Course Specification

— (Postgraduate Programs)

Course Title: Introduction to Translation and Interpreting Studies	
Course Code: TRN 6101	
Program: Master of Arts in Translation	
Department: Translation	
College: College of Languages & Translation	
Institution: King Khalid University	
Version: 2	
Last Revision Date: 01 May 2024	

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A. General information about the course:

1. Course Identification:

1. Credit hours: (5)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Level 1/ First Year – First Term)

4. Course General Description:

This course offers MA students a comprehensive introduction to the field of Translation and Interpreting Studies. It covers key concepts, fundamental principles, strategies, methods, and procedures used in both translation and interpreting, with a focus on English-Arabic language pairs. Students will explore common challenges and issues that arise in translation and interpreting contexts, particularly between Arabic and English. In addition to theoretical foundations, the course emphasizes practical skills. Students will engage in general translation exercises and receive hands-on training in sight translation, consecutive interpreting, and simultaneous interpreting, working in both language directions. The course also includes guided research activities on translation strategies and provides practical instruction in the effective use of dictionaries and translation resources.

5. Pre-requirements for this course (if any):

NA

6. Pre-requirements for this course (if any):

NA

7. Course Main Objective(s):

This course aims to:

1. Introduce students to the foundational concepts and theoretical underpinnings of Translation and Interpreting Studies.
2. Familiarize students with the core strategies, methods, and procedures involved in both translation and interpreting, particularly between English and Arabic.
3. Develop students' practical skills in sight translation, consecutive interpreting, and simultaneous interpreting across a variety of real-world contexts.
4. Raise awareness of the linguistic, cultural, and ethical challenges commonly encountered in translation and interpreting tasks.

5. Equip students with the research skills and resourcefulness needed to effectively use dictionaries, glossaries, and digital tools in professional translation and interpreting practice.
6. Familiarize students with interpreting fundamentals, including modes (e.g. sight, consecutive, simultaneous) and diverse strategies and techniques.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction		
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	50 25	65% 35%
4	Distance learning	-	-

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

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	30
3.	**Field**	-
4.	**Tutorial**	-
5.	**Others (specify)......**	
	Total	75

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: After compleing successfullt completing the course, students will be able to**			
1.1	Demonstrate an advanced understanding of the principles, strategies, and procedures of translation and interpreting, particularly within	K2	Lectures, case studies,	Midterm, final exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	English-Arabic contexts, and assess their application across different text types and communicative settings.			
1.2	Critically engage with complex linguistic, cultural, and contextual factors that influence translation and interpreting decisions, drawing on relevant theoretical and empirical research	K3	Lectures, readings, critical reflection	Assignments, final exam
1.3	Demonstrate advanced and systematic understanding of translation and interpreting processes, including key strategies, methods, and procedures, with specific reference to English-Arabic language mediation.	K2	Lectures, practice analysis	Midterm, final exam
2.0	Skills: After compleing successfullt completing the course, students will be able to			
2.1	Apply advanced translation and interpreting techniques—including sight, consecutive, and simultaneous interpreting—to accurately render meaning across English and Arabic in a range of specialized and general contexts.	S1	Workshops, simulations, guided practice	Participation, oral presentation
2.2	Critically assess and justify translation and interpreting choices, demonstrating the	S2	Case analysis, peer reviews	Practice evaluation, assignments

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	ability to reflect on practice, adapt strategies, and resolve linguistic or cultural challenges in real-time scenarios.			
2.3	Effectively use a range of professional tools and resources, such as bilingual dictionaries, glossaries, and digital platforms, to support translation and interpreting tasks with accuracy and efficiency.	S3	Technology-based training, hands-on practice	Practical tests, participation
3.0				
3.1	Demonstrate a commitment to ethical practice in translation and interpreting, recognizing issues of confidentiality, impartiality, and professional responsibility in diverse cultural and communicative contexts.	V1	Ethics discussions, scenario-based activities	Research assignment, oral presentation
3.2	Appreciate and respect linguistic and cultural diversity, showing sensitivity to the sociocultural dynamics that shape meaning and communication between Arabic and English speakers.	V2	Cross-cultural role-play, reflective writing	Participation, reflection paper
3.3	Reflect critically on the social and intercultural impact of translation and interpreting, recognizing the	V3	Class discussions, intercultural case studies	Final exam, class discussion

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	translator/interpreter's role as a mediator and the ethical implications of their decisions.			

C. Course Content:

No	List of Topics	Contact Hours
1.	**Introduction to Translation:** Basic concepts & principles, Translation methods, Translation strategies etc.	10
2.	**Translating at word & above word level**	10
3.	**Translating at grammatical & sentences level**	10
4.	**Translating at textual level (thematic progression & cohesion)**	10
5.	**Translating at pragmatic & semiotic level**	10
6.	**Introduction to Interpreting:** Basic concepts, principles, settings, theories, professional skills difficulties and strategies.	10
7.	**Sight interpreting practice.**	5
8.	**Consecutive interpreting practice.**	5
9.	**Simultaneous interpreting practice.**	5
Total		**75**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Participations (ongoing translation & interpreting evaluation)**	**2, 4, 7,& 9**	**15%**
2.	**Midterm Examination**	**6**	**20%**
3.	**Oral Presentation**	**8**	**10%**
4.	**Research assignment(s)**	**12**	**15%**
5.	**Final Examination**	**16**	**40%**

*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	Selected topics are drawn from: - **Lahlali, E. M., Hatab, W. A. (2022). Advanced English-Arabic Translation: A Practical Guide. Edinburgh: Edinburgh University Press,.** **https://doi.org/10.1515/9780748677962** - **Altarabin, M. (2019).** *Basics of Translation: A Textbook for Arab University Students*. **Cambridge Scholars Publishing.**
Supportive References	- **Baker, M. (2018).** *In Other Words: A Coursebook on Translation*. **London: Routledge.** - **Hanna, S., El-Farahaty, H., & Khalifa, A. W. (Eds.). (2020). The Routledge handbook of Arabic translation. London, s Routledge.** - **Dickins, J. et al. (2017).** *Thinking Arabic Translation: A Course in Translation Method Arabic to English*. **New York: Routledge.** - **Elewa, A. (2015).** *Levels of Translation*. **Qalam for Translation and Publication.** - **Husni, R. and Newman, D. (2013). A to Z of Arabic-English-Arabic Translation. Saqi Books.** - **Mughazy, M. (2016).** *The Georgetown Guide to Arabic-English Translation*. **Washington, DC: Georgetown University Press.**
Electronic Materials	**List Electronic Materials, Web Sites:** - **https://www.jbe-platform.com/content/journals/15699986** - **https://www.tandfonline.com/toc/rmps20/current** - **https://www.erudit.org/en/journals/meta/?lang=en** - **https://benjamins.com/content/home#home**

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Specialized interpreting classrooms • Language laboratories equipped for interpreting practice • Simulation rooms for real-world interpreting scenarios

Items	Resources
Technology equipment (Projector, smart board, software)	• Projectors and smart boards • Interpreting software and digital audio tools • Recording and playback systems
Other equipment (Depending on the nature of the specialty)	• Soundproof interpreting booths • Headsets and microphones • Note-taking tools and visual aids

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH/TRANSLATION DEPARTMENT COUNCIL
REFERENCE NO.	3-1-46
DATE	25 AUGUST 2024