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| --- |
| **Course Title:** Introduction to Translation and Interpreting Studies |
| **Course Code**: TRN 6101 |
| **Program**: Master of Arts in Translation |
| **Department**: Translation |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 2 |
| **Last Revision Date:** **04 Apr 2024** |

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# **A. General information about the course:**

**1. Course Identification:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (5 hours) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track |  |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Level 1/ First Year – First Term) | | | | | | |
| 4. Course general Description: | | | | | | |
| This course is designed to introduce MA students to the field of Translation & Interpreting Studies and offer them with the key concepts in the field. It is also intended to represent the basic principles, strategies, methods and procedures of translation and interpreting along with some of issues and difficulties that are likely to arise in English-Arabic translation situations.  Furthermore, this course provides a general translation practice, as well as interpreting practical training (on sight, consecutive and simultaneous interpreting) from Arabic into English and vice versa. It also provides a research application on some translation strategies, as well as a hands-on practice on how to use dictionaries and different resources for translators. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| NA | | | | | | |
| 6. Pre-requirements for this course (if any): | | | | | | |
| NA | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| 1. Articulate a foundational understanding of the translation field, delineating its scope and significance in cross-cultural communication. 2. Develop the analytical skills necessary to identify and classify common challenges and ethical considerations in translation practice. 3. Acquire practical knowledge of problem-solving strategies in translation, enabling them to address issues efficiently and effectively. 4. Foster the application of theoretical frameworks from translation studies, guiding students to enhance their translation competence across diverse contexts. 5. Familiarize students with interpreting fundamentals, including modes (e.g. sight, consecutive, simultaneous) and diverse strategies and techniques. | | | | | | |

**2. Teaching Mode:** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | **50** | **65%** |
| 2 | E-learning | **25** | **35%** |
| 3 | Hybrid   * Traditional classroom * E-learning |  |  |
| 4 | Distance learning |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | **50** |
|  | **Laboratory/Studio** | **25** |
|  | **Field** |  |
|  | **Tutorial** |  |
|  | **Others (specify)** |  |
|  | **Total** | **75** |

# **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** | **Acquire comprehensive introductory knowledge about the field of Translation & Interpreting Studies (as a concept and discipline)** | **K 1 & K 2** | **Lecture**  **Group discussion** | **Research assignment**  **Oral Presentation**  **Midterm/Final Exam** |
| **1.2** | **Gain broad knowledge about basic principles, strategies, methods and procedures of translation & interpreting** | **K 2 & K4** | **Lecture**  **Group discussion** | **Research assignment**  **Oral Presentation**  **Participations**  **Midterm/Final Exam** |
| **1.3** | **Develop sound background about the main issues, challenges and difficulties that are likely to arise in English-Arabic translation & interpreting.** | **K 1, K2, & K4** | **Lecture**  **Group discussion** | **Research assignment**  **Participations**  **Midterm/Final Exam** |
| **1.4** | **Acquire basic background that contributes to a better understanding of texts and therefore better rendering of texts** | **K1 & K3** | **Lecture**  **Group discussion** | **Participations**  **Midterm/Final Exam** |
| **2.0** | **Skills** | | | |
| **2.1** | **Be able to identify some major problems that may encounter learners of translation & interpreting and how to solve them using different strategies** | **S2 & S4** | **Lecture**  **Group discussion** | **Research assignment**  **Participations**  **Midterm/Final Exam** |
| **2.2** | **Appropriately transfer the meaning from the source language into the target language, with reference to text, context, and theory** | **S1, S2 & S3** | **Lecture**  **Group discussion** | **Research assignment**  **Participations**  **Midterm/Final Exam** |
| **2.3** | **Use appropriate methods in conducting research in translation.** | **S5** | **Lecture**  **Group discussion** | **Research assignment**  **Oral Presentation**  **Participations**  **Midterm/Final Exam** |
| **2.4** | **Effectively use different resources and dictionaries that help in translation process.** | **S5** | **Lecture**  **Group discussion** | **Participations**  **Midterm/Final Exam** |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| **3.1** | **Reflect on degrees of faithfulness in conducting translation and research assignments** | **V1& V2** | **Individual and**  **Group translation activity** | **Individual and Group Presentation**  **Exam** |
| **3.2** | **Reinforce self-reliance backed up by theory in solving translation difficulties and employing translation strategies and methods** | **V3** | **Individual and**  **Group translation activity** | **Home assignment**  **Presentation**  **Exam** |
| **3.3** | **Work ethically and professionally as part of a team** | **V3** | **Lecture**  **Group discussions** | **Presentation** |

# **C. Course Content:**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| **1** | **Introduction to Translation:**  **Basic concepts & principles, Translation methods, Translation strategies etc.** | **10** |
|  | **Translating at word & above word level** | **10** |
| **3** | **Translating at grammatical & sentences level** | **10** |
| **4** | **Translating at textual level (thematic progression & cohesion)** | **10** |
| **5** | **Translating at pragmatic & semiotic level** | **10** |
| **6** | **Introduction to Interpreting:**  **Basic concepts, principles, settings, theories, professional skills difficulties and strategies.** | **10** |
| **7** | **Sight interpreting practice.** | **5** |
| **8** | **Consecutive interpreting practice.** | **5** |
| **9** | **Simultaneous interpreting practice.** | **5** |
| **Total** | | **75** |

# **D. Students Assessment Activities:**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Participations (ongoing translation & interpreting evaluation)** | **2, 4, 7,& 9** | **15%** |
|  | **Midterm Examination** | **6** | **20%** |
|  | **Oral Presentation** | **8** | **10%** |
| **4** | **Research assignment(s)** | **12** | **15%** |
| **5** | **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** | **Selected topics are drawn from:**   * **Lahlali, E. M., Hatab, W. A. (2022). Advanced English-Arabic Translation: A Practical Guide. Edinburgh: Edinburgh University Press,.** [**https://doi.org/10.1515/9780748677962**](https://doi.org/10.1515/9780748677962) * **Altarabin, M. (2019). *Basics of Translation: A Textbook for Arab University Students*. Cambridge Scholars Publishing.** |
| **Supportive References** | * **Baker, M. (2018). *In Other Words: A Coursebook on Translation*. London: Routledge.** * **Hanna, S., El-Farahaty, H., & Khalifa, A. W. (Eds.). (2020). The Routledge handbook of Arabic translation. London, s Routledge.** * **Dickins, J. et al. (2017). *Thinking Arabic Translation: A Course in Translation Method Arabic to English*. New York: Routledge.** * **Elewa, A. (2015). *Levels of Translation*. Qalam for Translation and Publication.** * **Husni, R. and Newman, D. (2013). A to Z of Arabic-English-Arabic Translation. Saqi Books.** * **Mughazy, M. (2016). *The Georgetown Guide to Arabic-English Translation*. Washington, DC: Georgetown University Press.** |
| **Electronic Materials** | **List Electronic Materials, Web Sites:**   * [**https://www.jbe-platform.com/content/journals/15699986**](https://www.jbe-platform.com/content/journals/15699986) * [**https://www.tandfonline.com/toc/rmps20/current**](https://www.tandfonline.com/toc/rmps20/current) * [**https://www.erudit.org/en/journals/meta/?lang=en**](https://www.erudit.org/en/journals/meta/?lang=en) * [**https://benjamins.com/content/home#home**](https://benjamins.com/content/home#home) |

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

| **Items** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classrooms which accommodate a maximum of 15 students |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | Data show, Overhead projector |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | N/A |

# **F. Assessment of Course Quality:**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **Effectiveness of teaching and assessment** | **Students, Programme coordinator,**  **Exam committee** | **Direct: Survey** |
| **Extent of achievement of course learning outcomes** | **Students, Programme coordinator** | **Direct: Survey** |
| **Quality of learning resources** | **Program Leader** | **Direct: site Visit** |
| **The automated course evaluation survey at the end of the semester** | **Students** | **Direct: Survey** |
| **Effectiveness of teaching and assessment** | **Students, Programme coordinator,**  **Exam committee** | **Direct: Survey** |

**Other Strategies for Evaluation of Teaching by the Instructor or by the Department:**

* Tutor emphasizes to students that teaching-learning is a joint enterprise.
* Tutor explains at the beginning of the semester that students’ success reflects on their own success and invites them to feel free to comment on the teaching style and strategies he/she adopts.

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# **G. Specification Approval Data:**

|  |  |
| --- | --- |
| **Council /COMMittee** | **Translation/English Depratment** |
| **Reference No.** | **13** |
| **Date** | **March 2024** |