|  |
| --- |
| **Course Title:** Translation Theories |
| **Course Code: TRN 6104** |
| **Program**: Master of Arts in Translation |
| **Department**: Translation |
| **College**: Faculty of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date:** **01 Feb 2024** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc138158353)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:** 4](#_Toc138158354)

[**C. Course Content:** 4](#_Toc138158355)

[**D. Students Assessment Activities:** 5](#_Toc138158356)

[**E. Learning Resources and Facilities:** 5](#_Toc138158357)

[**F. Assessment of Course Quality:** 5](#_Toc138158358)

[**G. Specification Approval Data:** 6](#_Toc138158359)

# **A. General information about the course:**

**1. Course Identification:**

|  |
| --- |
| 1. Credit hours: (4 hours) |
|  |
| 2. Course type |
| A. | [ ]  University  | [ ]  College | [x]  Department | [ ]  Track |  |
| B. | [x]  Required | [ ]  Elective |
| 3. Level/year at which this course is offered: (Level 2/ Year 1) |
| 4. Course general Description: |
| This course offers a comprehensive overview of the field of translation studies, emphasizing key theories and methodologies that have shaped the discipline. MA students will explore linguistic, cultural, and sociopolitical approaches to translation, covering various types of texts and contexts. It examines the role of the translator in different contexts and provide a blend of theoretical discussions and practical applications to develop a critical understanding of translation as an intercultural and interdisciplinary practice. Additionally, the course addresses contemporary challenges and trends in translation, including the impact of technology and globalization on the field. |
| 5. Pre-requirements for this course (if any): |
| NA |
| 6. Pre-requirements for this course (if any): |
| NA |
| 7. Course Main Objective(s): |
| 1. Demonstrate a comprehensive understanding of key theories and methodologies in translation studies, including linguistic, cultural, and sociopolitical approaches.
2. Gain practical skills in translating various types of texts, applying appropriate strategies and techniques to different contexts.
3. Analyze the role of the translator in diverse settings, considering ethical, cultural, and professional aspects of translation practice.
4. Evaluate contemporary challenges and trends in translation, such as the impact of technology and globalization, and their implications for the field of translation studies.
 |

**2. Teaching Mode:** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | **54** | **90%** |
| 2 | E-learning | **6** | **10%** |
| 3 | Hybrid* Traditional classroom
* E-learning
 |  |  |
| 4 | Distance learning |  |  |

**3. Contact Hours:** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | **40** |
|  | **Laboratory/Studio** |  |
|  | **Field** |  |
|  | **Tutorial**  |  |
|  | **Others (specify): Seminars** | **20** |
|  | **Total** | **60** |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** |
| **1.1** | **Define key concepts, issues related to theories of translation.** | **K 2** | **Lecture****Group discussion** | **Research Assignment****Group Presentation****Midterm/Final Exam** |
| **1.2** | **Explain relationships between theories and applications.** | **K 2** | **Lecture****Group discussion** | **Research Assignment****Group Presentation****Midterm/Final Exam** |
| **1.3** | **Describe historical developments in the theories of translation** | **K 2 & K 3** | **Lecture****Group discussion** | **Research Assignment****Group Presentation****Midterm/Final Exam** |
| **2.0** | **Skills** |
| **2.1** | **Apply specific translation strategies related to a particular theory or approach.**  | **S 2** |  **Illustration:****translation activity** | **Research Assignment****Midterm/Final Exam** |
| **2.2** | **Select appropriate strategies with reference to text, context and theory**  | **S 2** |  **Illustration:****translation activity** | **Research Assignment****Midterm/Final Exam** |
| **2.3** | **Appraise strategies with reference to text, context, and theory**  | **S 2 & S 4** |  **Translation analysis** | **Research Assignment****Midterm/Final Exam** |
| **3.0** | **Values, autonomy, and responsibility** |
| **3.1** | **Reflect on degrees of faithfulness in conducting translation**  | **V 1 & V2** | **Individual and** **Group translation activity** | **Individual and Group Presentation****Exam** |
| **3.2** | **Reinforce self-reliance backed up by theory in solving translation difficulties.**  | **V 3** | **Individual and** **Group translation activity** | **Home assignment****Presentation****Exam** |
| **3.3** | **Work ethically and professionally as part of a team**  | **V 3** | **Lecture****Group discussions** | **Presentation** |

