



# Course Specification

## (Postgraduate Programs)

Course Title:	Specialized Translation 1
Course Code:	TRN 6103
Program:	Master of Arts in Translation
Department:	Translation
College:	Faculty of Languages & Translation
Institution:	King Khalid University
Version:	1
Last Revision Date:	01 May 2024

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## A. General information about the course:

### 1. Course Identification:

1. Credit hours: ( 3 )

#### 2. Course type

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

3. Level/year at which this course is offered: (1/1)

#### 4. Course General Description:

This course offers an in-depth exploration of translation practices across three key domains: media, business, and tourism. Students will examine the distinctive features of each domain's discourse and apply targeted translation strategies between English and Arabic. In the media module, the focus is on journalistic and digital communication. Students will analyze and translate a range of media texts—from newspapers and magazines to blogs and social media—covering genres such as news reports, headlines, advertisements, editorials, and opinion pieces. Emphasis is placed on linguistic precision, audience engagement, and genre conventions.

The business component introduces students to the translation of authentic commercial and legal documents. Through the analysis of real-world materials, students will explore terminological accuracy, tone, and stylistic consistency, while honing their ability to handle specialized language across business correspondence, reports, and contracts.

In the tourism section, students will engage with promotional and informational texts, including travel brochures, guidebooks, and hospitality content. Practical training highlights cultural sensitivity and localization techniques to ensure translations are both accurate and compelling for target audiences. Through theoretical insight and hands-on practice, students will develop the linguistic, cultural, and professional competencies essential for translating specialized texts across these dynamic fields.

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

NA

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

NA

#### 7. Course Main Objective(s):

- Develop a comprehensive understanding of the advanced features of business and legal discourses in both English and Arabic, encompassing lexical, syntactic, and textual elements.



- Analyze and contrast the specific features of business and legal language in Arabic with those in English, facilitating a deeper comprehension of the nuances inherent in each language's discourse.
- Gain proficiency in identifying and interpreting various types of texts within the business and legal genres, while mastering relevant terminology and expressions crucial for accurate translation.
- Acquire practical skills in translating specialized business and legal texts between Arabic and English, employing appropriate theoretical approaches to ensure fidelity to the original meaning and context.
- Develop expertise in translating media texts and discourse between English and Arabic, encompassing a diverse range of genres and media platforms, while mastering specialized terminologies and employing effective translation strategies.
- Familiarize oneself with the intricacies of translating tourism-related texts, including promotional materials, travel guides, and hospitality industry documents, by applying cultural and linguistic sensitivity to produce contextually appropriate translations.

## 2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	36 9	80% 20%
4	Distance learning	-	-

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

No	Activity	Contact Hours
1.	Lectures	36
2.	Laboratory/Studio	9
3.	Field	-
4.	Tutorial	-
5.	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
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Demonstrate a comprehensive understanding of the distinctive discourses and genre conventions within media, business, and tourism texts in both English and Arabic.		Lectures, text analysis, group discussions	Final Exam
1.2	Identify and explain the linguistic, cultural, and contextual factors that influence translation practices across specialized domains.		Seminars, case studies, theoretical readings	Assignments, Final Exam
1.3	Exhibit knowledge of domain-specific terminology and translation strategies applicable to journalistic, commercial, legal, and tourism-related texts.		Illustrated examples, workshops, vocabulary-building tasks	Assignments, Final Exam, In-class Participation
<b>2.0</b>				
2.1	Apply appropriate translation strategies to accurately and effectively translate specialized texts in media, business, and tourism between English and Arabic.	<b>S1 &amp; S2</b>	Individual translation practice, peer review, real-world tasks	Translation Portfolio, Assignments, Final Exam
2.2	Analyze and adapt source texts to suit the cultural, linguistic, and contextual requirements of target audiences in different	<b>S1 &amp; S2</b>	Simulation, problem-solving tasks, comparative analysis	Group Project, Assignments



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	professional settings.approaches.			
2.3	Use domain-specific tools and resources—such as glossaries, corpora, and style guides—to ensure precision, consistency, and professional quality in translation tasks.	<b>S3</b>	Technology-enhanced instruction, hands-on software training	Assignments, In-class Participation
<b>3.0</b>				
3.1	Appreciate the ethical responsibilities of translators in accurately representing content, intent, and tone across specialized domains.	<b>V1</b>	Role-playing ethical scenarios, peer discussions	Translation Portfolio, In-class Participation
3.2	Demonstrate cultural sensitivity and respect for diversity when translating texts that reflect different social, professional, and cultural contexts.	<b>V2</b>	Cultural awareness workshops, reflective tasks	Assignments, Final Exam
3.3	Commit to professional integrity by recognizing the importance of confidentiality, impartiality, and accountability in translation practices.	<b>V3</b>	Fieldwork preparation, ethics modules	Assignments, In-class Participation

### C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to media, business, and tourism translation (genres, styles, terminologies, characteristics, and strategies).	<b>4</b>





