Course Specification

(Bachelor)

Course Title: Media Translation

Course Code: TRN3332-3

Program: Bachelor of Arts in Translation

Department: Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: 20 Jan 2025

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (3)

This course is designated **3** credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course type

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

3. Level/year at which this course is offered: (Semester 5 - Year 3)

4. Course General Description:

This practical course in translation is designed to introduce students to a specialized translation genre of media texts and discourse with particular emphasis on journalistic discourse, and to provide practical training from English into Arabic and vice versa. This course aims to give an overview on the linguistic aspects and features of media writing and intends to discuss the most common methods and specialized terminologies as well as essential skills and strategies required for translating these specialized texts.

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

TRN2331-3

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

To provide practical training on translating media texts from English into Arabic and vice versa, and familiarize students with a variety of specialized terminologies, skills and strategies in translating these texts.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40.5	90%
2	E-learning	4.5	10%
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	-
5.	**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	Acquire introductory information about literary and media translation.	K1 & K4	**Lecture:** Provide an overview of the basic concepts, differences, and challenges involved in literary and media translation, • Briefly introduce the field of translation, emphasizing the importance of both **literary** and **media** translation in cross-cultural communication. • Define **literary translation** as the translation of novels, poems, plays, and other creative works, and **media translation** as the translation of content like films, television, advertising, news, and social media. **Class Discussion:** Encourage students to critically analyze the differences between literary and media translation through group discussion and reflection (e.g., Pose the question: *"What do you think are the key differences between translating a piece of literature and translating media content?"*	Formative Assessment 1 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Group Activity: Apply the concepts learned in the lecture and discussion by working in groups to analyze a short literary and media translation example.	
1.2	Identify linguistic aspects and features of the main genres in literature and media writing.	K2	**Lecture:** Provide an overview of the key linguistic features and aspects of literary and media genres, and explain how these influence translation, • Define **literary genres** (e.g., fiction, poetry, drama, etc.) and **media genres** (e.g., news, advertisements, TV shows, films, etc.). • Briefly explain how the linguistic features of these genres can differ due to their intended purpose, audience, and medium. **Class Discussion:** Encourage students to actively engage with the linguistic features of both literary and media genres through group discussion and analysis. • Present the question: *"What are the main linguistic features you think are important to consider when translating different literary and media genres?"* • Briefly guide the discussion by mentioning key aspects, such as: Sentence structure and narrative voice in literary texts. Conciseness and clarity in media texts. Cultural adaptation and colloquial language in both types. **Group Activity:** Allow students to practice identifying and analyzing the	Midterm Exam (30 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			linguistic features of literary and media texts.	
1.3	Recognize different literary and media terminologies.	K1 & K4	**Lecture:** Introduce and explain key terminologies used in both literary and media translation. • Define the importance of terminologies in translation, focusing on the need for accuracy and understanding of specific terms in literary and media texts. • Explain that terminologies shape the translation process by providing a clear, consistent framework for translating specialized content. **Class Discussion:** Engage students in recognizing and comparing literary and media terminologies through group discussion and critical thinking. Present the questions (e.g., *"How do the terminologies used in literary texts differ from those in media texts, and why is it important for translators to be aware of both?"*) **Pair Activity:** Allow students to apply their knowledge of literary and media terminologies by working in pairs to identify and explain different terms from provided texts.	Assignment 1 (5 marks)
2.0	**Skills**			
2.1	Demonstrate proficiency in translating literary and media texts.	S2	**Lecture:** Provide students with an overview of the key strategies and techniques for translating literary and media texts. • Define **proficiency in translation** as the ability to translate texts effectively and accurately, maintaining the integrity of both meaning and style. • Highlight the challenges of translating literary and media texts, focusing on differences in linguistic, cultural, and stylistic features between the two.	Formative Assessment 2 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Class Discussion: Facilitate a class discussion to identify and address the specific challenges of translating literary and media texts. Ask the students: *"What challenges do you face when translating literary texts versus media texts? How do you approach these challenges in your translation?"* **Individual Practice:** Allow students to practice translating a literary and a media text on their own, applying the skills and techniques discussed in the lecture.	
2.2	Explicitly transfer the meaning of specialized terminologies from the source language into the target language.	S7	**Lecture:** Introduce specialized terminologies used in media translation, and demonstrate how to accurately transfer their meaning from the source language into the target language. • Define **specialized terminologies** as words or phrases that are specific to certain fields or disciplines, such as legal terms, technical jargon, or media-specific language. • Emphasize that in media translation, specialized terms can be found in a variety of contexts, including advertising, journalism, broadcasting, film, and digital media. **Class Discussion:** Engage students in analyzing and discussing strategies for translating specialized terminologies in media texts. Pose the question (e.g., *"What challenges do you face when translating specialized media terminology? How do you decide which translation strategy to use?"* **Group Activity:** Apply knowledge of specialized terminologies by working in groups to translate media texts, ensuring accurate and culturally relevant transfer.	Assignment 2 (5 marks) Quiz (10 marks) Final Exam (40 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.3	Utilize suitable translation strategies and procedures when translating media texts.	S7	**Lecture:** Introduce various translation strategies and procedures used in media translation and discuss when to apply each approach. • Define **translation strategies** as general approaches used to solve specific translation challenges. • Define **translation procedures** as specific methods or techniques applied to solve particular translation problems. • Emphasize that media texts require a combination of strategies due to their cultural, linguistic, and contextual complexity. **Class Discussion:** Engage students in analyzing and selecting appropriate translation strategies for different media texts. Start by asking: *"What factors do you consider when choosing a translation strategy for a media text? How do you decide which strategy is the most appropriate?"* • Encourage students to reflect on their experiences with media translation and share any challenges they've encountered. **Pair Activity:** Allow students to practice selecting and applying translation strategies to a media text in pairs.	Quiz (10 marks) Final Exam (40 marks)
3.0	**Values, autonomy, and responsibility**			
3.1	Reflect on your own learning experience and explore options to continuously develop your competence as	V1	**Class Discussion:** Engage students in reflecting on their translation experiences and discuss ways to identify areas for improvement and future growth. **Observation:** Allow students to observe a real-world media translation	The course coordinator will decide the specific details of this assessment, including

