University of Virginia.

It's highly disturbing for a student to walk into a dorm room and find her roommate meticulously slicing her thighs with a shard of glass or a razor. But it may be the emblematic activity of the psychically shielded and overly fragile. People "do it to feel better. It's an impulsive act done to regulate mood," observes Armando Favazza, author of Bodies Under Siege: Self Mutilation in Psychiatry and Culture.

It's basically a very effective "home remedy" for anxiety, states Chicago psychiatrist Arthur Neilsen, who teaches at Northwestern University. People who deliberately hurt themselves--twice as many women as men--report "it's like popping a balloon." There's an immediate release of tension. It also serves an important defense--distraction--stresses Federman. "In the midst of emotional turmoil, physical pain helps people disconnect from the turmoil." But the effect is very short-lived.

Self-harm reflects young people's inability to find something that makes them feel fully alive. Earlier generations sought meaning in movements of social change or intellectual engagement inside and outside the classroom. "But young people are not speaking up or asking questions in the classroom," reports John Portmann, professor of religious studies at the University of Virginia and author of Bad for Us: The Lure of Self-Harm. It may be that cutting is their form of protest. So constrained and stressed by expectations, so invaded by parental control, they have no room to turn--except against themselves.--HEM

RELATED ARTICLE: Un-advice for parents: Chill out! If you're not having fun, you may be pushing your kids too hard.

* Never invest more in an outcome than your child does.

* Allow children of all ages time for free play. It's a natural way to learn regulation, social skills and cognitive skills.

* Be reasonable about what is dangerous and what is not. Some risk-taking is healthy.

* Don't overreact to every bad grade or negative encounter your child has. Sometimes discomfort is the appropriate response to a situation--and a stimulus to self-improvement.

* Don't be too willing to slap a disease label on your child at the first sign of a problem; instead, spend some time helping your child learn how to deal with the problem.

* Peers are important, but young people also need to spend time socializing with adults in order to know how to be adults.

* Modify your expectations about child-raising in light of your child's temperament; the same actions don't work with everyone.

* Recognize that there are many paths to success. Allow your children latitude--even to take a year off before starting college.

* Don't manipulate the academic system on behalf of your child; it makes kids guilty and doubtful of their own ability.

* Remember that the goal of child-rearing is to raise an independent adult. Encourage your children to think for themselves, to disagree (respectfully) with authority, even to incur the critical gaze of their peers.

My Unknown Friend
By Stephen Leacock

He stepped into the smoking compartment of the Pullman, where I was sitting alone.

He had on a long fur-lined coat, and he carried a fifty-dollar suit case that he put down on the seat.

Then he saw me.

"Well! well!" he said, and recognition broke out all over his face like morning sunlight.

"Well! well!" I repeated.

"By Jove!" he said, shaking hands vigorously, "who would have thought of seeing you?"

"Who, indeed", I thought to myself.

He looked at me more closely.

"You haven't changed a bit", he said.

"Neither have you", said I heartily.

"You may be a *little* stouter", he went on critically.

"Yes", I said, "a little; but you're stouter yourself.

This of course would help to explain away any undue stoutness on my part.

"No", I continued boldly and firmly, "you look -just about the same as ever".

And all the time I was wondering who he was. I didn't know him from Adam; I couldn't recall him a bit. I don't mean that my memory is weak. On the contrary, it is singularly tenacious. True, I find it very hard to remember people's *names;* very often, too, it is hard for me to recall *a face,* and frequently I fail to recall a person's appearance, and of course clothes are a thing one doesn't notice. But apart from these details I never forget anybody, and I am proud of it. But when it does happen that a name or face escapes me I never lose my presence of mind. I know just how to deal with the situation. It only needs coolness and intellect, and it all comes right.

My friend sat down.

"It's a long time since we met", he said.

"A long time", I repeated with something of a note of sadness. I wanted him to feel that I, too, had suffered from it.

"But it has gone very quickly".

"Like a flash", I assented cheerfully.

"Strange", he said, "how life goes on and we lose track of people, and things alter. I often think about it. I sometimes wonder", he continued, "where all the old gang are gone to".

"So do I", I said. In fact I was wondering about it at the very moment. I always find in circumstances like these that a man begins sooner or later to talk of the "old gang" or "the boys" or "the crowd". That's where the opportunity comes in to gather who he is.

"Do you ever go back to the old place?" he asked.

"Never", I said, firmly and flatly. This had to be absolute. I felt that once and for all the "old place" must be ruled out of the discussion till I could discover where it was.

"No", he went on, "I suppose you'd hardly care to".

"Not now", I said very gently.

"I understand. I beg your pardon", he said, and there was silence for a few moments.

So far I had scored the first point. There was evidently an old place somewhere to which I would hardly care to go. That was something to build on.

Presently he began again.

"Yes", he said. "I sometimes meet some of the old boys and they begin to talk of you and wonder what you're doing".

"Poor things", I thought, but I didn't say it.

I knew it was time now to make a bold stroke; so I used the method that I always employ. I struck in with great animation.

"Say!" I said, "where's Billy? Do you ever hear anything of Billy now?"