2.	The features and characteristics of media, business, and tourism texts and discourse and strategies used to translate such texts.	4
3.	Approaches to media, business, and tourism translation: A brief review of translation theory.	5
4.	Analysis of Arabic-English-Arabic media, business, and tourism texts: lexical & syntactic levels.	8
5.	Advanced translation practice of media texts on different yet connected media domains (e.g. news, news headlines, subheads, billboard, leads, nutshell paragraphs, feature style, obituaries, sports, advertisements, editorials, blogs, reports, analyses commentaries, and opinion papers) in Saudi Arabia and elsewhere.	8
6.	Advanced translation practice of business texts on different yet connected business domains (e.g. economics, management, production, finance, and marketing) in Saudi Arabia and elsewhere.	8
7.	Advanced translation practice of tourism texts on different yet connected tourism domains (e.g. travel blog articles, festival event schedules, maps, sightseeing pamphlets, restaurant menus, tourist descriptions, and rental agreements) in Saudi Arabia and elsewhere.	8
Total		45

## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	In-class participations	Ongoing Evaluation	10%
2.	Assignments	3, 5, 6	10%
3.	Mid-term Exam	7	20%
4.	Group Practical project	12	20%
5.	Final Examination	15	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 will be drawn from:

- Altarabin, M (2020). *On Translating Arabic and English Media Texts*. Cambridge Scholars Publishing.
- Altarabin, M (2022). *The Routledge Course in Arabic Business Translation; Arabic-English-Arabic*. Cambridge Scholars Publishing.





	<ul style="list-style-type: none"> <li>- Altarabin, M. (2021). The Routledge Course on Media, Legal and Technical Translation: English-Arabic-English. Abingdon, Oxon: Routledge.</li> <li>- Sulaiman, &amp; Wilson, R. (2019). <i>Translation and Tourism Strategies for Effective Cross-Cultural Promotion</i> (1st ed. 2019.). Springer Singapore. <a href="https://doi.org/10.1007/978-981-13-6343-6">https://doi.org/10.1007/978-981-13-6343-6</a></li> </ul> <p>A Compilation of texts approved by the Department, and selected from a variety of business and legal sources covering a variety of topics as discussed in the course content.</p>
Supportive References	<p>Students may wish to consult the following references for the required tasks for this course:</p> <ul style="list-style-type: none"> <li>- Ahmar, M. (2005). An English-Arabic Translator's Guide to Election Terminology, National Democratic Institute for International Affairs, Beirut-Lebanon.</li> <li>- Alkhuli, Muhammad A. (2008). Mass-Media Translation: From English into Arabic. Dar Alfalah Publishing House. Amman, Jordan.</li> <li>- Elewa, A. (2016). <i>Media translation</i>. Qalam for Translation and Publication.</li> <li>- Mahmoud, M (2010). <i>Dictionary of press and media</i>. Egyptian Book House.</li> <li>- Ahmed M. &amp; El-Koronby, A (2000). A Comprehensive Dictionary of Tourism English-Arabic. Intl Book Centre.</li> </ul>
Electronic Materials	<ul style="list-style-type: none"> <li>- Saudi Digital Library <a href="https://sdl.edu.sa/sdlportal/en/publishers.aspx">https://sdl.edu.sa/sdlportal/en/publishers.aspx</a></li> <li>- Academic citation tool <a href="https://www.citethisforme.com/">https://www.citethisforme.com/</a> Academic honesty <a href="https://courses.lumenlearning.com/collegesuccess-lumen/chapter/academic-honesty/">https://courses.lumenlearning.com/collegesuccess-lumen/chapter/academic-honesty/</a></li> </ul>
Other Learning Materials	<ul style="list-style-type: none"> <li>- <a href="https://www.almaany.com/">https://www.almaany.com/</a></li> <li>- <a href="https://rasaif.com/">https://rasaif.com/</a></li> </ul>

## 2. Educational and Research Facilities and Equipment Required:

Items	Resources
<p><b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<ul style="list-style-type: none"> <li>• Specialized interpreting classrooms</li> <li>• Language laboratories equipped for interpreting practice</li> <li>• Simulation rooms for real-world interpreting scenarios</li> </ul>







Items	Resources
<b>Technology equipment</b> (Projector, smart board, software)	<ul style="list-style-type: none"> <li>• Projectors and smart boards</li> <li>• Interpreting software and digital audio tools</li> <li>• Recording and playback systems</li> </ul>
<b>Other equipment</b> (Depending on the nature of the specialty)	<ul style="list-style-type: none"> <li>• Soundproof interpreting booths</li> <li>• Headsets and microphones</li> <li>• Note-taking tools and visual aids</li> </ul>

#### F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	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.
<b>Effectiveness of students' assessment</b>	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.
<b>Quality of learning resources</b>	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.
<b>The extent to which CLOs have been achieved</b>	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.
<b>Other</b>	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.	8-1-46
DATE	25 AUGUST 2024

