



# Course Specification

## (Postgraduate Programs)

Course Title:	Audio-visual Translation
Course Code:	TRN 6105
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

## Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods: .....	4
C. Course Content: .....	7
D. Students Assessment Activities: .....	8
E. Learning Resources and Facilities:.....	8
F. Assessment of Course Quality: .....	Error! Bookmark not defined.
G. Specification Approval Data:.....	Error! Bookmark not defined.





## 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: (2/ 1)

#### 4. Course general Description:

This course provides a comprehensive and immersive exploration of the dynamic and specialized field of Audio-visual Translation (AVT). Designed for MA students, it offers a balanced integration of theoretical foundations and hands-on practice, equipping learners with a deep and nuanced understanding of the principles, challenges, and innovations that define AVT today. Students will engage with key areas of the discipline, including but not limited to subtitling, dubbing, voice-over, multimedia localization, and media accessibility for diverse audiences. Through an interdisciplinary approach, the course highlights the interplay between language, technology, and cultural context in translating audio-visual content across platforms and genres.

The curriculum draws on a rich selection of scholarly literature, industry case studies, and practical tools, fostering both critical thinking and technical proficiency. Students will not only analyze existing AVT strategies but also apply them in real-world scenarios, gaining valuable experience in adapting content for global audiences. By the end of the course, students will be well-prepared to meet the demands of the AVT industry as skilled, adaptable professionals capable of navigating its rapidly evolving landscape with confidence, creativity, and cultural sensitivity.

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

NA

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

NA

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

The Audio-visual Translation (AVT) course aims to:

1. Establish a strong foundational understanding of AVT, encompassing key domains such as subtitling, media accessibility, multimedia localization, dubbing, and voice-over techniques.
2. Enable students to critically evaluate and apply theoretical frameworks to real-world translation challenges within diverse multimedia contexts.
3. Cultivate hands-on proficiency in industry-standard AVT tools and software, reinforced through practical exercises and in-depth case study analyses.



4. Develop the ability to produce accessible and culturally appropriate audio-visual content that meets professional and ethical standards of quality.
5. Prepare students to engage with and contribute to the evolving AVT industry, fostering innovation, adaptability, and responsiveness to emerging technologies and global trends.

## 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	30
2.	Laboratory/Studio	15
3.	Field	
4.	Tutorial	
5.	Seminars	
	Total	45

## 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 a comprehensive understanding of the theoretical foundations and key concepts of Audio-visual Translation (AVT), including the roles of subtitling,	K2	Lectures, assigned readings, case study discussions	Assignments, Practice tasks, Final project & PowerPoint presentation





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	dubbing, voice-over, multimedia localization, and media accessibility in global communication.			
1.2	Critically analyze the linguistic, cultural, and technical considerations involved in AVT practices, drawing on relevant academic literature and case studies to inform translation strategies across various media formats.	K2 & K3	Seminar discussions, text analysis, group presentations.	Assignments, Practice tasks & Final project
1.3	Exhibit an in-depth awareness of the historical evolution, current trends, and emerging technologies in the AVT field, recognizing their implications for professional practice and future developments.	K3	Lectures, guest speakers, research projects.	Assignments, Practice tasks & Final project
2.0				
2.1	Apply appropriate AVT techniques and strategies—such as subtitling, dubbing, and localization—to effectively translate audio-visual content across different genres and cultural contexts.	S1 & S2	Practical workshops, peer review sessions.	Hands-on Application, Practice task, & Final project
2.2	<b>Utilize industry-standard software and tools</b> to produce technically accurate, accessible, and	S3	Software labs, tool-based tutorials.	Hands-on Application, Checklist, Oral presentation & Final project





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	culturally adapted audio-visual translations that meet professional quality standards.			
2.3	Solve complex translation problems in multimedia settings by integrating theoretical knowledge with practical decision-making, demonstrating adaptability, creativity, and attention to audience needs.	<b>S2 &amp; S3</b>	Case-based learning, simulations.	Assignment, Practice tasks, Hands-on Application, & Final project
<b>3.0</b>				
3.1	Demonstrate an ethical approach to AVT practices, recognizing the importance of accuracy, integrity, and respect for intellectual property and audience diversity.	<b>V1 &amp; V3</b>	Ethical dilemma discussions, reflective journals	Checklist, Participation
3.2	Value the role of AVT in promoting accessibility and inclusivity, showing a commitment to creating media that serves the needs of all users, including those with sensory impairments.	<b>V2</b>	Inclusive design workshops, case discussions.	Hands-on Application, Checklist
3.3	Appreciate the cultural sensitivities involved in translating audio-visual content, and uphold professional standards that foster intercultural understanding and	<b>V1 &amp; V2</b>	Group projects, intercultural case analysis.	Assignment, Checklist





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	responsible global communication.			

