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| --- |
| **Course Title:** Translation Pedagogy |
| **Course Code**: TRN 6109 |
| **Program**: Master of Arts in Translation |
| **Department**: Translation |
| **College**: College of Languages & Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date:** **01 Feb 2024** |

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

**1. Course Identification:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2 Hours) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track |  |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Level 3/ Year 2) | | | | | | |
| 4. Course general Description: | | | | | | |
| This course is designed to provide MA students with the knowledge and skills necessary to effectively teach translation. Additionally, it offers a comprehensive exploration of the theoretical underpinnings, pedagogical strategies, and practical implementations of translation education/pedagogy in diverse academic settings. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| NA | | | | | | |
| 6. Pre-requirements for this course (if any): | | | | | | |
| NA | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| 1. Understand the core principles and theories that form the basis of translation pedagogy. 2. Develop effective teaching methodologies that cater to the varied needs of students in translation courses. 3. Gain insights into curriculum development and course design specific to translation studies. 4. Learn to evaluate and assess students' translation competencies and progress. 5. Explore the integration of technology and digital resources in translation teaching. 6. Enhance intercultural communication skills to prepare students for the global translation market. | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | **27** | **90%** |
| 2 | E-learning | **3** | **10%** |
| 3 | Hybrid   * Traditional classroom * E-learning |  |  |
| 4 | Distance learning |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | **25** |
|  | **Laboratory/Studio** |  |
|  | **Field** |  |
|  | **Tutorial** |  |
|  | **Seminars** | **5** |
|  | **Total** | **30** |

# **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 | **Understand the core principles and theories that form the basis of translation pedagogy.** | **K 1 & K 3** | **Lecture discussion and seminars.** | **Individual/group presentation and final exam.** |
| 1.2 | **Gain insights into curriculum development and course design specific to translation studies.** | **K 5** | **Inductive presentation of examples and Lecture discussions.** | **Research paper.** |
| 1.3 | **Explore the integration of technology and digital resources in translation teaching.** | **K 4** | **Lecture discussion and seminars.** | **Individual/group presentation.** |
| **2.0** | **Skills** | | | |
| 2.1 | **Develop effective teaching methodologies that cater to the varied needs of students in translation courses.** | **S 2** | **Lecture discussion and writing-proposal practice.** | **Research paper and individual/group presentation.** |
| 2.2 | **Learn to evaluate and assess students' translation competencies and progress.** | **S 5** | **Inductive presentation of samples.** | **Assignments.** |
| 2.3 | **Negotiate options and alternatives skilfully and constructively when dealing with issues related to translation teaching.** | **S 4 & S 3** | **Lecture discussion and writing-proposal practice.** | **Research paper and individual/group presentation.** |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | **Monitor learning and performance autonomously (identifying personal needs, setting learning goals, applying appropriate learning strategies).** | **V 3** | **Group tasks with different leadership roles.** | **Individual/group presentation and**  **checklist.** |
| 3.2 | **Employ the knowledge and skills gained from the course in diagnosing and proposing solutions to translation issues encountered in local institutions or agencies.** | **V 1 & V 3** | **Group tasks with different leadership roles.** | **Individual/group presentation and**  **checklist.** |
| 3.3 | **Display leadership, ingenuity, and dedication when engaging in group or individual research work.** | **V 3** | **Group tasks with different leadership roles.** | **Individual/group presentation and**  **checklist.** |

# **C. Course Content:**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Introduction to Translation Pedagogy: Overview and historical development.** | **3** |
|  | **Theoretical Foundations: Translation theories and linguistic roles.** | **3** |
| **3.** | **Curriculum Design: Principles and content development.** | **3** |
| **4.** | **Teaching Methodologies: Pedagogical approaches and learning strategies.** | **4** |
| **5.** | **Assessment and Evaluation: Designing tools and providing feedback.** | **4** |
| **6.** | **Technology Integration: Utilising digital tools and e-learning platforms.** | **4** |
| **7.** | **Intercultural Competence and Ethics: Fostering awareness and addressing ethical considerations.** | **3** |
| **8.** | **Research in Translation Pedagogy: Exploring current trends and methodologies.** | **6** |
| **Total** | | **30** |

# **D. Students Assessment Activities:**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Assignments** | **4 & 8** | **10%** |
|  | **Individual/group presentation** | **9** | **20%** |
|  | **Research paper** | **13** | **30%** |
| **4.** | **Final exam** | **16** | **40%** |
| **5.** | **Checklist (attendance and 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** | * Venuti, L. (2016). Teaching Translation: Programs, courses, pedagogies (1st ed.). Routledge, London. <https://doi.org/10.4324/9781315623139> * Laviosa, S. (2020). The Routledge handbook of translation and education (S. Laviosa & M. González Davies, Eds.). Routledge, London. * Mazzei, C. A., & Ibrahim Aibo, L. J.-R. (2022). The Routledge Guide to Teaching Translation and Interpreting Online. (First edition). Routledge, London. |
| **Supportive References** | Students may wish to consult the following references for the required tasks for this course:   * Liu, K. (2020). Corpus-Assisted Translation Teaching: Issues and Challenges (1st Edition 2020, Vol. 7). Singapore: Springer Singapore Pte. Limited. <https://doi.org/10.1007/978-981-15-8995-9> * Hung, E. (2002). Teaching Translation and Interpreting 4: Building bridges (1st ed.). John Benjamins Publishing Company. <https://doi.org/10.1075/btl.42> * The Interpreter and Translator Trainer, Volume 16, Issue 3 (2022) <https://www.tandfonline.com/toc/ritt20/16/3> |
| **Electronic Materials** | * Saudi Digital Library <https://sdl.edu.sa/sdlportal/en/publishers.aspx> * Book Review <https://www.tandfonline.com/doi/full/10.1080/07374836.2017.1367169> * Academic honesty <https://courses.lumenlearning.com/collegesuccess-lumen/chapter/academic-honesty/> |
| **Other Learning Materials** |  |

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

| **Items** | **Resources** |
| --- | --- |
| **facilities**  (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | **Classroom that accommodates a maximum of 12 students.** |
| **Technology equipment**  (Projector, smart board, software) | **Data show, Overhead projector, & Smart Board.** |
| **Other equipment**  (Depending on the nature of the specialty) | **NA** |

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

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **Effectiveness of teaching** | **Students** | **Direct: Questionnaire** |
| **Effectiveness of students’ assessment** | **Peers reviewers & course coordinator** | **Direct: Discussion** |
| **Quality of learning resources** | **Course coordinator** | **Indirect: Statistics** |
| **The extent to which CLOs have been achieved** | **Quality committee** | **Indirect: Course Report** |
| **Other** |  |  |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify) **Assessment Methods** (Direct, Indirect)

# **G. Specification Approval Data:**

|  |  |
| --- | --- |
| **Council /COMMittee** | **Translation/English Depratment** |
| **Reference No.** | **13** |
| **Date** | **19 Feb 2024** |