|  |
| --- |
| **Course Title**: Translation Technologies |
| **Course Code**: TRN3351-3 |
| **Program**: **Bachelor of Arts in Translation** |
| **Department**: **Department of 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 5 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| This course introduces the latest technology available in assisting students during the process of translation and familiarizes them with Computer Assisted Translation (CAT) systems or tools. The course involves an intensive yet interesting journey of exploration and practical training of relevant skills, such as machine translation, subtitling and formatting. It also provides tools that support streamlined translation processes, as required in the industry including translation memory software and terminology management software. | | | | | | |
| 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): | | | | | | |

The course aims at increasing students’ competence in translation technologies and enabling them to transfer their theoretical skills into practice by familiarizing them with Computer Assisted Translation (CAT) systems or tools.

**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** | 25 |
|  | **Laboratory/Studio** | 20 |
|  | **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 knowledge of the historical development of translation technology. | K1 & K4 | **Lecture**  **Class Discussion**  **Group Activity** | Formative Assessment 1 (5 marks) |
| 1.2 | Acquire a critical understanding of the concept of CAT tools and its effect on translation. | K1 & K4 | **Lecture**  **Class Discussion**  **Group Activity** | Midterm Exam (30 marks) |
| 1.3 | Define main components of machine translation, and how it relates to translation practice. | K1 & K4 | **Lecture**  **Class Discussion**  **Pair Activity** | Assignment 1 (5 marks)  Final Exam (40 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Use innovative applications in a range of technologies including computer assisted translation software. | S3 | **Lecture**  **Class Discussion**  **Individual Practice** | Formative Assessment 2 (5 marks)  Quiz (10 marks) |
| 2.2 | Analyze and reflect on the potential impact that technology may have on translation practice, and on the broader context of a multilingual communication environment. | S8 | **Lecture**  **Class Discussion**  **Group Activity** | Assignment 2 (5 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** |
|  | An introduction to the history and development of translation technologies. | 3 |
|  | Traditional translation vs. computer-assisted translation. | 6 |
| **3.** | A critical introduction to CAT tools. | 6 |
| **4.** | A practical introduction to MateCat[[1]](#footnote-1)\* (part one). | 6 |
| **5.** | A practical introduction to MateCat (part two). | 6 |
| **6.** | A practical Introduction to Wordfast Anywhere (WFA)[[2]](#footnote-2)\* (part one). | 3 |
| **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% | |
| **Assignment 2 (5 Marks)** | | | 8 | | | 5% | |
| **Quiz (10 Marks)** | | | 7 | | | 10% | |
| **Midterm Exam (30 Marks)** | | | 6 | | | 30% | |
| **Final Exam (40 Marks)** | | | 12 | | | 40% | |
| **Overall Total** | | | | | | | **100%** | |

# **E. Learning Resources and Facilities**

**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.**

**1. References and Learning Resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Required Textbooks** | |  | | --- | | Mitchell-Schuitevoerder, R. (2020). A project-based approach to translation technology. London: Routledge. (Chapters 1 to 4) | |  | |  | |
| **Essential References** | |  | | --- | | **Instructors and students are, however, recommended to refer to** | | **Cronin, M. (2013). Translation in the digital age. Milton Park, Abingdon, Oxon: Routledge.** [**https://doi.org/10.4324/9780203073599**](https://doi.org/10.4324/9780203073599)**. (Chapters 1 & 2)** | |  | |  | |
| **Electronic Materials** | |  | | --- | | * **List Electronic Materials, Web Sites** * <https://www.matecat.com/> * [https://www.wordfast.com/>](https://www.wordfast.com/) * [https://www.memoq.com/>](https://www.memoq.com/) * [https://www.trados.com/>](https://www.trados.com/) | | * <https://www.matecat.com/> | |
| **Other Learning Materials** | |  | | --- | |  | | **List Electronic Materials, Web Sites**   * <https://www.matecat.com/> * [https://www.wordfast.com/>](https://www.wordfast.com/) * [https://www.memoq.com/>](https://www.memoq.com/) * [https://www.trados.com/>](https://www.trados.com/) | | * 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** |
| --- | --- |
| **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** | Classrooms, specialized labs, multimedia rooms, study areas |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | * 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 |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | * 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 OF LEARNING 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 |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | * 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** |

1. \* *MateCat* is a free and open-source online CAT tool. It’s free for translation companies, translators, and enterprise users. [↑](#footnote-ref-1)
2. \* *Wordfast* is the world’s leading provider of platform-independent translation memory software. [↑](#footnote-ref-2)