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| **Course Title**: Introduction to Translation |
| **Course Code**: TRN2331-3 |
| **Program**: Bachelor of Arts in English **+ Bachelor of Arts in Translation** |
| **Department**: **Department of English and Department of Translation** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **20 Jan 2025** |

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

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 4 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| TRN2331-3 Introduction to Translation is a foundational course designed for students entering the field of translation. The course provides a comprehensive overview of key concepts, methods, and challenges in translation, with a focus on Arabic-English and English-Arabic language pairs. Students will explore the differences between translation and interpretation, various types of dictionaries, and the contributions of renowned scholars in the field. The course covers a range of translation methods and equips students with the skills to identify and resolve common grammatical and lexical problems encountered in translation. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of TRN 2331-3 Introduction to Translation is to provide students with a solid foundation in the theory and practice of translation, focusing on Arabic-English and English-Arabic language pairs. The course aims to develop students' understanding of key concepts in translation, their ability to select and employ appropriate translation methods, and their skills in identifying and resolving common grammatical and lexical problems. By the end of the course, students will be able to adapt the style of translated texts to maintain parallelism and appropriate levels of formality, depending on the target audience and purpose. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **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 | Define key concepts in translation, including the differences between translation and interpretation, types of dictionaries, and renowned scholars in the field | K2 | **Lecture:** Introduce and define key concepts with examples  **Class Discussion:** Have students discuss differences between translation and interpretation  **Group Activity:** Assign groups to research types of dictionaries and renowned scholars | Formative Assessment 1 (5 marks) |
| 1.2 | Identify various methods of translation, such as literal translation, direct translation, and free translation | K2 | **Lecture:** Explain literal, direct, and free translation methods with examples of each  **Class Discussion:** Analyze sample texts and discuss which translation method was used  **Group Activity:** Provide passages for groups to translate using different methods and discuss their choices | Assignment 1 (5 marks) |
| 1.3 | Recognize common grammatical and lexical problems encountered in Arabic-English and English-Arabic translation | K2 | **Lecture:** Present common grammatical and lexical issues in Arabic-English and English-Arabic translation  **Class Discussion:** Discuss examples of these problems and potential solutions  **Pair Activity:** Have students work in pairs to identify and discuss problems in sample translations | Midterm Exam (30 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply appropriate methods of translation, such as literal, direct, or free translation, based on the context and purpose of the text | S5 | **Lecture:** Review translation methods and their appropriate contexts and purposes  **Class Discussion:** Analyze texts and discuss which translation method would be most suitable and why  **Individual Practice:** Provide texts for students to translate, applying the appropriate method | Formative Assessment 2 (5 marks) |
| 2.2 | Adapt the style of the translated text to maintain parallelism and appropriate levels of formality or informality, depending on the target audience and purpose | S6 | **Lecture:** Explain the importance of maintaining parallelism and appropriate formality levels  **Class Discussion:** Analyze translations and discuss how style was adapted for the target audience and purpose  **Group Activity:** Have groups translate a text for different audiences and purposes, adapting the style accordingly | Assignment 2 (5 marks) |
| 2.3 | Analyze and resolve grammatical and lexical problems in translation, including issues related to verbs, negation, sentence types, adjectives, tenses, conjunctions, synonymy, collocations, idioms, and metaphors | S7 | **Lecture:** Review common grammatical and lexical problems and potential solutions  **Class Discussion:** Discuss examples of these problems and how to resolve them  **Pair Activity:** Have students work in pairs to analyze and resolve problems in sample translations | Quiz (10 marks)  Final Exam (40 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Articulate the importance of accurate and culturally sensitive translation in facilitating effective communication between Arabic and English speakers during class discussions and activities | V1 | **Class Discussion:** Facilitate discussions on the role of translation in fostering effective communication between Arabic and English speakers  **Observation:** Monitor student participation and contributions to the discussion, noting their ability to articulate the importance of accurate and culturally sensitive translation  **Group Activity:** Assign groups to analyze case studies highlighting the impact of inaccurate or culturally insensitive translations, and observe their discussions and insights | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Demonstrate initiative in seeking clarification and guidance from the instructor when facing challenges in translation tasks, while actively participating in problem-solving discussions during class | V2 | **Individual Consultation:** Encourage students to seek clarification and guidance during designated office hours or one-on-one consultations  **Observation:** During class activities and problem-solving discussions, observe students' initiative in asking questions and seeking guidance when facing challenges in translation tasks  **Group Work:** Assign group translation tasks and observe students' participation and willingness to seek clarification and guidance from peers and the instructor | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Display a commitment to the learning process by consistently attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives | V3 | **Attendance Tracking:** Keep a record of student attendance to monitor their consistency in attending classes  **Observation:** During class discussions and activities, observe students' level of participation, engagement, and respect for diverse opinions and perspectives  **Group Work:** Assign group activities and observe students' commitment to the learning process through their contributions, collaboration, and respect for others' ideas | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Introduction: what is translation? history of translation, differences between translation and interpretation, what do we translate? dictionary types, dictionary use renowned scholars in the field of translation and list of the theories they adopted. | 4.5 |
|  | Methods of translation: literal translation: word-for-word translation, one-to-one literal translation, literal translation of meaning: direct translation. free translation: bound free translation, loos free translation. | 4.5 |
| **3.** | Grammatical problems: translation of verb be, translation of verb do, translation of verb have, translation of negation, translation of sentence types, translation of adjectives, translation of tenses and translation of conjunctions. | 13.5 |
| **4.** | Lexical problems: literal translation of meaning, translation of synonymy, translation of collocations, translation of idioms (instructor to choose some of the content), translation of metaphors (instructor to choose some of the content). | 13.5 |
| **5.** | Arabization. | 4.5 |
| **6.** | Stylistic problems: the importance of style, style of parallelism, style of formality vs informality. | 4.5 |
| **Total** | | **45** |