### C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to audio-visual translation: history, principles and techniques	3
2.	Issues in audio-visual translation practice (e.g. subtitling, dubbing and voice-over principles and practice, difficulties and strategies, and quality and assessment).	6
3.	Dubbing characteristics & challenges: <ul style="list-style-type: none"> <li>- Lip and prosodic synchrony and stylistic and cohesive factors.</li> <li>- The use of adaptation techniques through process of naturalization, foreignization, standardization, simplification, etc.</li> <li>- Accent and dialectal issues in dubbing</li> <li>- Register switching</li> </ul>	6
4.	Subtitling characteristics & challenges: <ul style="list-style-type: none"> <li>- Subtitling for TV format (TDT), DVD, movies, or other minor forms (opera, theatre, etc.) characteristics and differences.</li> <li>- The six seconds rule (i.e. a technique used to estimate the length of a subtitle).</li> <li>- The spotting (i.e. 'timing' or 'cueing')</li> </ul>	6
5.	Voice-over characteristics & challenges – <ul style="list-style-type: none"> <li>- Manipulation and deviation from the original text</li> <li>- Voice-over versus voice acting</li> <li>- Issues of voiceover in news broadcasts</li> <li>- Quality of voice, pace, pitch, matchability and register</li> </ul>	6
6.	Localization characteristics & challenges: <ul style="list-style-type: none"> <li>- Translation of web pages</li> <li>- Translation of video games</li> </ul>	6
7.	Hands-on training using available Subtitling software such as Aegisub, Fab, Poliscript, EZTitles, Swift, Titlevision, Cavena Tempo, SoftNi, Virtual Dub, AV Video Morpher, etc	12
Total		45



## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment(s)	4 & 13	30%
2.	Practice task(s)	Ongoing	15%
3.			
4.	Hands-on application	Ongoing	15%
4.	Final Project & Presentation	15 & 16	40%
5.	Checklist	Ongoing	5%

\*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	<p>Selected topics are drawn from:</p> <ul style="list-style-type: none"> <li>- Díaz Cintas, J., Remael, A. (2020). Subtitling: Concepts and Practices. Routledge, London.</li> <li>- Cintas, J. D., &amp; Remael, A. (2014). Audio-visual translation: subtitling. Routledge, London.</li> <li>- Pérez-González, L (2019). The Routledge handbook of audio-visual translation. Routledge, London.</li> <li>- Gambier, Y., &amp; Pinto, S. R. (Eds.). (2018). Audiovisual translation : theoretical and methodological challenges. Amsterdam: John Benjamins Publishing Company.</li> <li>- Approved materials for AVT practice provided by the course instructor.</li> </ul>
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>- Cintas, J. D. (2008). <i>The Didactics of Audiovisual Translation</i>. John Benjamins.</li> <li>- Cintas, J. D. &amp; Anderman, G. (2009). <i>Audiovisual Translation: language transfer on screen</i>. Palgrave Macmillan</li> <li>- Cintas, J. D., &amp; Neves, J. (2015). <i>Audiovisual translation: taking stock</i>. Cambridge.</li> </ul>





Electronic Materials	<ul style="list-style-type: none"> <li>- <a href="https://aegisub.ar.uptodown.com/windows">https://aegisub.ar.uptodown.com/windows</a></li> <li>- <a href="https://www.proz.com/translator-training/topic/audiovisual%20translation%20and%20subtitling">https://www.proz.com/translator-training/topic/audiovisual translation and subtitling</a></li> <li>- <a href="https://www.nchsoftware.com/videopad/subtitles.html?kw=software%20for%20subtitles&amp;gclid=CjwKCAjwlcaRBhBYEiwAK341jUKHBGMo4XhGEddD9cOmd9YUFTtag_SCL1sVW4j_moDCkCntp49xvRoCqUkQAvD_BwE">https://www.nchsoftware.com/videopad/subtitles.html?kw=software%20for%20subtitles&amp;gclid=CjwKCAjwlcaRBhBYEiwAK341jUKHBGMo4XhGEddD9cOmd9YUFTtag_SCL1sVW4j_moDCkCntp49xvRoCqUkQAvD_BwE</a></li> </ul>
Other Learning Materials	<ul style="list-style-type: none"> <li>- <a href="https://www.files.ethz.ch/isn/185417/20141008102933_Gamal_AudioVisualTranslation_Final.pdf">https://www.files.ethz.ch/isn/185417/20141008102933_Gamal_AudioVisualTranslation_Final.pdf</a></li> </ul>

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

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<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>
<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
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



Assessment Areas/Issues	Assessor	Assessment Methods
		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:

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

