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| --- |
| **Course Title:** Translation Project |
| **Course Code**: TRN 6112 |
| **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: (6 Hours) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track |  |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Level 4/Year 2) | | | | | | |
| 4. Course general Description: | | | | | | |
| This course offers students a choice between two transformative paths: Translation Project or Thesis.  In the Translation Project pathway, students embark on a journey of linguistic and cultural exploration, translating a specialized text of no less than 10,000 words. This venture not only contributes to the enrichment of local or English-speaking communities but also hones students' ability to navigate complex translation challenges, devise innovative strategies, and articulate their process in a comprehensive commentary. Collaboration is championed, with the ultimate goal of refining and potentially publishing their work, thereby leaving a lasting imprint on the world of translation.  The Thesis pathway is a deep dive into the academic realm of Translation Studies. Students are equipped to sculpt research questions, conduct thorough literature reviews, and eloquently present their discoveries, culminating in a thesis that not only marks the pinnacle of their academic journey but also paves the way for future scholarly endeavors.  Both pathways are designed to seamlessly blend theoretical insights with practical prowess, empowering students to emerge as trailblazers in the field of Translation Studies. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| NA | | | | | | |
| 6. Pre-requirements for this course (if any): | | | | | | |
| NA | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| 1. Enhance their ability to translate specialized texts from English into Arabic or vice versa, applying theoretical knowledge and practical skills acquired throughout the Master of Arts in Translation Studies Program, while also developing a comprehensive understanding of research methodologies relevant to translation studies. 2. Acquire skills in choosing the appropriate source content and later commenting on translation choices in the light of literature, alongside exploring key themes and topics within translation studies commonly researched by scholars. 3. Demonstrate resourcefulness in identifying and overcoming translation difficulties, employing problem-solving strategies to ensure accuracy and appropriateness in their translations, and acquire skills in formulating research hypotheses, proposals, and selecting suitable research methods for translation studies. 4. Familiarize students with the intricacies of the publication process for translations and learn to analyze, interpret data, and effectively present findings, culminating in the ability to write a coherent and impactful thesis within the field of translation studies. | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | **70** | **78%** |
| 2 | E-learning | **20** | **22%** |
| 3 | Hybrid   * Traditional classroom * E-learning |  |  |
| 4 | Distance learning |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | **50** |
|  | **Laboratory/Studio** |  |
|  | **Field** |  |
|  | **Tutorial** |  |
|  | **Seminars** | **40** |
|  | **Total** | **90** |

# 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 thoroughly the interdisciplinary area of research in the field of Translation Studies, promoting a discerning and critical approach to scholarly investigation of translational phenomena.** | **K 1 & K 3** | **1- In-class lecturing, individual-work,**  **Adequate elaboration and discussion in classroom** | **Presentation**  **Translation project**  **Commentary on the translation** |
| 1.2 | **Demonstrate critical knowledge and understanding of the linguistic and cultural similarities and differences between English and Arabic with regards to translated texts (products)/a translation phenomenon.** | **K 5** | **Adequate elaboration and discussion in classroom** | **Presentation**  **Translation project**  **Commentary on the translation** |
| 1.3 | **Explain insightfully how certain difficult areas have been rendered into the target text (TT), supported by theoretical considerations.** | **K 4** | **Adequate elaboration and discussion in classroom** | **Presentation**  **Commentary on the translation** |
| **2.0** | **Skills** | | | |
| 2.1 | **Produce an error-free, appropriate, and accurate translation from English into Arabic or vice versa.** | **S 2** | **Adequate elaboration and discussion in classroom** | **Presentation**  **Translation project**  **Commentary on the translation** |
| 2.2 | **Write a well-grounded thesis or commentary, analyzing a translation phenomenon both conceptually and methodologically.** | **S 5** | **Adequate elaboration and discussion in classroom** | **Thesis Commentary** |
| 2.3 | **Negotiate options and alternatives skilfully and constructively when dealing with translation issues encountered during the translation process/research and make a good use of information technology to enhance translation.** | **S 4 & S 3** | **Adequate elaboration and discussion in classroom** | **Thesis**  **Commentary on the translation** |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | **Demonstrate faithfulness when performing translation tasks as the source texts and target texts allow, along with respecting both cultures involved in translation.** | **V 3** | **Adequate elaboration and discussion in classroom** | **Thesis Commentary on the translation** |
| 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** | **Adequate elaboration and discussion in classroom** | **Presentation**  **Thesis Translation project**  **Commentary on the translation** |

# C. Course Content:

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **An overview of Translation Project or Thesis (concepts and methods), with particular emphasis on the role of students and the supervisor.** | **6** |
|  | **Setting a detailed plan for the semester-long translation project or thesis, including selection of source texts, requirements, rules, guidelines as well as academic and learning support available for students.** | **9** |
| **3.** | **An overview of the concept titled Research Methodologies in Translation Studies and its implications on producing a well-structured translation commentary or thesis.** | **9** |
| **4.** | **An overview of the concept titled Translation Annotation and its implications on producing a well-structured translation commentary or thesis.** | **12** |
| **5.** | **Pre-translation processes: reading, summarising, and identifying translation obstacles and challenges.**  **or**  **Thesis writing 1: Developing the research proposal (problem statement, questions, and objectives).** | **12** |
| **6.** | **Supervisor's feedback and class discussion on students' preliminary translations of the first 5 pages of the chapters/articles they are translating. Identification of related commentaries.**  **or**  **Thesis writing 2: Advancing the research proposal (hypotheses, limitations, and significance).** | **12** |
| **7.** | **Supervisor's feedback and class discussion on students' translations of the remaining portions of the chapters/articles. Identification and elaboration on related commentaries.**  **or**  **Thesis writing 3: Drafting the thesis introduction, methodology, and structuring the methodology, results, discussion, and conclusion sections with effective documentation.** | **15** |
| **8.** | **Supervisor's feedback followed by a class discussion on students' first draft of their translation commentary, including planning, outlining, and citing relevant scholarly research to pave the way to submit the final version.**  **or**  **Thesis writing 4: Revising, editing, and preparing the thesis project for final submission.** | **15** |
| **Total** | | **90** |

# D. Students Assessment Activities:

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Presentation**  **(Discussing the work to be submitted)** | **13** | **10%** |
|  | **Submission: Translation project**  **(no less than 10,000 words; nearly 40 pages long)**  **or**  **Submission: Final Draft thesis** | **15** | **60%** |
|  | **Submission: Commentary on the translation**  **(no less than 3000 words)**  **or**  **Assignments 1, 2, 3 related to the thesis production** | **15** | **30%** |

\*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** | * **Johnson, P. (2023). Writing a Translation Commentary. United Kingdom: Taylor & Francis.** * **Saldanha, G. & O’Brien, S. (2014). Research Methodologies in Translation Studies. Routledge, London https://doi.org/10.4324/9781315760100** * **Angelelli, C.v. & Baer, B. J. (2016). Researching Translation and Interpreting. Routledge, London https://doi.org/10.4324/9781315707280** |
| **Supportive References** | **Students may wish to consult the following references for the required tasks for this course:**   * **Penet, J. (2024). Working as a Professional Translator. United Kingdom: Taylor & Francis.** * **Walker, C. (2022). Translation Project Management. United Kingdom: Routledge, London.** * **Zanettin, F., & Rundle, C. (Eds.). (2022). The Routledge Handbook of Translation and Methodology. Routledge.** * **Almanna, A. (2016). The Routledge Course in Translation Annotation: Arabic-English-Arabic. Routledge.‏** * **Mellinger, D.M. & Hanson, T. A. (2017). Quantitative Research Methods in Translation and Interpreting Studies. Routledge. https://doi.org/10.4324/9781315647845** * **Munday, J. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). Routledge.** * **Williams, J. & Chesterman, A. (2002). The Map: A Beginner’s Guide to Doing Research in Translation Studies. Taylor and Francis. https://doi.org/10.4324/9781315760513** |
| **Electronic Materials** | **List Electronic Materials, Web Sites:**   * [**https://www.matecat.com/**](https://www.matecat.com/) * [**https://www.almaany.com/**](https://www.almaany.com/) * [**https://rasaif.com/**](https://rasaif.com/) * [**https://www.lexicool.com/**](https://www.lexicool.com/) |
| **Other Learning Materials** | * **Saudi Digital Library** [**https://sdl.edu.sa/sdlportal/en/publishers.aspx**](https://sdl.edu.sa/sdlportal/en/publishers.aspx) * **Academic citation tool**   [**https://www.citethisforme.com/**](https://www.citethisforme.com/)   * **Academic honesty** [**https://courses.lumenlearning.com/collegesuccess-lumen/chapter/academic-honesty/**](https://courses.lumenlearning.com/collegesuccess-lumen/chapter/academic-honesty/) |

**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) | **Laboratory equipped for Interpreting activities.** |

# 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** |