This is really a very safe line. Every old gang has a Billy in it.

"Yes", said my friend, "sure — Billy is ranching out in Montana. I saw him in Chicago last spring, — weighed about two hundred pounds, — you wouldn't know him".

"No, I certainly wouldn't", 1 murmured to myself.

"And where's Pete?" I said. This was safe ground. There is always a Pete

"You mean Billy's brother", he said.

"Yes, yes, Billy's brother Pete. I often think of him".

"Oh", answered the unknown man, "old Pete's quite changed, — settled down altogether". Here he began to chuckle, "Why, Pete's married!"

I started to laugh, too. Under these circumstances it is always supposed to be very funny if a man has got married. The notion of old Peter (whoever he is) being married is presumed to be simply killing. I kept on chuckling away quietly at the mere idea of it. I was hoping that I might manage to keep on laughing till the train stopped. I had only fifty miles more to go. It's not hard to laugh for fifty miles if you know how.

But my friend wouldn't be content with it.

"I often meant to write to you", he said, his voice falling to a confidential tone, "especially when I heard of your loss".

I remained quiet. What had I lost? Was it money? And if so, how much? And why had I lost it? I wondered if it had ruined me or only partly ruined me.

"One can never get over a loss like that", he continued solemnly.

Evidently I was plumb ruined. But I said nothing and remained under cover, waiting to draw his fire.

"Yes", the man went on, "death is always sad".

Death! Oh, that was it, was it? I almost hiccoughed with joy. That was easy. Handling a case of death in these conversations is simplicity itself. One has only to sit quiet and wait to find out who is dead.

"Yes", I murmured, "very sad. But it has its other side, too".

"Very true, especially, of course, at that age".

"As you say at that age, and after such a life".

"Strong and bright to the last I suppose", he continued, very sympathetically.

"Yes", I said, falling on sure ground, "able to sit up in bed and smoke within a few days of the end".

"What", he said, perplexed, "did your grandmother" — My grandmother! That was it, was it?

"Pardon *me",* I said provoked at my own stupidity; "When I say *smoked,* I mean able to sit up and be smoked to, a habit she had, — being read to, and being smoked to, — only thing that seemed to compose her — "

As I said this I could hear the rattle and clatter of the train running past the semaphores and switch points and slacking to a stop.

My friend looked quickly out of the window.

His face was agitated.

"Great heavens!" he said, "that's the junction. I've missed my stop. I should have got out at the last station. Say, porter", he called out into the alleyway, "how long do we stop here?"

"Just two minutes, sah", called a voice back. "She's late now, she's makin' up tahm!"

My friend had hopped up now and had pulled out a bunch of keys and was fumbling at the lock of the suit case.

"I'll have to wire back or something", he gasped. "Confound this lock — my money's in the suit case".

My one fear now was that he would fail to get off.

"Here", I said, pulling some money out of my pocket, "don't bother with the lock. Here's money".

"Thanks", he said grabbing the roll of money out of my hand, — in his excitement he took all that I had. — "I'll just have time".

He sprang from the train. I saw him through the window, moving toward the waiting-room. He didn't seem going very fast.

I waited.

The porters were calling, "All abawd! All abawd". There was the clang of a bell, a hiss of steam, and in a second the train was off.

"Idiot", I thought, "he's missed it"; and there was his fifty-dollar suit case lying on the seat.

I waited, looking out of the window and wondering who the man was, anyway.

Then presently I heard the porter's voice again. He evidently was guiding someone through the car.

"Ah looked all through the kyar for it, sah", he was saying.

"I left it in the seat in the car there behind my wife", said the angry voice of a stranger, a well-dressed man who put his head into the door of the compartment.

Then his face, too, beamed all at once with recognition. But it was not for me. It was for the fifty-dollar valise.

"Ah, there it is", he cried, seizing it and carrying it off.

I sank back in dismay. The "old gang!" Pete's marriage! My grandmother's death! Great heavens! And my money! I saw it all; the other man was "making talk", too, and making it with a purpose.

Stung!

And next time that I fall into talk with a casual stranger in a car, I shall not try to be quite so extraordinarily clever.

(From the collection of stories "Behind the Beyond". 1913)

3

The Bedquilt

by Dorothy Canfield

Of all the Elwell family Aunt Mehetabel was certainly the most unimportant member. It was in the old time New England days, when an unmarried woman was an old maid at twenty, at forty was everyone's servant, and at sixty had gone through so much discipline that she could need no more in the next world. Aunt Mehetabel was sixty-eight.

She had never for a moment known the pleasure of being important to anyone. Not that she was useless in her brother's family; she was expected, as a matter of course, to take upon herself the most tedious and uninteresting part of the household labors. On Mondays she accepted as her share the washing of the men's shirts, heavy with sweat and stiff with dirt from the fields and from their own hard-working bodies. Tuesdays she never dreamed of being allowed to iron anything pretty or even interesting, like the baby's white dresses or the fancy aprons of her young lady nieces. She stood all day pressing out a monotonous succession of dish-cloths and towels and sheets.

In preserving-time she was allowed to have none of the pleasant responsibility of deciding when the fruit had cooked long enough, nor did she share in the little excitement of pouring the sweet-smelling stuff into the stone jars. She sat in a corner with the children and stoned cherries incessantly, or hulled strawberries until her fingers were dyed red.

The Elwells were not consciously unkind to their aunt, they were even in a vague way fond of her; but she was so insignificant a figure in their lives that she was almost invisible to them. Aunt Mehetabel did not resent this treatment; she took it quite as unconsciously as they gave it. It was to be expected when one was an old maid dependent in a busy family. She gathered what crumbs of comfort she could from their occasional careless kindnesses and tried to hide the hurt which even yet pierced her at her brother's rough joking. In the winter when they all sat before the big hearth, roasted apples, drank mulled cider, and teased the girls about their beaux and the boys about their sweethearts, she shrank into a dusky comer with her knitting, happy if the evening passed with' out her brother saying, with a crude sarcasm, "Ask your Aunt Mehetabel about the beaux that used to come a-sparkin' her!" or, "Mehetabel, how was's when you was in love with Abel Cummings?" As a matter of fact, she had been the same at twenty as at sixty, a mouselike little creature, too shy for anyone to notice, or to raise her eyes for a moment and wish for a life of her own.

Her sister-in-law, a big hearty housewife, who ruled indoors with as autocratic a sway as did her husband on the farm, was rather kind in an absent, offhand way to the shrunken little old woman, and it was through her that Mehetabel was able to enjoy the one pleasure of her life. Even as a girl she had been clever with her needle in the way of patching bedquilts. More than that she could never learn to do. The garments which she made for herself were lamentable affairs, and she was humbly grateful for any help in the bewildering business of putting them together. But in patchwork she enjoyed a tepid importance. She could really do that as well as anyone else. During years of devotion to this one art she had accumulated a considerable store of quilting patterns. Sometimes the neighbors would send over and ask "Miss Mehetabel" for the loan of her sheaf-of-wheat design, or the double-star pattern. It was with an agreeable flutter at being able to help someone that she went to the dresser, in her bare little room under the eaves, and drew out from her crowded portfolio the pattern desired.

She never knew how her great idea came to her. Sometimes she thought she must have dreamed it, sometimes she even wondered reverently, in the phraseology of the weekly prayer-meeting, if it had not been "sent" to her. She never admitted to herself that she could have thought of it without other help. It was too great, too ambitious, too lofty a project for her humble mind to have conceived. Even when she finished drawing the design with her own fingers, she gazed at it incredulously, not daring to believe that it could indeed be her handiwork.

At first it seemed to her only like a lovely but unreal dream. For a long time she did not once think of putting an actual quilt together following that pattern, even though she herself had invented it. It was not that she feared the prodigious effort that would be needed to get those tiny, oddly shaped pieces of bright-colored material sewed together with the perfection of fine workmanship needed. No, she thought zestfully and eagerly of such endless effort, her heart uplifted by her vision of the mosaic beauty of the whole creation as she saw it, when she shut her eyes to dream of it—that complicated, splendidly difficult pattern—good enough for the angels in heaven to quilt.

*

But as she dreamed, her nimble old fingers reached out longingly to turn her dream into reality. She began to think adventurously of trying it out—it would perhaps not be too selfish to make one square—just one unit of her design to see how it would look. She dared do nothing in the household where she was a dependent, without asking permission. With a heart full of hope and fear thumping furiously against her old ribs, she approached the mistress of the house on churning-day, knowing with the innocent guile of a child that the county woman was apt to be in a good temper while working over the flagrant butter in the cool cellar.

Sophia listened absently to her sister-in-law's halting petition. "Why, yes, Mehetabel," she said, leaning far down into the huge chum for the last golden morsels—"why, yes, start another quilt if you want to. I've got a lot of pieces from the spring sewing that will work in real good." Mehetabel tried honestly to make her see that this would be no common quilt, but her limited vocabulary and her emotion stood between her and expression. At last Sophia said, with a kindly impatience: "Oh, there! Don't bother me. I never could keep track of your quiltin' patterns, anyhow. I don't care what pattern you go by."

Mehetabel rushed back up the steep attic stairs to her room, and in a joyful agitation began preparations for the work of her life. Her very first stitches showed her that it was even better than she hoped. By some heaven-sent inspiration she had invented a pattern beyond which no patchwork quilt could go.

She had but little time during the daylight hours filled with the incessant household drudgery. After dark she did not dare to sit up late at night lest she bum too much candle. It was weeks before the little square began to show the pattern. Then Mehetabel was in a fever to finish it. She was too conscientious to shirk even the smallest part of her share of the housework, but she rushed through it now so fast that she was panting as she climbed the stairs to her little room. Every time she opened the door, no matter what weather hung out. side the one small window, she always saw the little room flooded with sunshine. She smiled to herself as she bent over the innumerable scraps of cotton cloth on her work table. Already—to her—they were ranged in orderly, complex, mosaic beauty.

Finally she could wait no longer, and one evening ventured to bring her work down beside the fire where the family sat, hoping that good fortune would give her a place near the tallow candles on the mantelpiece. She had reached the last corner of that first square and her needle flew in and out, in and out, with nervous speed. To her relief no one noticed her. By bedtime she had only a few more stitches to add.

As she stood up with the others, the square fell from her trembling old hands and fluttered to the table. Sophia glanced at it carelessly. "Is that the new quilt you said you wanted to start?" she asked, yawning "Looks like a real pretty pattern. Let's see it."

Up to that moment Mehetabel had labored in the purest spirit of selfless adoration of an ideal. The emotional shock given her by Sophia's cry of admiration as she held the work towards the candle to examine it, was as much astonishment as joy to Mehetabel.

"Land's sakes!" cried her sister-in-law. "Why, Mehetabel Elwell, where did you git that pattern?"

"I made it up," said Mehetabel. She spoke quietly but she was trembling.

"No!" exclaimed Sophia. "Did you! Why, I never seen such a pat tern in my life. Girls, come here and see what your Aunt Mehetabel is doing."

The three tall daughters turned back reluctantly from the stairs. "I never could seem to take much interest in patchwork quilts," said one. Already the old-time skill born of early pioneer privation and the craving for beauty, had gone out of style.

"No, nor I neither!" answered Sophia. "But a stone image would take an interest in this pattern. Honest, Mehetabel, did you really think of it yourself?" She held it up closer to her eyes and went on, "And how under the sun and stars did you ever git your courage up to start in a'making it? Land! Look at all those tiny squinchy little seams! Why, the wrong side ain't a thing but seams! Yet the good side's just like a picture, so smooth you'd think 'twas woven that way. Only nobody could."

The girls looked at it right side, wrong side, and echoed their mother's exclamations. Mr. Elwell himself came over to see what they were discussing. "Well, I declare!" he said, looking at his sister with eyes more approving than she could ever remember. "I don't know a thing about patchwork quilts, but to my eye that beats old Mis' Andrew's quilt that got the blue ribbon so many times at the County Fair."

As she lay that night in her narrow hard bed, too proud, too excited to sleep, Mehetabel's heart swelled and tears of joy ran down from her old eyes.

The next day her sister-in-law astonished her by taking the huge pan of potatoes out of her lap and setting one of the younger children to peeling them. "Don't you want to go on with that quiltin' pattern?" she said. "I'd kind o' like to see how you're goin' to make the grapevine design come out on the corner."

For the first time in her life the dependent old maid contradicted her powerful sister-in-law. Quickly and jealously she said, "It's not a grape-vine. It's a sort of curlicue I made up."

"Well, it's nice looking anyhow," said Sophia pacifyingly. "I never could have made it up."

By the end of the summer the family interest had risen so high that Mehetabel was given for herself a little round table in the sitting room, for her, where she could keep her pieces and use odd minutes for her work. She almost wept over such kindness and resolved firmly not to take advantage of it. She went on faithfully with her monotonous housework, not neglecting a corner. But the atmosphere of her world was changed. Now things had a meaning. Through the longest task of washing milk-pans, there rose a rainbow of promise. She took her place by the little table and put the thimble on her knotted, hard finger with the solemnity of a priestess performing a rite.

She was even able to bear with some degree of dignity the honor of having the minister and the minister's wife comment admiringly on her great project. The family felt quite proud of Aunt Mehetabel as Minister Bowman had said it was work as fine as any he had ever seen, "and he didn't know but finer!" The remark was repeated verbatim to the neighbors in the following weeks when they dropped in and examined in a perverse Vermontish silence some astonishingly difficult tour de force which Mehetabel had just finished.

The Elwells especially plumed themselves on the slow progress of the quilt. "Mehetabel has been to work on that corner for six weeks, come Tuesday, and she ain't half done yet," they explained to visitors. They fell out of the way of always expecting her to be the one to run on errands, even for the children. "Don't bother your Aunt Mehetabel," Sophia would call. "Can't you see she's got to a ticklish place on the quilt?" The old woman sat straighter in her chair, held up her head. She was a part of the world at last. She joined in the conversation and her remarks were listened to. The children were even told to mind her when she asked them to do some service for her, although this she ventured to do but seldom.

One day some people from the next town, total strangers, drove up to the Elwell house and asked if they could inspect the wonderful quilt which they had heard about even down in their end of the valley. After that, Mehetabel's quilt came little by little to be one of the local sights. No visitor in town, whether he knew the Elwells or not, went away without having been to look at it. To make her presentable to strangers, the Elwells saw to it that their aunt was better dressed than she had ever been before. One of the girls made her a pretty little cap to wear on her thin white hair.

A year went by and a quarter of the quilt was finished. A second year passed and half was done. The third year Mehetabel had pneumonia and lay ill for weeks and weeks, horrified by the idea that she might die before her work was completed. A fourth year and one could really see the grandeur of the whole design. In September of the fifth year, the entire family gathered around her to watch eagerly, as Mehetabel quilted the last stitches. The girls held it up by the four comers and they all looked at it in hushed silence.

Then Mr. Elwell cried as one speaking with authority, "By ginger! That's goin' to the County Fair!"

Mehetabel blushed a deep red. She had thought of this herself, but never would have spoken aloud of it.

"Yes indeed!" cried the family. One of the boys was dispatched to the house of a neighbor who was Chairman of the Fair Committee for their village. He came back beaming, "Of course he'll take it. Like's not it may git a prize, he says. But he's got to have it right off because all the things from our town are going tomorrow morning."

Even in her pride Mehetabel felt a pang as the bulky package was carried out of the house. As the days went on she felt lost. For years it had been her one thought. The little round stand had been heaped with litter of bright-colored scraps. Now it was desolately bare. One of the neighbors who took the long journey to the Fair reported when he came back that the quilt was hung in a good place in a glass case in "Agricultural Hall." But that meant little to Mehetabel's ignorance of everything outside her brother's home. She drooped. The family noticed it. One day Sophia said kindly, "You feel sort o' lost without the quilt, don't you, Mehetabel?"

"They took it away so quick!" she said wistfully. "I hadn't hardly had one good look at it myself."

The Fair was to last a fortnight. At the beginning of the second week Mr. Elwell asked his sister how early she could get up in the morning.

"I dunno. Why?" she asked.

"Well, Thomas Ralston has got to drive to West Oldton to see a lawyer. That's four miles beyond the Fair. He says if you can git up so's to leave here at four in the morning he'll drive you to the Fair, leave you there for the day, and bring you back again at night." Mehetabel's face turned very white. Her eyes filled with tears. It was as though someone had offered her a ride in a golden chariot up to the gates of heaven. "Why, you can't mean it!" she cried wildly. Her brother laughed. He could not meet her eyes. Even to his easy-going unimaginative indifference to his sister this was a revelation of the narrowness of her life in his home. "Oh, 'tain't so much—just to go to the Fair," he told her in some confusion, and then "Yes, sure I mean it. Go git your things ready, for it's tomorrow morning he wants to start."

A trembling, excited old woman stared all that night at the rafters. She who had never been more than six miles from home—it was to her like going into another world. She who had never seen anything more exciting than a church supper was to see the County Fair. She had never dreamed of doing it. She could not at all imagine what it would be like.

The next morning all the family rose early to see her off. Perhaps her brother had not been the only one to be shocked by her happiness. As she tried to eat her breakfast they called out conflicting advice to her about what to see. Her brother said not to miss inspecting the stock, her nieces said the fancywork was the only thing worth looking at, Sophia told her to be sure to look at the display of preserves. Her nephews asked her to bring home an account of the trotting races.

*

The buggy drove up to the door, and she was helped in. The family ran to and fro with blankets, woolen tippet, a hot soapstone from the kitchen range. Her wraps were tucked about her. They all stood together and waved goodby as she drove out of the yard. She waved back, but she scarcely saw them. On her return home that evening she was ashy pale, and so stiff that her brother had to lift her out bodily. But her lips were set in a blissful smile. They crowded around her with questions until Sophia pushed them all aside. She told them Aunt Mehetabel was too

tired to speak until she had had her supper. The young people held their tongues while she drank her tea, and absent-mindedly ate a scrap of toast with an egg. Then the old woman was helped into an easy chair before the fire. They gathered about her, eager for news of the great world, and Sophia said, "Now, come Mehetabel, tell us all about it!"

Mehetabel drew a long breath. "It was just perfect!" she said. "Finer even than I thought. They've got it hanging up in the very middle of a sort o' closet made of glass, and one of the lower corners is ripped and turned back so's to show the seams on the wrong side."

"What?" asked Sophia, a little blankly.

"Why, the quilt!" said Mehetabel in surprise. "There are a whole lot of other ones in that room, but not one that can hold a candle to it, if I do say it who shouldn't. I heard lots of people say the same thing. You ought to have heard what the women said about that corner, Sophia. They said—well, I'd be ashamed to tell you what they said. I declare if I wouldn't!"

Mr. Elwell asked, "What did you think of that big ox we've heard so much about?"

"I didn't look at the stock," returned his sister indifferently. She turned to one of her nieces. "That set of pieces you gave me, Maria, from your red waist, come out just lovely! I heard one woman say you could 'most smell the red roses."

"How did Jed Burgess' bay horse place in the mile trot?" asked Thomas.

"I didn't see the races."

"How about the preserves?" asked Sophia.

"I didn't see the preserves," said Mehetabel calmly.

Seeing that they were gazing at her with astonished faces she went on, to give them a reasonable explanation, "You see I went right to the room where the quilt was, and then I didn't want to leave it. It had been so long since I'd seen it. I had to look at it first real good myself, and then I looked at the others to see if there was any that could come up to it. Then the people begun comin' in and I got so interested in hearin' what they had to say I couldn't think of goin' anywheres else. I ate my lunch right there too, and I'm glad as can be I did, too; for what do you think?"—she gazed about her with kindling eyes. "While I stood there with a sandwich in one hand, didn't the head of the hull concern come in and open the glass door and pin a big bow of blue ribbon right in the middle of the quilt with a label on it, 'First Prize.'"

There was a stir of proud congratulation. Then Sophia returned to questioning, "Didn't you go to see anything else?"

"Why, no," said Mehetabel. "Only the quilt. Why should I?"

She fell into a reverie. As if it hung again before her eyes she saw the glory that shone around the creation of her hand and brain. She longed to make her listeners share the golden vision with her. She struggled for words. She fumbled blindly for unknown superlatives. "I tell you it looked like—" she began, and paused.

Vague recollections of hymnbook phrases came into her mind. They were the only kind of poetic expression she knew. But they were dismissed as being sacrilegious to use for something in real life. Also as not being nearly striking enough.

Finally, "I tell you it looked real good," she assured them and sat staring into the fire, on her tired old face the supreme content of an artist who has realized his ideal.

6. Учебно-методическое и информационное обеспечение дисциплины

6.1. Список источников и литературы

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3. Палажченко, П. Р. Мой несистематический словарь. - М., 2003.
7. Combinatory Dictionary of English. Любое издание.
4. Longman Language Activator. Любое издание.
8. Macmillan English Dictionary for Advanced Learners. © 2002. - 1692 с.
5. McCutcheon, M. Descriptionary. © 1992, 2000.
6. Oxford Idioms Dictionary for Learners of English. © 2004.
9. Oxford Russian Dictionary. Последнее издание.
7. The Wordsworth Dictionary of Synonyms and Antonyms. © 1998.
10. Thorne, T. Dictionary of Contemporary Slang. - Lnd., 2005. - 494 с.
11. Wells, J. C. Longman Pronunciation Dictionary. Third edition. © 1978, 2001. - 870 с.

6.2. Перечень ресурсов информационно-телекоммуникационной сети «Интернет».

https://translate.yandex.ru
Национальная электронная библиотека (НЭБ) www.rusneb.ru
ELibrary.ru Научная электронная библиотека www.elibrary.ru
Электронная библиотека Grebennikon.ru www.grebennikon.ru
Cambridge University Press
ProQuest Dissertation & Theses Global
SAGE Journals
Taylor and Francis
JSTOR

7. Материально-техническое обеспечение дисциплины

Для обеспечения дисциплины используется материально-техническая база образовательного учреждения: учебные аудитории, оснащённые компьютером и проектором для демонстрации учебных материалов.

Состав программного обеспечения:

При проведении занятий без специального ПО (только демонстрация презентаций, пп.3-9 необходимо удалить)

1. Windows
2. Microsoft Office

8. Обеспечение образовательного процесса для лиц с ограниченными возможностями здоровья

В ходе реализации дисциплины используются следующие дополнительные методы обучения, текущего контроля успеваемости и промежуточной аттестации обучающихся в зависимости от их индивидуальных особенностей:

- для слепых и слабовидящих:

- лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
- письменные задания выполняются на компьютере со специализированным программным обеспечением, или могут быть заменены устным ответом;
- обеспечивается индивидуальное равномерное освещение не менее 300 люкс;
- для выполнения задания при необходимости предоставляется увеличивающее устройство; возможно также использование собственных увеличивающих устройств;
- письменные задания оформляются увеличенным шрифтом;
- экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

- для глухих и слабослышащих:

- лекции оформляются в виде электронного документа, либо предоставляется звукоусиливающая аппаратура индивидуального пользования;
- письменные задания выполняются на компьютере в письменной форме;
- экзамен и зачёт проводятся в письменной форме на компьютере; возможно проведение в форме тестирования.

- для лиц с нарушениями опорно-двигательного аппарата:

- лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
- письменные задания выполняются на компьютере со специализированным программным обеспечением;
- экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

При необходимости предусматривается увеличение времени для подготовки ответа.

Процедура проведения промежуточной аттестации для обучающихся устанавливается с учётом их индивидуальных психофизических особенностей. Промежуточная аттестация может проводиться в несколько этапов.

При проведении процедуры оценивания результатов обучения предусматривается использование технических средств, необходимых в связи с индивидуальными особенностями обучающихся. Эти средства могут быть предоставлены университетом, или могут использоваться собственные технические средства.

Проведение процедуры оценивания результатов обучения допускается с использованием дистанционных образовательных технологий.

Обеспечивается доступ к информационным и библиографическим ресурсам в сети Интернет для каждого обучающегося в формах, адаптированных к ограничениям их здоровья и восприятия информации:

- для слепых и слабовидящих:

- в печатной форме увеличенным шрифтом;

- в форме электронного документа;
- в форме аудиофайла.

- для глухих и слабослышащих:

- в печатной форме;
- в форме электронного документа.

- для обучающихся с нарушениями опорно-двигательного аппарата:

- в печатной форме;
- в форме электронного документа;
- в форме аудиофайла.

Учебные аудитории для всех видов контактной и самостоятельной работы, научная библиотека и иные помещения для обучения оснащены специальным оборудованием и учебными местами с техническими средствами обучения:

- для слепых и слабовидящих:
  - устройством для сканирования и чтения с камерой SARA CE;
  - дисплеем Брайля PAC Mate 20;
  - принтером Брайля EmBraille ViewPlus;
- для глухих и слабослышащих:
  - автоматизированным рабочим местом для людей с нарушением слуха и слабослышащих;
  - акустический усилитель и колонки;
- для обучающихся с нарушениями опорно-двигательного аппарата:
  - передвижными, регулируемыми эргономическими партами СИ-1;
  - компьютерной техникой со специальным программным обеспечением.

