Course Specification

— (Postgraduate Programs)

Course Title: **Translation Project**	
Course Code: **TRN 6112**	
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: (6)

2. Course type

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

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

4. Course General Description:

This culminating course in the Master of Arts in Translation program provides students with a rigorous, research-driven alternative to a traditional thesis. Instead of a thesis pathway, students undertake a comprehensive Translation Project, which serves as both an academic inquiry and a professional contribution to the field. As part of this capstone experience, students select and translate a specialized source text of no fewer than 10,000 words. This project challenges them to engage deeply with linguistic, cultural, and contextual complexities, and to apply advanced translation strategies informed by theory, practice, and prior coursework. The final deliverable includes both the translated text and a critical commentary that documents the translation process, decision-making rationale, theoretical applications, and reflections on linguistic and cultural equivalence.

The project encourages independent research, creative problem-solving, and professional-level output, and it may involve collaboration with academic or industry partners such as publishing houses or cultural organizations. Students are mentored throughout the process by faculty supervisors, ensuring methodological rigor and ethical practice.

This project not only synthesizes the knowledge and skills acquired throughout the program but also prepares students for professional roles or future academic engagement in Translation Studies. The Translation Project exemplifies the program's commitment to blending scholarship with real-world relevance, empowering graduates to contribute meaningfully to the global translation landscape.

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

TRN 6103, TRN6104, TRN 6106, TRN 6107, TRN 6108

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

NA

7. Course Main Objective(s):

This course aims to:

1. Equip students with the skills and knowledge needed to undertake a substantial, research-informed translation project, drawing on the theoretical and practical training gained throughout the Master of Arts in Translation program.
2. Develop students' ability to select appropriate source texts for translation, justify their choices, and critically reflect on their translation strategies in relation to current scholarship in Translation Studies.
3. Strengthen students' capacity to identify and address complex translation challenges using informed, creative, and context-sensitive problem-solving approaches.
4. Introduce students to basic research design and methodology in Translation Studies, including how to formulate research questions, construct proposals, and apply relevant methods to support their translation work.
5. Familiarize students with the ethical, editorial, and practical considerations involved in preparing a translation for potential publication, including how to present and defend their translation decisions in a professional and academic context.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	**70** **20**	**78%** **22%**
4	Distance learning		

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

No	Activity	Contact Hours
1.	**Lectures**	**40**
2.	**Laboratory/Studio**	**10**
3.	**Field**	
4.	**Tutorial**	**40**
5.	**Others (specify)......**	
	Total	**90**

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 comprehensive knowledge of key theoretical frameworks and methodological approaches relevant to Translation and Interpreting Studies, and evaluate their applicability to specific research questions.	K2, K3	Lectures, seminars, critical readings, guided discussion of research articles	Translation Project Commentary/Assignments
1.2	Exhibit a thorough understanding of the research process, including problem formulation, literature review, and the ethical considerations involved in conducting scholarly inquiry in translation-related contexts.	K3	Research design workshops, ethics case studies, guided proposal development	Commentary/Assignments, Presentation
1.3	Critically discuss current research trends, debates, and gaps in the field of Translation Studies, with a particular focus on interdisciplinary perspectives and the sociocultural dimensions of translation.	K2, K3	Seminar-style debates, literature review exercises, analysis of current publications	Commentary Assignments Translation Project
2.0				
2.1	Formulate clear, focused, and researchable questions within the field of Translation Studies,	S4	Brainstorming sessions, proposal development, peer feedback	Commentary/ Assignments Presentation

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	and design appropriate methodological frameworks to investigate them.			
2.2	Critically synthesize and evaluate scholarly sources to construct a coherent literature review that supports the research rationale and theoretical grounding.	S4	Literature review workshops, annotated bibliography tasks, in-class synthesis exercises	Commentary/Assignments
2.3	Apply suitable qualitative and/or quantitative research methods to collect, analyze, and interpret data in a manner that demonstrates academic rigor and relevance to translation practice or theory.	S4	Methodology labs, data analysis demonstrations, sample data interpretation	Translation Project , Commentary/Assignments
3.0				
3.1	Demonstrate ethical responsibility and academic integrity in all stages of the research process, including data collection, citation practices, and the representation of sources.	V1	Ethical scenario analysis, citation practice sessions, plagiarism avoidance workshops	Commentary/Assignments, Participation (Checklist)
3.2	Show intellectual independence and initiative in planning and executing a sustained research project, while remaining open to feedback and scholarly critique.	V2	Individual mentoring, project planning meetings, reflective progress logs	Translation Project , Presentation

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.3	Acknowledge and critically reflect on the cultural, linguistic, and ideological assumptions that influence translation research, demonstrating respect for diverse perspectives and communities.	V3	Critical reflection activities, case studies on bias and translation ethics, cross-cultural comparison discussions	Commentary/Assignments, Translation Project

C. Course Content:

No	List of Topics	Contact Hours
1.	An overview of Translation Project (concepts and methods), with particular emphasis on the role of students and the supervisor.	6
2.	Setting a detailed plan for the semester-long translation project, including selection of source texts, requirements, rules, guidelines as well as academic and learning support available for students.	9
3.	An overview of the concept titled Research Methodologies in Translation Studies and its implications on producing a well-structured translation commentary or thesis.	9
4.	An overview of the concept titled Translation Annotation and its implications on producing a well-structured translation commentary or thesis.	12
5.	Pre-translation processes: reading, summarising, and identifying translation obstacles and challenges.	12
6.	Supervisor's feedback and class discussion on students' preliminary translations of the first 5 pages of the chapters/articles they are translating. Identification of related commentaries.	12
7.	Supervisor's feedback and class discussion on students' translations of the remaining portions of the chapters/articles. Identification and elaboration on related commentaries.	15
8.	Supervisor's feedback followed by a class discussion on students' first draft of their translation commentary, including planning, outlining,	15

and citing relevant scholarly research to pave the way to submit the final version.

Total	90

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Presentation (discussing the work to be submitted)	13	10%
2.	Submission: Translation Project (≥10,000 words, ~40 pages)	15	60%
3.	Submission: Commentary on the Translation **or** Assignments 1, 2, 3 related to project development	15	30%

*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	- **Johnson, P. (2023). Writing a Translation Commentary. United Kingdom: Taylor & Francis.** - **Saldanha, G. & O'Brien, S. (2014). Research Methodologies in Translation Studies. Routledge, London https://doi.org/10.4324/9781315760100** - **Angelelli, C.v. & Baer, B. J. (2016). Researching Translation and Interpreting. Routledge, London https://doi.org/10.4324/9781315707280**
Supportive References	Students may wish to consult the following references for the required tasks for this course: - **Penet, J. (2024). Working as a Professional Translator. United Kingdom: Taylor & Francis.** - **Walker, C. (2022). Translation Project Management. United Kingdom: Routledge, London.** - **Zanettin, F., & Rundle, C. (Eds.). (2022). The Routledge Handbook of Translation and Methodology. Routledge.** - **Almanna, A. (2016). The Routledge Course in Translation Annotation: Arabic-English-Arabic. Routledge.**

	- **Mellinger, D.M. & Hanson, T. A. (2017). Quantitative Research Methods in Translation and Interpreting Studies. Routledge. https://doi.org/10.4324/9781315647845** - **Munday, J. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). Routledge.** - **Williams, J. & Chesterman, A. (2002). The Map: A Beginner's Guide to Doing Research in Translation Studies. Taylor and Francis. https://doi.org/10.4324/9781315760513**
Electronic Materials	**List Electronic Materials, Web Sites:** - **https://www.matecat.com/** - **https://www.almaany.com/** - **https://rasaif.com/** **https://www.lexicool.com/**
Other Learning Materials	- **Saudi Digital Library https://sdl.edu.sa/sdlportal/en/publishers.aspx** - **Academic citation tool https://www.citethisforme.com/** **Academic** **honesty https://courses.lumenlearning.com/collegesuccess-lumen/chapter/academic-honesty/**

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

Items	Resources
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.	8-1-46
DATE	25 AUGUST 2024