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| **Course Title**: Scientific Translation |
| **Course Code**: TRN3334-3 |
| **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) | | | | | | |
| This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content. | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 6 - Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| This course provides learners with an overview on translating scientific texts in general from English into Arabic and vice versa. The course is also intended to demonstrate the most common specialized terminologies circulated in the field through which learners can practice translation and then develop knowledge and skills about how to treat such jargon to produce the best translation possible in this regard. It also introduces some of the most important specialized scientific terminology and various challenges in scientific 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): | | | | | | |
| Unlike general translation courses, this course aims at training students on translation in specialized contexts particularly scientific, from English into Arabic and vice versa. Furthermore, to familiarize students with some of the specialized terminology they may encounter in this field and to equip them with the best utilizable methods, strategies and techniques to be followed while translating along with the problems and challenges in scientific translation. | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 40.5 | 90% |
| 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** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Acquire introductory information about scientific translation | K1 & K4 | **Lecture**  **Class Discussion**  **Group Activity** | Formative Assessment 1 (5 marks) |
| 1.2 | Recognize and understand scientific jargon in their specialized contexts | K1 & K4 | **Lecture**  **Class Discussion**  **Group Activity** | Midterm Exam (30 marks) |
| 1.3 | Develop some scientific background knowledge with regard to translation which contributes to a better understanding and rendering of texts in these genres | K2 | **Lecture**  **Class Discussion**  **Pair Activity** | Assignment 1 (5 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Translate clearly and meaningfully in the fields of science through analyzing lexical and syntactic features | S7 | **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 | S5 | **Lecture**  **Class Discussion**  **Group Activity** | Assignment 2 (5 marks)  Final Exam (40 marks) |
| 2.3 | Use suitable strategies and procedures in translating these genres | 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 Scientific Translation: Lexical, syntactic and stylistic features of texts in the different genres related to science in both Arabic and English. | 8 |
|  | Problems and challenges in scientific translation. | 8 |
| **3.** | Strategies and approaches for the translation of scientific texts. | 8 |
| **4.** | Assorted texts on various recent scientific topics for the purpose of translation practice such as: astronomy, chemistry, physics, biology, technology, engineering, research papers etc. | 21 |
| **5.** | Arabization (pages 156-171). | 4.5 |
| **6.** | Stylistic problems: the importance of style, style of parallelism, style of formality vs informality (pages 222-230). | 4.5 |
| **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.

**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**

|  |  |
| --- | --- |
| **Required Textbooks** | Lahlali, E. M., & Hatab, W. A. (2014). Advanced English-Arabic Translation: A Practical Guide. Edinburgh University Press. http://www.jstor.org/stable/10.3366/j.ctt1g0b442 (Chapter 4).  Al Qumber, M. (2019). Systematic Medical Terminology with Arabic Translations. Chapters (1) and (15). المصطلحات الطبية  المنظومة منطقياً مع الترجمة العربية  Texts of scientific nature, covering the topics of the course and its learning outcomes, can be selected from different sources and compiled as a set of practice and approved by the Department. |
| **Essential References** | **Instructors and students are, however, recommended to refer to the following textbooks and dictionaries:**   * A Hassan, B. “Translating Scientific Terminology: Examples from the Arabic versions of Two International Magazines.” Mediterranean Journal of Social Sciences. Vol. 8, No. 2, March 2017. file:///C:/Users/Sophie/Downloads/9876-Article%20Text-38324-1-10-20170304.pdf * Olohan, M. (2015). Scientific and Technical Translation. London: Routledge. * Wright, S. E. and L. Wright (1993). Scientific and Technical Translation. |
| **Electronic Materials** | * <https://www.matecat.com/> * <https://www.almaany.com/> * <https://rasaif.com/> * <https://ksaa.gov.sa/> |
| **Other Learning Materials** | * Saudi Digital Library <https://sdl.edu.sa/sdlportal/en/publishers.aspx> * Academic citation tool: <https://www.citethisforme.com> * <https://routledgetextbooks.com/textbooks/9781138912557/student.php> |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |

|  |  |  |
| --- | --- | --- |
| 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**

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