This schedule accounts for the complexity of the tasks, the time required for teaching and practice, and includes additional time for review and assessment. The distribution may need adjustments depending on the students' progress and the actual time each topic requires. Always be ready to adapt and change according to the needs of the students.

Remember that it's important to have interactive activities, engage students in discussion, and incorporate real-life context into teaching to help students better understand and apply what they've learned.

# **D. Students Assessment Activities**

Outlined below are the student assessment activities for this course, each mapped to an overarching course-level learning outcome. While this mapping provides a broad framework for understanding the intended skills and competencies to be gained, it is worth emphasizing that it does not fully encapsulate the evaluation spectrum. Beyond the scope of course-level learning outcomes, assessments also capture unit-specific and lesson-specific objectives integral to evaluating the full spectrum of student academic achievement and growth. Hence, these assessments are not confined solely to the learning outcomes to which they are mapped; they also evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. **Please note that the Midterm is cumulative in nature, covering the course materials until that point in time, whereas the final exam encompasses the entire course. Although all assessments are mapped to specific learning outcomes, this should not be considered a limitation. In the table below, you'll find a quiz listed among various assessments. If only one quiz is indicated, it may be divided into two parts at the discretion of the course teaching team, with the original grade allocation being proportionally adjusted.**

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Define key concepts in translation, including the differences between translation and interpretation, types of dictionaries, and renowned scholars in the field**  Explanation: This assessment tests students' grasp of basic terminology and resources used in translation, providing a foundation for further learning. | 3 | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.1 Apply appropriate methods of translation, such as literal, direct, or free translation, based on the context and purpose of the text**  Explanation: This assessment challenges students to make informed decisions about translation methods, considering the text's intended audience and purpose. | 5 | 5% |
|  | **Assignment 1 (5 Marks)**  **1.2 Identify various methods of translation, such as literal translation, direct translation, and free translation**  Explanation: This assignment evaluates students' understanding of the spectrum of translation approaches, from word-for-word to meaning-based. | 6 | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.2 Adapt the style of the translated text to maintain parallelism and appropriate levels of formality or informality, depending on the target audience and purpose**  Explanation: This assignment tests students' ability to create a cohesive and audience-appropriate translated text by adjusting style and formality. | 8 | 5% |
| **5.** | **Quiz (10 Marks)**  **2.3 Analyze and resolve grammatical and lexical problems in translation, including issues related to verbs, negation, sentence types, adjectives, tenses, conjunctions, synonymy, collocations, idioms, and metaphors**  Explanation: The quiz format is suitable for assessing students' ability to identify and address specific grammatical and lexical challenges that often arise in translation. By focusing on issues related to verbs, negation, sentence types, adjectives, tenses, conjunctions, synonymy, collocations, idioms, and metaphors, the quiz tests students' knowledge of language structures