Course Specification

— (Postgraduate Programs)

Course Title: Translation Theories	
Course Code: TRN 6104	
Program: Master of Arts in Translation	
Department: Translation	
College: College of Languages and Translation	
Institution: King Khalid University	
Version: 2	
Last Revision Date: 01 May 2024	

Table of Contents

A. General information about the course:

1. Course Identification:

1. Credit hours: (4)

2. Course type

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

3. Level/year at which this course is offered: (2/ 1)

4. Course general Description:

The Translation Theories course provides an in-depth exploration of the foundational and contemporary theories that have shaped the field of Translation Studies. It critically engages students with key linguistic, cultural, and sociopolitical frameworks, examining how these paradigms inform translation practices across a range of text types and professional contexts. Emphasis is placed on the evolving role of the translator as an intercultural mediator and on translation as an interdisciplinary activity influenced by ideology, ethics, and power dynamics. Through a balanced integration of theoretical inquiry and practical reflection, students will develop the analytical tools necessary to evaluate translation strategies and decisions. The course also investigates current trends and challenges in the field, including the implications of globalization, machine translation, and emerging technologies on translation theory and practice.

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 principal theories and methodologies that have shaped the discipline of Translation Studies, including linguistic, cultural, functionalist, and sociopolitical approaches.
2. Foster the ability to critically engage with theoretical concepts and apply them to the analysis and practice of translating a wide range of text types.
3. Examine the evolving role of the translator within diverse cultural, ethical, and institutional contexts, emphasizing professional responsibility and intercultural mediation.
4. Explore contemporary issues and emerging trends in translation, such as the influence of globalization, digital technologies, and machine translation, and assess their implications for the field.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	54	90%
2	E-learning	6	10%
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

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

No	Activity	Contact Hours
1.	**Lectures**	60
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify):**	
	Total	60

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Demonstrate comprehensive knowledge of key translation theories and models, including linguistic, cultural, functionalist, and sociopolitical approaches.	K2	Interactive lectures, guided reading, theory mapping	Written exam, research assignment
1.2	Critically explain the historical development of Translation Studies and its evolution as an interdisciplinary academic field.	K2, K3	Seminars, timeline activities, concept comparisons	**Research Assignment**
1.3	Discuss the theoretical foundations that inform translation strategies and decisions across various text types and	K2	Case study discussions, model analysis, text comparisons	Final exam, presentation

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	communicative contexts.			
2.0				
2.1	Apply appropriate theoretical frameworks to analyze and justify translation strategies across a variety of text types and professional contexts.	S2, S4	Theory-to-practice exercises, group analysis, workshop-based critique	Group presentation, participation
2.2	Evaluate and critique translated texts using established theoretical models, demonstrating awareness of cultural, linguistic, and ethical considerations.	S1, S2	Translation critique labs, contrastive analysis, peer feedback	Research assignment, presentation
2.3	Integrate theoretical knowledge into practical translation tasks, adapting approaches to suit the communicative purpose, audience, and context.	S1, S2	Strategy application exercises, guided practic	Midterm, final exam
3.0				
3.1	Demonstrate ethical awareness in translation decision-making, reflecting on issues such as fidelity, representation, and the translator's responsibility to source and target audiences.	V1	Ethical case studies, guided reflection	In-class discussion, written response
3.2	Show respect for linguistic and cultural diversity by critically engaging with the ideological and sociocultural dimensions of translation practice.	V2	Cross-cultural analysis, interactive debates	Participation, research writing
3.3	Exercise intellectual independence and reflective judgment in	V3	Guided reflection, independent research tasks	Research assignment

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	evaluating theoretical perspectives and their implications for real-world translation contexts.			

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction & the main issues of translation studies: An overview of the history and development of the discipline, main concepts, discipline, inter-discipline or multi-discipline.	6
2.	The Pre-linguistics era (Translation theory before the 20th century): Cicero's 'Word-for-word' & 'sense-for-sense', Early Chinese and Arabic discourse on translation, Humanism and the Protestant Reformation, Fidelity's 'spirit and truth', and the early attempts at systematic translation theory.	6
3	Equivalence and equivalent effect: Jakobson's 'nature of linguistic meaning and equivalence', Nida's 'the science of translating', Newmark's 'semantic and communicative translation', and Koller's 'equivalence relations'	6
4	Translation product and process: Vinay and Darbelnet's 'direct and oblique translation', Catford's 'translation 'shifts', 'option, markedness and stylistic shifts in translation', and 'the cognitive process of translation'.	6
5	Functional theories of translation: Reiss's 'Text type', Holz-Mänttäri's 'Translatorial action', Vermeer's 'Skopos theory', and Nord's 'Translation-oriented text analysis'.	6
6	Register and discourse analysis in translation: Halliday's 'systemic functional linguistics', House's 'translation quality assessment', Baker's 'pragmatic level, thematic structure & cohesion', and Hatim and Mason's 'Levels of context and discourse'.	6
7	Systems theories: Even-Zohar's 'Polysystem theory', Toury's 'Descriptive translation studies', and Chesterman's 'Translation norms'.	6
8	Cultural and ideological turns & The role of the translator: 'Translation as rewriting', 'Translation and gender', 'Translation and post-colonialism', 'The ideologies of the theorists'; 'The visibility of translation and the translator', and 'Domestication and foreignization',	6

	'The positionality and ideology of the translator', 'The sociology of translation', 'The powerful translation and publishing industry', and 'The reception of translations'.	
9	The philosophical approaches to translation: Steiner's 'Hermeneutic motion', Pound's 'Energizing of language' Benjamin's 'Pure language of translation' and Derrida's 'Deconstruction movement'.	6
10	New directions & research in Translation Studies: Audiovisual translation, localization, globalization and collaborative translation, Corpus-based translation studies, and 'The application of theory research projects'.	6
Total		**60**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Midterm Examination**	**6**	**25%**
2.	**Group presentation**	**8**	**10%**
3.	**Research assignment**	**12**	**25%**
4.	**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	- **Robinson, D. (2023). Questions for translation studies. John Benjamins Publishing Company.** - **Munday, J. Pinto, S & Blakesly, J (2022).** *Introducing translation studies: Theories and applications.* **Routledge, London.** - **Bartrina, Francesca., & Millan-Varela, Carmen. (2013). The Routledge handbook of translation studies. Routledge.** https://doi.org/10.4324/9780203102893
Supportive References	**Students may wish to consult the following:** - **Baker, M., & Saldanha, G. (Eds.). (2019). Routledge Encyclopedia of Translation Studies. Routledge.** - **Abdelaal, N. (2020).** *Translation between English and Arabic: A Textbook for Translation Students and Educators*. **Switzerland: Palgrave Macmillan** - **Baker, M. (2018).** *In Other Words: A Coursebook on Translation*. **London: Routledge.**

	- **Pym, A. (2017).** *Exploring translation theories.* **London: Routledge.** - **Reynolds, M. (2016).** *Translation: A very short introduction.* **Oxford University Press.** - **Robinson, D. (2019).** *Becoming a translator: An introduction to the theory and practice of translation.* **London: Routledge.** - **Gile, D. (2009).** *Basic concepts and models for interpreter and translator training* **(Vol. 8). John Benjamins Publishing.**
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
Other Learning Materials	

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
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