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| **Course Title**: Legal Translation |
| **Course Code**: TRN4336-3 |
| **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** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc183528462)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc183528463)

[**C. Course Content** 6](#_Toc183528464)

[**D. Students Assessment Activities** 7](#_Toc183528465)

[**E. Learning Resources and Facilities** 8](#_Toc183528466)

[**F. Assessment of Course Quality** 9](#_Toc183528467)

[**G. Specification Approval** 11](#_Toc183528468)

# **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 7 - Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| This course offers an introduction to legal translation, focusing on the intricacies of translating specialized legal texts between Arabic and English. Students will gain practical experience by working directly with these texts, enhancing their understanding of legal terminologies and structures unique to each language. The curriculum covers a broad spectrum of legal genres and addresses common translation challenges, emphasizing problem-solving skills in terminology and text structure. | | | | | | |
| 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): | | | | | | |
| This course aims to translate specialized legal texts from and into Arabic implementing some theories; to fully understand the different types of texts within the legal genre, the features of legal language, relevant terminology, and expressions, thus using the various resources available to translators. | | | | | | |

**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 | Define the characteristics of the legal text types with reference to translation and give examples | K2 | | **Lecture**  **Class Discussion**  **Group Activity** | Formative Assessment 1 (5 marks) |
| 1.2 | Identify and analyze the most salient linguistic and cultural problems in translating legal texts | K3 | | **Lecture**  **Class Discussion**  **Group Activity** | Midterm Exam (30 marks) |
| 1.3 | Obtain strong basic knowledge about translation theoretical methods or strategies in dealing with legal texts | K4 | | **Lecture**  **Class Discussion**  **Pair Activity** | Assignment 1 (5 marks) |
| **2.0** | **Skills** | | | | |
| 2.1 | Apply the principles in translating legal texts through translating a variety of legal text types appropriately and accurately from English into Arabic and vice versa. | S7 | | **Lecture**  **Class Discussion**  **Individual Practice** | Formative Assessment 2 (5 marks)  Quiz (10 marks) |
| 2.2 | Use specialized legal dictionaries (paper or online) in the process of translation | S5 | | **Lecture**  **Class Discussion**  **Group Activity** | Assignment 2 (5 marks) |
| 2.3 | Use suitable strategies and procedures in translating legal-related 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** | |
|  | |  | |  | |
|  | A theoretical introduction to the characteristics of legal terminologies and texts. | | 4 | |
|  | English and Arabic legal discourse and legal translation. | | 5 | |
| 3. | Features of English and Arabic legal discourse. | | 6 | |
| 4. | Analysis of Arabic–English–Arabic texts: the lexical level & the syntactic level. | | 6 | |
| 5. | Translating Court Documents. | | 6 | |
| 6. | Translating legal certifications and contracts/agreements. | | 6 | |
| 7. | Translating Saudi laws, royal decrees, and orders/council of ministers’ resolutions. | | 6 | |
| 8. | Translating United Nations General Assembly’s multilateral treaties. | | 6 | |
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|  | |  | |  | |
|  | |  | |  | |
| **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)**  **Overall** | 12 | 40%  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** | El-Farahaty, H. (2015). Arabic-English-Arabic legal translation. Abingdon, Oxon: Routledge. https://doi.org/10.4324/9781315745893 |
| **Essential References** | Students are however recommended to refer to the following textbooks and dictionaries:  Altarabin, M. (2021). The Routledge Course on Media, Legal and Technical Translation: English-Arabic-English. Abingdon, Oxon: Routledge.(Chapter 3)  Al-Maward Dictionary (English-Arabic & Arabic-English).  Faruqi's English-Arabic Law Dictionary.  Abdelaal, N. (2020). Translation between English and Arabic: A Textbook for Translation Students and Educators. Switzerland: Palgrave Macmillan.  Hassan, B. (2019). Working with different text types in English and Arabic: Translation in practice. Cambridge Scholars Publishing. |
| **Electronic Materials** | * <https://www.boe.gov.sa/ar/Pages/default.aspx> * <https://www.un.org/en/global-issues/international-law-and-justice> * <https://uqn.gov.sa/?page_id=18179>   <https://laws.moj.gov.sa/?pageNumber=1&pageSize=12&type=1> |
| **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** |
| --- | --- |
| **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 |
|  |  |

# **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** |