9. Методические материалы

9.1. Планы практических занятий

3.1.1.1 **Практическое занятие № 1-9. Перевод общественно-политических текстов. (18 часов)**

3.1.1.2 **Основные проблемы**

Функциональная эквивалентность и способы ее достижения и оценки. Особенности газетно-публицистического стиля. Способы передачи реалий, имен собственных, аббревиатур; культурно-обусловленные элементы газетно-публицистического стиля. Массовая культура и газетно-публицистический стиль. Важность общекультурных фоновых знаний при работе с публицистическими текстами. Должности, звания, титулы: «ложные друзья» переводчика в русской и английской политической номенклатуре. Особенности построения газетных статей в англоязычных и русскоязычной культурах.

Раздаточный материал

Your Mother's Maiden Name

A Nation of Wimps

Hating America

Kid Power

The Failed Experiment

The Cafeteria Crusader

Yemeni Voices

Bear Essentials

The Moral Dimensions

Thanks To My Cancer

Литература

1. Александрова, З.Е. Словарь синонимов русского языка. - М., 2003. - 564 с.
2. Краснов, К.В. Англо-русский словарь “ложных друзей переводчика” - М., 2004. - 80 с.
3. Галь, Н. Я. Слово живое и мертвое: от “Маленького принца” до “Корабля дураков”. - М., 2001. - 368 с.
4. Казакова, Т. А. Практические основы перевода. - СПб., 2002. - 319 с.
5. Мюллер, В. К. Новый русско-английский словарь. - М., 2005. - 638 с.
6. Новый большой англо-русский словарь. В 3 т. - М.: 1999
7. Combinatory Dictionary of English. Любое издание.
8. Longman Dictionary of Contemporary English. © 1978, 2001. - 1668 с.
9. Macmillan English Dictionary for Advanced Learners. © 2002. - 1692 с.
10. Oxford Russian Dictionary. Последнее издание.
11. Wells, J. C. Longman Pronunciation Dictionary. Third edition. © 1978, 2001. - 870 с.

1. Мирам, Г.Э. Переводные картинки. Профессия: переводчик. - Киев, 2001.
2. Палажченко, П. Р. Мой несистематический словарь. - М., 2003.
3. Longman Dictionary of Language and Culture. Последнее издание.
4. Longman Language Activator. Любое издание.
5. Longman Phrasal Verbs Dictionary. Любое издание.
6. Oxford Idioms Dictionary for Learners of English. © 2004.
7. The Wordsworth Dictionary of Synonyms and Antonyms. © 1998.

3.1.1.3 **Практическое занятие № 10-18. Перевод научных (лингвистических) текстов. (18 часов)**

3.1.1.4 **Основные проблемы**

Функциональная эквивалентность и способы ее достижения и оценки. Особенности научного стиля в англоязычной и русской культурах. Высокая терминологическая насыщенность современных научных текстов. Термины-неологизмы.

Междисциплинарность науки англоязычных стран, ее влияние на научный дискурс. Термины; клишированные обороты, характерные для научного стиля; перевод цитат.

Раздаточный материал

Carving Up Meaning

History of Translation Theory

How Languages Influence Each Other

Speech and the factors involved therein

Speech Development, Perception and Production

Language Defined

Russian Aspect At Your Fingertips

the case against capitalism

Литература

1. Александрова, З.Е. Словарь синонимов русского языка. - М., 2003. - 564 с.
2. Краснов, К.В. Англо-русский словарь “ложных друзей переводчика” - М., 2004. - 80 с.
3. Казакова, Т. А. Практические основы перевода. - СПб., 2002. - 319 с.
4. Мюллер, В. К. Новый русско-английский словарь. - М., 2005. - 638 с.
5. Новый большой англо-русский словарь. В 3 т. - М.: 1999
6. Longman Dictionary of Contemporary English. © 1978, 2001. - 1668 с.
7. Macmillan English Dictionary for Advanced Learners. © 2002. - 1692 с.
8. Oxford Russian Dictionary. Последнее издание.
9. Wells, J. C. Longman Pronunciation Dictionary. Third edition. © 1978, 2001. - 870 с.

1. Longman Dictionary of Language and Culture. Последнее издание.
2. Longman Language Activator. Любое издание.
3. Longman Phrasal Verbs Dictionary. Любое издание.
4. McCutcheon, M. Descriptionary. © 1992, 2000.
5. Oxford Idioms Dictionary for Learners of English. © 2004.
6. The Wordsworth Dictionary of Synonyms and Antonyms. © 1998.