and their capacity to find appropriate solutions. This assessment helps students develop the analytical skills necessary for tackling complex linguistic problems in translation projects. | 11 | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **1.3 Recognize common grammatical and lexical problems encountered in Arabic-English and English-Arabic translation**  Explanation: This midterm exam assesses students' comprehensive understanding of course material, focusing on their ability to identify grammatical and lexical challenges in Arabic-English and English-Arabic translation, covering language structures, vocabulary, and strategies for addressing translation issues. | 7 | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.3 Analyze and resolve grammatical and lexical problems in translation, including issues related to verbs, negation, sentence types, adjectives, tenses, conjunctions, synonymy, collocations, idioms, and metaphors**  Explanation: The final exam assesses students' ability to apply the knowledge and skills acquired throughout the course to analyze and resolve complex grammatical and lexical problems in translation. It tests their proficiency in identifying and addressing issues related to language structures, vocabulary, and figurative language, ensuring they have developed the necessary problem-solving strategies for successful translation work. | 16 | 40% |

# **E. Learning Resources and Facilities**

**Please note that the textbook(s) listed as required for each course are intended to be used as primary resources for course content. Instructors are expected to use these books as a foundation for their teaching materials while having the flexibility to adapt and supplement content from available sections or online versions as needed.**

**The semester coordinator will ensure that the materials align with the learning outcomes and maintain the highest educational experience. The required textbook list serves as a starting point, and the actual course content may include additional or adapted resources. We appreciate your understanding and trust in our commitment to delivering an engaging and comprehensive educational experience.**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **A Translation Department-approved notebook** covering translation theory, practice, with focus on grammatical, lexical, and stylistic problems. |
| **Essential References** | Students may wish to consult the following:   * Lahlali, E. M., & Abu Hatab, W. (2022). Advanced English-Arabic translation: A practical guide (2nd ed.). Edinburgh University Press. (Chapter 1) * Ghazala, H. (2014). Translation as Problems and Solutions: a Textbook for University Students and Trainee Translators. Riyadh: Konooz Al Marefa. * Abdelaal, N. (2020). Translation between English and Arabic: A Textbook for Translation Students and Educators. Switzerland: Palgrave Macmillan. * Altarabin, M. (2019). Basics of Translation: A Textbook for Arab University Students. UK: Cambridge Scholars Publishing. * Baker, M. (2018). In Other Words: A Coursebook on Translation. London: Routledge. * Dickins, J. etal. (2017). Thinking Arabic Translation: A Course in Translation Method Arabic to English. New York: Routledge. * Baalbaki, M. (2009). Al-Mawrid: English-Arabic, Arabic-English dictionary (Arabic ed.). Dar El Ilm Lilmalayin. |
| **Electronic Materials** | * <https://www.matecat.com/> * <https://www.almaany.com/> * <https://dictionary.ksaa.gov.sa/> * <https://rasaif.com/> |
| **Other Learning Materials** | * Saudi Digital Library: <https://sdl.edu.sa/sdlportal/en/publishers.aspx> * Academic citation tool: <https://www.citethisforme.com> * <https://routledgetextbooks.com/textbooks/9781138912557/student.php> |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25 STUDENTS ONLY)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |