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| **Course Title**: Tourism & Business Translation |
| **Course Code**: TRN3333-3 |
| **Program**: Bachelor of Arts in Translation |
| **Department**: Translation |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **19 November 2024** |

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

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 5 – Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| TRN2331-3 Introduction to Translation is a foundational course designed for students entering the field of translation. The course provides a comprehensive overview of key concepts, methods, and challenges in translation, with a focus on Arabic-English and English-Arabic language pairs. Students will explore the differences between translation and interpretation, various types of dictionaries, and the contributions of renowned scholars in the field. The course covers a range of translation methods and equips students with the skills to identify and resolve common grammatical and lexical problems encountered in translation. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| TRN2331-3 Introduction to Translation | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| To provide practical training on translating tourism and business texts from English into Arabic and vice versa, and familiarize students with a broad range of institutional settings, a great variety of genres and terminologies, skills and strategies in translating these texts. To master common business and tourism terminology in English and in Arabic. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | 4.5 | 10% |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

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

| **Code** | **Course Learning Outcomes** | **Aligned PLO** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | | |
| 1.1 | Acquire introductory information about business and tourism translation. | K1 & K4 | **Lecture**  **Class Discussion**  **Group Activity** | Formative Assessment 1 (5 marks) |
| 1.2 | Identify linguistic aspects and features of the main genres in tourism and business texts. | K2 | **Lecture**  **Class Discussion**  **Group Activity** | Midterm Exam (30 marks) |
| 1.3 | Recognize different terminologies and settings in the tourism and business contexts. | K1 & K4 | **Lecture**  **Class Discussion**  **Pair Activity** | Assignment 1 (5 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Demonstrate proficiency in translating tourism and business texts. | S2 | **Lecture**  **Class Discussion**  **Individual Practice** | Formative Assessment 2 (5 marks)  Quiz (10 marks) |
| 2.2 | Explicitly transfer the meaning of specialized terminologies from the source language into the target language. | S7 | **Lecture**  **Class Discussion**  **Group Activity** | Assignment 2 (5 marks)  Final Exam (40 marks) |
| 2.3 | Understand the role of business/tourism concepts in forming the translated text. | S5 | **Lecture**  **Class Discussion**  **Pair Activity** | Quiz (10 marks)  Final Exam (40 marks) |
| 2.4 | Utilize suitable translation strategies and procedures when translating tourism and business texts. | S7 | **Lecture**  **Class Discussion**  **Pair Activity** | Quiz (10 marks)  Final Exam (40 marks) |
| **3.0** | **Values, Autonomy, and Responsibility** | | | |
| 3.1 | Reflect on your own learning experience and explore options to continuously develop your competence as translators and communicators. | V1 | **Class Discussion**  **Observation**  **Group Activity** | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Communicate appropriately, accurately and effectively while involved in group tasks. | V2 | **Individual Consultation**  **Observation**  **Group Work** | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Display a commitment to the learning process by consistently attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives | V3 | **Attendance Tracking**  **Observation**  **Group Work** | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Introduction to tourism translation (genres, styles, terminologies, characteristics and strategies). | 9.5 |
|  | Assorted texts on various tourism genres and styles for the purpose of translation practice, such as: websites, brochures, adverts, leaflets, travel guides, travelogues, trip-reports, reviews etc. | 13 |
| **3.** | Introduction to business translation (business organizations, contracts language, genres, economics and international commerce terminologies, characteristics and strategies). | 9.5 |
| **4.** | Assorted texts on various business genres for the purpose of translation practice, such as: business letters, memos, reports, contracts etc. | 13 |
|  |  |  |
|  |  |  |
| **Total** | | **45** |

This schedule allows for the complexity of the tasks, the time it would take to teach and practice, and leaves extra time for review and assessment. The distribution may need adjustments depending on the students' progress and the actual time each topic requires. Always be ready to adapt and change according to the needs of the students.

Remember that it's important to have interactive activities, engage students in discussion, and incorporate real-life context into teaching to help students better understand and apply what they've learned.

# **D. Students Assessment Activities**

Outlined below are the student assessment activities for this course, each mapped to an overarching course-level learning outcome. While this mapping provides a broad framework for understanding the intended skills and competencies to be gained, it is worth emphasizing that it does not fully encapsulate the evaluation spectrum. Beyond the scope of course-level learning outcomes, assessments also capture unit-specific and lesson-specific objectives that are integral to evaluating the full spectrum of student academic achievement and growth. Hence, these assessments are not confined solely to the learning outcomes to which they are mapped; they also serve to evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. Please note that the Midterm is cumulative in nature, covering the course material up until that point in time, whereas the final exam encompasses the entire course. Although all assessments are mapped to specific learning outcomes, this should not be interpreted as a limitation. In the table below, you'll find a quiz listed among various assessments. If only one quiz is indicated, it may be divided into two parts at the discretion of the course teaching team, with the original grade allocation being proportionally adjusted**.**

| **No** | **Assessment Activities** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)** | 3 | 5% |
|  | **Formative Assessment 2 (5 Marks)** | 4 | 5% |
|  | **Assignment 1 (5 Marks)** | 5 | 5% |
| **4.** | **Assignment 2 (5 Marks)** | 8 | 5% |
| **5.** | **Quiz (10 Marks)** | 7 | 10% |
| **6.** | **Midterm Exam (30 Marks)** | 6 | 30% |
| **7.** | **Final Exam (40 Marks)** | 12 | 40% |
| **Overall Total** | | | **100%** |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

**Please note that the textbook(s) listed as required for each course are intended to be used as primary resources for course content. Instructors are expected to use these books as a foundation for their teaching materials, while also having the flexibility to adapt and supplement content from available sections or online versions as needed.**

**The semester coordinator will ensure that the materials used are in line with the learning outcomes and maintain the highest quality educational experience. Be aware that the required textbook list serves as a starting point, and the actual course content may also include additional or adapted resources. We appreciate your understanding and trust in our commitment to delivering an engaging and comprehensive educational experience**

|  |  |
| --- | --- |
| **Required Textbooks** | Altarabin, M (2022). The Routledge Course in Arabic Business Translation; Arabic-English-Arabic. Cambridge Scholars Publishing.  NA (an approved tourism and business texts covering the course topics and practice will be compiled from different sources). |
| **Essential References** | **Instructors and students are, however, recommended to refer to the following textbooks and dictionaries:**   * Altarabin, M (2022). *The Routledge Course in Arabic Business Translation; Arabic-English-Arabic.* Cambridge Scholars Publishing. * Joreige, M (2002). Glossary of Commercial, Economic, and Financial Terms. Librairie Du Liban Publishers. * Alabbasi, A (2015). Business Translation: A theoretical and Practical Study. Al-Amin Publishing House. * Sulaiman, M, Wilson, R (2019). Translation and Tourism: Strategies for Effective Cross-Cultural Promotion * Ahmed M. & El-Koronby, A (2000). A Comprehensive Dictionary of Tourism English-Arabic. Intl Book Centre*.* |
| **Electronic Materials** | * [[https://www.matecat.com/](https://www.jbe-platform.com/content/journals/15699986)](https://www.matecat.com/) * [[https://www.almaany.com/](https://www.jbe-platform.com/content/journals/15699986)](https://www.almaany.com/) * [[https://rasaif.com/](https://www.jbe-platform.com/content/journals/15699986)](https://rasaif.com/) * [[https://ksaa.gov.sa/](https://www.jbe-platform.com/content/journals/15699986)](https://ksaa.gov.sa/) * Saudi Digital Libarary |
| **Other Learning Materials** | <https://sdl.edu.sa/sdlportal/en/publishers.aspx>   * Academic citation tool: https://www.citethisforme.com * https://routledgetextbooks.com/textbooks/9781138912557/student.php o [Visit Wordfast Anywhere](https://www.wordfast.com/anywhere) |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | CLASSROOMS, SPECIALIZED LABS, MULTIMEDIA ROOMS, STUDY AREAS |
| **TECHNOLOGY EQUIPMENT** | • PROJECTORS, SMART BOARDS, SUBJECT-SPECIFIC SOFTWARE, AUDIO-VISUAL DEVICES |
| **OTHER EQUIPMENT** | • TEXTBOOKS, REFERENCE MATERIALS, SUBJECT-SPECIFIC LEARNING RESOURCES, SUPPLEMENTARY MATERIALS |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |

|  |  |  |
| --- | --- | --- |
| Efficacy of Pedagogical Approaches | * Principal Instructor * Academic Peer Review Panel * Student Evaluation Subcommittee | * Classroom Observations Utilizing Standardized Rating Instruments * Peer Review Assessments Following Institutional Guidelines * Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups |

|  |  |  |
| --- | --- | --- |
| Integrity and Effectiveness of Student Assessments | * Principal Instructor * Independent Academic Auditors * Extern Advisory Board | * Assessment Tool Validation through Quantitative and Qualitative Methods * Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures |

|  |  |  |
| --- | --- | --- |
| Quality and Relevance of Educational Resources | * Principal Instructor * Student Curriculum Feedback Panel   Educational Technology and Resources Committee | * Utilizing Resource Evaluation Metrics and Checklists * Student Resource Utilization Surveys   Comparative Analysis with Nationally and Internationally Recognized Educational Standards |
| Achievement Level of Course Learning Outcomes (CLOs) | * Principal Instructor * Deanship of Academic Development and Quality   Program Level Quality Committee | **1. Semester-End Learning Outcome Mapping:** Systematic mapping of all questions on all assessments to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship of Academic Development and Quality, which operates at two levels:   * **First Level:** An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome before the assessments are conducted. * **Second Level:** After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes.   **2. Program Learning Outcome Surveys:** Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes.  **3. Course Satisfaction Surveys:** Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels.  **4. Alignment and Quality Committee Oversight:**  Each Course Learning Outcome is meticulously aligned with a corresponding Program Learning Outcome. Both are documented in the course specification and must be adhered to. A separate analysis on this alignment is conducted by the Program Level Quality Committee to ensure compliance and effectiveness. It is imperative that all instructors duly complete this alignment as outlined. |

# **G. Specification Approval**

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| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |