



Course Specification

(Postgraduate Programs)

Course Title: Translation Fieldwork
Course Code: TRN 6113
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: (4)

2. Course type

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

3. Level/year at which this course is offered: (4/2)

4. Course General Description:

This course offers an in-depth engagement with real-world translation practices, bridging theoretical knowledge with practical application. Designed for MA students, the course provides immersive fieldwork opportunities across diverse domains—including literary, legal, technical, and institutional translation—emphasizing linguistic accuracy, cultural competence, and effective communication. Students will apply translation theories to authentic tasks within professional environments, such as government agencies or private sector organizations. The course follows a structured training framework that includes clear guidelines for placement, supervision, planning, duration, and performance evaluation. Through guided fieldwork, reflective analysis, and continuous academic oversight, students will develop the professional insight, adaptability, and ethical awareness essential for success in contemporary translation practice.

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

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

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

NA

7. Course Main Objective(s):

The Translation Fieldwork course aims

1. To immerse students in professional translation environments, providing hands-on experience that reinforces practical competence across diverse domains.
2. To strengthen students' translation proficiency—emphasizing accuracy, fluency, and intercultural awareness—through applied fieldwork activities.
3. To cultivate a thorough understanding of professional standards, ethical responsibilities, and industry expectations in contemporary translation practice.
4. To enhance students' ability to convey complex ideas with clarity and precision in cross-linguistic and cross-cultural contexts.
5. To prepare students for careers in translation by offering structured exposure to real-world practices, workflows, and collaborative environments.





6. To bridge theory and practice by enabling students to apply conceptual and methodological knowledge from translation studies to authentic translation tasks.

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"> Traditional classroom E-learning 	54 6	90% 10%
4	Distance learning		

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

No	Activity	Contact Hours
1.	Lectures	6
2.	Laboratory/Studio	
3.	Field	48
4.	Tutorial	6
5.	Others (specify).....	
	Total	60

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 the professional principles, standards, and ethical frameworks that govern translation practice across various domains.	K2, K3	<ul style="list-style-type: none"> - Interactive lectures - Case-based discussions - Analysis of professional codes of ethics 	<ul style="list-style-type: none"> - Written assignments - Reflective portfolio



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.2	Explain the relationship between theoretical approaches in translation studies and their practical application in real-world translation contexts.	K2, K3	<ul style="list-style-type: none"> - Seminars - Guided reflections - Fieldwork debriefing sessions 	<ul style="list-style-type: none"> - Oral presentation - Reflective writing - Report assessments
2.0				
2.1	Apply advanced translation strategies and techniques to produce accurate, fluent, and contextually appropriate translations across a range of specialized fields.	S1, S2	<ul style="list-style-type: none"> - Practical fieldwork - Instructor feedback - In-class analysis of translation samples 	<ul style="list-style-type: none"> - Supervisor evaluation - Final portfolio
2.2	Utilize industry-standard translation technologies and tools effectively to manage and deliver professional translation tasks.	S3	<ul style="list-style-type: none"> - Tool demonstrations - Hands-on fieldwork training - Tech-assisted project simulations 	<ul style="list-style-type: none"> - Fieldwork reports - Final portfolio
2.3	Collaborate professionally within real-world translation settings, demonstrating effective communication, time management, and problem-solving skills.	S2, S3	<ul style="list-style-type: none"> - Independent fieldwork - Individual coaching - Progress monitoring 	<ul style="list-style-type: none"> - Supervisor feedback - Reflective reports - Class participation
3.0				
3.1	Demonstrate a strong sense of professional ethics, including confidentiality, fidelity to the source text, and responsibility toward clients and end-users.	V1, V3	<ul style="list-style-type: none"> - Case study discussions - Ethical dilemma scenarios - Role-play and peer feedback 	<ul style="list-style-type: none"> - Supervisor evaluation - Reflective analysis





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.2	Show respect for cultural diversity and differing perspectives by producing translations that reflect sensitivity to social, linguistic, and cultural contexts.	V1, V2	<ul style="list-style-type: none"> - Cultural reflection sessions - Fieldwork observations - Feedback from field supervisors 	<ul style="list-style-type: none"> - Reflective writing - Supervisor assessment
3.3	Exhibit autonomy, accountability, and reflective practice in managing real-world translation tasks and responding constructively to feedback.	V3	<ul style="list-style-type: none"> - Self-directed fieldwork - Reflective journaling - Guided peer sharing 	<ul style="list-style-type: none"> - Reflective portfolio - Attendance & participation

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to Translation Fieldwork <ul style="list-style-type: none"> - Overview of translation practice and its importance Role of translation fieldwork in professional development	3
2.	Translation Tools and Technologies Hands-on training in using translation resources and online databases.	3
3.	Quality Assurance and Revision Techniques <ul style="list-style-type: none"> - Techniques for ensuring accuracy, clarity, and consistency in translations. Peer review and self-revision strategies	3
4.	Ethical and Professional Conduct in Translation Ethical considerations in translation fieldwork (e.g., confidentiality, integrity)	3
5.	Setting a Detailed Plan for Translation Projects Developing timelines, milestones, and objectives	3
6.	Supervisor's feedback on and class discussion of students' preliminary work	3
7.	Practical Application and Fieldwork Experience <ul style="list-style-type: none"> - Real-world translation projects and assignments Supervised fieldwork placements and feedback.	42
Total		60



D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment 1 (Plan)	4	10%
2.	Oral presentation (Fieldwork Presentation)	5	5%
3.	Assignment 2 (Fieldwork Report1)	7	10%
4.	Assignment 3 (Fieldwork Report2)	11	10%
5.	Supervisor's Feedback on Fieldwork Performance	Ongoing	10%
6.	Final portfolio submission (Reflective of Fieldwork Experience)	15	50%
7.	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	<p>Selected topics can be drawn from:</p> <ul style="list-style-type: none"> - Penet, J. (2024). Working as a Professional Translator. United Kingdom: Taylor & Francis. - Johnson, P. (2023). Writing a Translation Commentary. United Kingdom: Taylor & Francis. - Walker, C. (2022). Translation Project Management. United Kingdom: Routledge, London.
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"> - Zanettin, F., & Rundle, C. (Eds.). (2022). The Routledge Handbook of Translation and Methodology. Routledge, London. - Munday, J. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). Routledge, London.
Electronic Materials	<ul style="list-style-type: none"> - Translation Career Course https://www.udemy.com/course/translation-career-course/?couponCode=LETSLEARNNOW - 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/
Other Learning Materials	- https://edinburghuk.libguides.com/c.php?g=680524&p=4896301 - https://www.almaany.com/ - https://rasaif.com/ - https://www.sisubakercentre.org/category/resources/page/2/

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> • Specialized interpreting classrooms • Language laboratories equipped for interpreting practice • Simulation rooms for real-world interpreting scenarios
Technology equipment (Projector, smart board, software)	<ul style="list-style-type: none"> • Projectors and smart boards • Interpreting software and digital audio tools • Recording and playback systems
Other equipment (Depending on the nature of the specialty)	<ul style="list-style-type: none"> • 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	Evaluated through analysis of exam results, project



Assessment Areas/Issues	Assessor	Assessment Methods
	exam performance, project outcomes, and feedback.	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