3.1.1.5 **Практическое занятие № 19-27. Перевод художественных текстов. (18 часов)**

3.1.1.6 **Основные проблемы**

3.1.1.7 **Функциональная эквивалентность и способы ее достижения и оценки. Особые трудности художественного перевода: перевод архаизмов, историзмов, каламбуров, актуализованных метафор, стихотворных вставок, аллюзий, передача коннотаций текста. Авторский стиль.**

Раздаточный материал

H.H. Munro: *Louise*

James Thurber: *The Macbeth Murder Mystery*

Stephen Leacock: *My Unknown Friend*

Dorothy Canfield: *The Bedquilt*

Anthony Field: *Dagger Doom*

Roger Zelazny: *Divine Madness*

Terry Pratchett: *The Unadulterated Cat*

G.K. Chesterton: *The Innocence of Father Brown* (любой рассказ)

Литература

1. Александрова, З.Е. Словарь синонимов русского языка. - М., 2003. - 564 с.
2. Краснов, К.В. Англо-русский словарь “ложных друзей переводчика” - М., 2004. - 80 с.
3. Влахов, С., Флорин, С. Непереводимое в переводе. - М., 2006. - 447 с.
4. Галь, Н. Я. Слово живое и мертвое: от “Маленького принца” до “Корабля дураков”. - М., 2001. - 368 с.
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6. Мюллер, В. К. Новый русско-английский словарь. - М., 2005. - 638 с.
7. Новый большой англо-русский словарь. В 3 т. - М.: 1999
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9. Longman Dictionary of Contemporary English. © 1978, 2001. - 1668 с.
10. Macmillan English Dictionary for Advanced Learners. © 2002. - 1692 с.
11. Oxford Russian Dictionary. Последнее издание.
12. Thorne, T. Dictionary of Contemporary Slang. - Lnd., 2005. - 494 с.
13. Wells, J. C. Longman Pronunciation Dictionary. Third edition. © 1978, 2001. - 870 с.

8. Казакова, Т.А. Художественный перевод: в поисках истины. - СПб., 2006.
9. Longman Dictionary of Language and Culture. Последнее издание.
10. Longman Language Activator. Любое издание.

11. Longman Phrasal Verbs Dictionary. Любое издание.
12. McCutcheon, M. Descriptionary. © 1992, 2000.
13. Oxford Idioms Dictionary for Learners of English. © 2004.
14. The Wordsworth Dictionary of Synonyms and Antonyms. © 1998.

Приложение 1

АННОТАЦИЯ ДИСЦИПЛИНЫ

Дисциплина «Практический курс перевода с первого иностранного языка»

Целью курса является научить студентов адекватно передавать содержательные и формальные особенности текстов на английском языке средствами русского языка.

Задачей курса является дать студентам практические навыки применения определять функциональный стиль исходного текста, определять проблемные участки и находить наиболее приемлемые варианты перевода текстов на русский язык.

В результате освоения дисциплины обучающийся должен:

Знать:

1. особенности литературного языка по сравнению со спонтанной устной и необработанной письменной речью;
2. основные функциональные стили и жанры родного и иностранного языка;
3. основные принципы перевода научных, публицистических, художественных текстов; основные отличия между системами гуманитарного знания страны исходного языка и языка перевода;
4. прагматику и этику языкового сопровождения массовых мероприятий;
5. основные виды и формы межкультурной коммуникации;
6. эффективные стратегии и тактики в области межкультурного диалога.
7. различные способы, формы и механизмы межкультурного общения.

Уметь:

1. анализировать коммуникативную ситуацию и выбирать адекватный стиль и жанр общения;
2. выбирать стратегию перевода научного, публицистического, художественного текста; правильно использовать переводческие приемы; находить нужную информацию в сети Интернет, электронных базах данных, электронных словарях, глоссариях; достичь лексической, грамматической, синтаксической и стилистической эквивалентности при переводе с одного языка на другой; распознавать имплицитную экстралингвистическую информацию и передавать ее при переводе с одного языка на другой;
3. осуществлять адекватный устный и письменный перевод публичных выступлений и переговоров с иностранного языка на русский и с русского на иностранный язык;
4. оперировать знаниями культуры в процессе коммуникации; проявлять национальную терпимость, уважительное отношение к языкам, традициям и культуре других народов.
5. ориентироваться в сфере изучения и осуществления межкультурного взаимодействия в устной и письменной формах его реализации; рассматривать процесс межкультурной коммуникации в синхроническом и диахронической аспектах.
6. находить, сравнивать и обобщать лингвокультурологическую и страноведческую информацию, получаемую из разных источников.

Владеть:

1. способностью интерпретировать литературные тексты и речевые высказывания представителей другой культуры и соотносить их с явлениями собственной культуры.
2. способностью преодолевать влияние стереотипов при изучении и осуществлении межкультурного диалога в общей и профессиональной сферах общения.
3. навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов.
4. навыками спонтанного перевода с одного языка на другой с учетом особенностей коммуникативной ситуации.
5. умением соблюдать принципы связности, логичности организации высказывания; готовностью выбора стратегии поведения в сложных и проблемных коммуникативных ситуациях.
6. техниками порождения и коррекции коммуникативного текста.

По дисциплине предусмотрена промежуточная аттестация в форме зачета.

Общая трудоемкость освоения дисциплины составляет 4 зачетных единиц.