



# Course Specification

## (Postgraduate Programs)

Course Title: Translation Pedagogy

Course Code: TRN 6109

Program: Master of Arts in Translation

Department: Translation

College: College 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: (2)

#### 2. Course type

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

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

#### 4. Course General Description:

This course is designed to equip MA students with the theoretical knowledge and practical skills essential for teaching translation effectively in academic and professional contexts. It offers a comprehensive examination of the principles of translation pedagogy, covering key instructional approaches, curriculum design, assessment methods, and classroom practices. Students will engage with foundational and contemporary theories of translation education and explore how these frameworks inform the development of effective teaching strategies. Emphasis is placed on adapting pedagogical methods to diverse learner needs and institutional settings, enabling students to design and deliver engaging, learner-centered translation instruction.

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

NA

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

NA

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

The course aims to:

- Equip MA students with foundational knowledge of translation pedagogy, including key theories and teaching principles.
- Develop students' ability to design and deliver effective translation instruction across varied educational contexts.
- Foster skills in curriculum planning, course design, and learner-centered teaching methodologies.
- Introduce effective assessment strategies for evaluating students' translation performance and learning outcomes.
- Promote the integration of digital tools and technology in translation education.
- Cultivate intercultural communication and pedagogical awareness to support globalized translation teaching practices.

### 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>	27 3	90% 10%
4	Distance learning		

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

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Seminars	5
	Total	30

## 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	Demonstrate a critical understanding of key theories, models, and principles that underpin translation pedagogy.	K2	Lectures, readings, class discussion	Final Exam
1.2	Identify and explain the core components of curriculum design and instructional planning in translation education.	K3	Case studies, group work, guided analysis	Assignments
1.3	Evaluate various pedagogical approaches and their applicability to different translation	K2, K3	Seminars, reflective discussion, article critique	Research Paper





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	teaching contexts and learner profiles.			
<b>2.0</b>	<b>Skills</b>			
2.1	Design and implement effective lesson plans, teaching activities, and assessment tools tailored to translation learning objectives.	S1, S2	Workshop sessions, project-based learning	Individual/Group Presentation
2.2	Adapt translation teaching methodologies to suit diverse learner needs, institutional contexts, and translation specializations.	S2	Problem-based learning, peer feedback	Research Paper
2.3	Integrate appropriate technological tools and digital resources to enhance the teaching and learning of translation.	S3	Technology demos, hands-on tool application	Assignments, Final Exam
<b>3.0</b>				
3.1	Demonstrate a commitment to ethical teaching practices, academic integrity, and learner-centered instruction in translation education.	V1	Case discussions, professional standards reflection	Checklist (Participation)
3.2	Foster an inclusive and culturally responsive learning environment that respects linguistic and cultural diversity.	V2	Role-playing, intercultural training exercises	Individual/Group Presentation
3.3	Exhibit professionalism, reflective thinking, and a commitment to continuous improvement in	V3	Reflective journals, self-assessment, feedback loops	Research Paper





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	translation teaching practices			

## C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to Translation Pedagogy: Overview and historical development.	3
2.	Theoretical Foundations: Translation theories and linguistic roles	3
3	Curriculum Design: Principles and content development.	3
4	Curriculum Design: Principles and content development.	4
5	Assessment and Evaluation: Designing tools and providing feedback.	4
6	Technology Integration: Utilising digital tools and e-learning platforms.	4
7	Intercultural Competence and Ethics: Fostering awareness and addressing ethical considerations.	3
8	Research in Translation Pedagogy: Exploring current trends and methodologies.	6
Total		30

## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments	4 & 8	10%
2.	Individual/group presentation	9	20%
3.	Research paper	13	30%
4	Final exam	16	40%
5	Checklist (attendance and in-class participation)	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	<ul style="list-style-type: none"> <li>- Venuti, L. (2016). Teaching Translation: Programs, courses, pedagogies (1st ed.). Routledge, London. <a href="https://doi.org/10.4324/9781315623139">https://doi.org/10.4324/9781315623139</a></li> <li>- Laviosa, S. (2020). The Routledge handbook of translation and education (S. Laviosa &amp; M. González Davies, Eds.). Routledge, London.</li> <li>- Mazzei, C. A., &amp; Ibrahim Aibo, L. J.-R. (2022). The Routledge Guide to Teaching Translation and Interpreting Online. (First edition). Routledge, London</li> </ul>
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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>- Liu, K. (2020). Corpus-Assisted Translation Teaching: Issues and Challenges (1st Edition 2020, Vol. 7). Singapore: Springer Singapore Pte. Limited. <a href="https://doi.org/10.1007/978-981-15-8995-9">https://doi.org/10.1007/978-981-15-8995-9</a></li> <li>- Hung, E. (2002). Teaching Translation and Interpreting 4: Building bridges (1st ed.). John Benjamins Publishing Company. <a href="https://doi.org/10.1075/btl.42">https://doi.org/10.1075/btl.42</a></li> </ul> <p>The Interpreter and Translator Trainer, Volume 16, Issue 3 (2022) <a href="https://www.tandfonline.com/toc/ritt20/16/3">https://www.tandfonline.com/toc/ritt20/16/3</a></p>
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>- Book Review <a href="https://www.tandfonline.com/doi/full/10.1080/07374836.2017.1367169">https://www.tandfonline.com/doi/full/10.1080/07374836.2017.1367169</a></li> <li>- 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	

## 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> </ul>





Items	Resources
	<ul style="list-style-type: none"> <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 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>	8-1-46
<b>DATE</b>	25 AUGUST 2024