# **C. Course Content:**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Introduction & the main issues of translation studies**: An overview of the history and development of the discipline, main concepts, discipline, inter-discipline or multi-discipline. | **6** |
|  | **The Pre-linguistics era (Translation theory before the 20th century)**: Cicero’s ‘Word-for-word’ & ‘sense-for-sense’, Early Chinese and Arabic discourse on translation, Humanism and the Protestant Reformation, Fidelity’s ‘spirit and truth’, and the early attempts at systematic translation theory. | **6** |
| **3** | **Equivalence and equivalent effect**: Jakobson’s ‘nature of linguistic meaning and equivalence’, Nida’s ‘the science of translating’, Newmark’s ‘semantic and communicative translation’, and Koller’s ‘equivalence relations’ | **6** |
| **4** | **Translation product and process**: Vinay and Darbelnet’s ‘direct and oblique translation’, Catford’s ‘translation ‘shifts’, ‘option, markedness and stylistic shifts in translation’, and ‘the cognitive process of translation’. | **6** |
| **5** | **Functional theories of translation:** Reiss’s ‘Text type’, Holz-Mänttäri’s ‘Translatorial action’, Vermeer’s ‘Skopos theory’, and Nord’s ‘Translation-oriented text analysis’.  | **6** |
| **6** | **Register and discourse analysis in translation:** Halliday’s ‘systemic functional linguistics’, House’s ‘translation quality assessment’, Baker’s ‘pragmatic level, thematic structure & cohesion’, and Hatim and Mason’s ‘Levels of context and discourse’. | **6** |
| **7** | **Systems theories:** Even-Zohar’s ‘Polysystem theory’, Toury’s ‘Descriptive translation studies’, and Chesterman’s ‘Translation norms’.  | **6** |
| **8** | **Cultural and ideological turns & The role of the translator:** ‘Translation as rewriting’, ‘Translation and gender’, ‘Translation and post-colonialism’, ‘The ideologies of the theorists’; ‘The visibility of translation and the translator’, and ‘Domestication and foreignization’, ‘The positionality and ideology of the translator’, ‘The sociology of translation’, ‘The powerful translation and publishing industry’, and ‘The reception of translations’. | **6** |
| **9** | **The philosophical approaches to translation**: Steiner’s ‘Hermeneutic motion’, Pound’s ‘Energizing of language’ Benjamin’s ‘Pure language of translation’ and Derrida’s ‘Deconstruction movement’. | **6** |
| **10** | **New directions & research in Translation Studies:** Audiovisual translation, localization, globalization and collaborative translation, Corpus-based translation studies, and 'The application of theory research projects'.  | **6** |
| **Total** | **60** |

# **D. Students Assessment Activities:**

| **No** | **Assessment Activities \***  | **Assessment timing****(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Midterm Examination** | **6** | **20%** |
|  | **Group presentation** | **8** | **10%** |
|  | **Research assignment** | **12** | **25%** |
| **4.** | **Final Examination** | **16** | **40%** |
| **5.** | **In class participation**  | **Ongoing**  | **5%** |

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

# **E. Learning Resources and Facilities:**

**1. References and Learning Resources:**

|  |  |
| --- | --- |
| **Essential References** | * **Robinson, D. (2023). Questions for translation studies. John Benjamins Publishing Company.**
* **Munday, J. Pinto, S & Blakesly, J (2022). *Introducing translation studies: Theories and applications.* Routledge, London.‏**
* **Bartrina, Francesca., & Millan-Varela, Carmen. (2013). The Routledge handbook of translation studies. Routledge.** [**https://doi.org/10.4324/9780203102893**](https://doi.org/10.4324/9780203102893)
 |
| **Supportive References** | **Students may wish to consult the following:*** **Baker, M., & Saldanha, G. (Eds.). (2019). Routledge Encyclopedia of Translation Studies. Routledge.**
* **Abdelaal, N. (2020). *Translation between English and Arabic: A Textbook for Translation Students and Educators*. Switzerland: Palgrave Macmillan**
* **Baker, M. (2018). *In Other Words: A Coursebook on Translation*. London: Routledge.**
* **Pym, A. (2017). *Exploring translation theories.* London: Routledge.**
* **Reynolds, M. (2016). *Translation: A very short introduction*. Oxford University Press.‏**
* **Robinson, D. (2019). *Becoming a translator: An introduction to the theory and practice of translation*. London: Routledge.**
* **Gile, D. (2009). *Basic concepts and models for interpreter and translator training* (Vol. 8). John Benjamins Publishing.‏**
 |
| **Electronic Materials** | **List Electronic Materials, Web Sites:*** <https://www.jbe-platform.com/content/journals/15699986>
* <https://www.tandfonline.com/toc/rmps20/current>
* <https://www.erudit.org/en/journals/meta/?lang=en>
* <https://benjamins.com/content/home#home>
 |
| **Other Learning Materials** |  |

**2. Educational and Research Facilities and Equipment Required:**

| **Items** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | Classrooms which accommodates a maximum of 15 students |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | Data show, Overhead projector |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | **N/A** |

# **F. Assessment of Course Quality:**

| **Assessment Areas/Issues**  | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| Effectiveness of teaching and assessment | Students, Programme coordinator,Exam committee | Direct: Survey |
| Extent of achievement of course learning outcomes | Students, Programme coordinator  | Direct: Survey |
| Quality of learning resources | Program Leader | Direct: site Visit  |
| The automated course evaluation survey at the end of the semester | Students | Direct: Survey  |

**Other Strategies for Evaluation of Teaching by the Instructor or by the Department:**

* Tutor emphasizes to students that teaching-learning is a joint enterprise.
* Tutor explains at the beginning of the semester that students’ success reflects on their own success and invites them to feel free to comment on the teaching style and strategies he/she adopts.

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# **G. Specification Approval Data:**

|  |  |
| --- | --- |
| **Council /COMMittee** | **Translation/ english department** |
| **Reference No.** | **13** |
| **Date** | **March 2024** |