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	translators and communicators.		task to evaluate its effectiveness and learn strategies for improvement. **Group Activity:** Guide students in creating a personal development plan that addresses their individual needs and goals as translators and communicators.	the format, criteria for evaluation, and how the results are measured.
3.2	Communicate appropriately, accurately and effectively while involved in group tasks.	V2	**Individual Consultation:** Provide personalized guidance on how students can improve their communication skills in translation tasks and group work. • Schedule individual time with each student or a subset of students for personalized consultations. • During the consultation, focus on assessing the student's ability to communicate their translation choices, reasoning, and challenges in group work. • Ask students to bring a media translation task (either completed or in progress) for discussion. **Observation:** Observe group communication dynamics and assess the effectiveness of communication during a collaborative media translation task. **Group Work:** Provide an opportunity for students to work together on a media translation task, demonstrating appropriate, accurate, and effective communication in a group context.	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	V3	**Attendance Tracking:** Ensure that students are consistently attending class and acknowledge the importance of participation in discussions and activities. ○ At the beginning of the class, take attendance in a formal or informal	The course coordinator will decide the specific details of this assessment, including the format,

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	activities, and showing respect for diverse opinions and perspectives		manner (e.g., having students sign in or verbally call their names). o As students arrive, greet them and encourage punctuality to highlight the importance of being present for learning. o During the attendance tracking process, make a brief comment about the importance of regular attendance and active engagement in the learning process. Emphasize that each class is an opportunity to contribute and grow in the field of media translation. **Observation:** Observe student engagement, participation, and how they interact with their peers during discussions and activities. o Introduce a discussion or group activity related to the key topic of the day (e.g., translating cultural references, interpreting media tone, etc.). o Encourage students to actively participate by sharing their thoughts, asking questions, and responding to others' contributions. o Clearly communicate that respect for diverse perspectives is essential for a productive learning environment. **Group Work:** Allow students to demonstrate their commitment to the learning process by working together on a media translation task, engaging with diverse perspectives, and ensuring that all voices are heard.	criteria for evaluation, and how the results are measured.

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Media Translation: Fundamental concepts of media translation including genres, styles, terminologies, cultural context, and key jargon across various media.	6
2.	News Media Translation: Techniques and challenges involved in translating news-related content, including headlines, subheads, billboards, leads, and feature-style articles.	6
3.	Commercial Media Translation: The dynamics of translating commercial content, focusing on advertising, sports, and social media, highlighting the balance between creativity, accuracy, and audience engagement.	6
4.	Opinion and Analytical Media Translation: Translation of opinionated and analytical texts such as editorials, opinion papers, analysis commentaries, and blogs, emphasizing accuracy and the preservation of the author's voice.	6
5.	Specialized Styles of Media Translation: Techniques for translating specialized and formal media texts like obituaries and reports, ensuring precision and respect for context.	6
6.	Applied Practice and Evaluation: Practical application of learned skills through exercises, peer reviews, and evaluations to reinforce knowledge and discuss improvements.	15
Total		**45**

This schedule accounts for the complexity of the tasks and 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. Student 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, covering the course material 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.

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Formative Assessment 1 (5 Marks)** **CLO Measured: 1.1**	3	5%
2.	**Formative Assessment 2 (5 Marks)** **CLO Measured: 2.1**	5	5%
3.	**Assignment 1 (5 Marks)** **CLO Measured: 1.2**	6	5%
4.	**Assignment 2 (5 Marks)** **CLO Measured: 2.2**	9	5%
5.	**Quiz (10 Marks)** **CLO Measured: 2.3**	11	10%
6.	**Midterm Exam (30 Marks)** **CLO Measured: 1.3** **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.**	7	30%
7.	**Final Exam (40 Marks)** **CLO Measured: 2.3** **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.**	16	40%
Overall Total			**100%**

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.

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 comprehensive course notebook, compiled and approved by the Translation Department**, contains curated media texts, key theoretical concepts, and practical activities drawn from a variety of relevant sources to support the course content.
Essential References	Instructors and students are, however, recommended to refer to the following textbooks: • Lahlali, E. M., & Abu Hatab, W. (2022). Advanced English-Arabic translation: A practical guide (2nd ed.). Edinburgh University Press. (Chapter 5) • Elewa, A. (2020). Levels of translation. Qalam for Translation and Publication. (Chapter 16) • Elewa, A. (2016). Media translation. Qalam for Translation and Publication. • 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

	Resources
FACILITIES	• Standandard Classrooms (Capacity 25-30 students) • Specialized labs • Multimedia rooms • Study areas
TECHNOLOGY EQUIPMENT	• Computer and internet connection for instructors • Projectors • Smart boards • Subject-specific softwares • Audio-visual devices
OTHER EQUIPMENT	• Textbooks • Reference materials • Subject-specific learning resources

	• Supplementary materials
ADDITIONAL RESOURCES	• Optional: Mobile Charging Station

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
EFFECTIVENESS OF TEACHING	❖ Principal Instructor ❖ Academic Peer Review Panel ❖ Student Evaluation Subcommittee	❖ Classroom Observations Utilizing Standardized Rating Instruments ❖ Peer Review Assessments Following Institutional Guidelines ❖ Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups
EFFECTIVENESS OF STUDENT ASSESSMENT	❖ Principal Instructor ❖ Independent Academic Auditors ❖ Extern Advisory Board	❖ Assessment Tool Validation through Quantitative and Qualitative Methods ❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures
QUALITY OF LEARNING RESOURCES	❖ Principal Instructor ❖ Student Curriculum Feedback Panel ❖ Educational Technology and Resources Committee	❖ Utilizing Resource Evaluation Metrics and Checklists ❖ Student Resource Utilization Surveys ❖ Comparative Analysis with Nationally and Internationally Recognized Educational Standards
THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED	❖ Principal Instructor ❖ Deanship of Academic Development and Quality	**1. Semester-End Learning Outcome Mapping:** Systematic mapping of all questions

Assessment Areas/Issues	Assessor	Assessment Methods
	❖ Program Level Quality Committee	on all assessments to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship of Academic Development and Quality, which operates at two levels: ❖ **First Level:** An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome before the assessments are conducted. ❖ **Second Level:** After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes. **2. Program Learning Outcome Surveys:** Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-

Assessment Areas/Issues	Assessor	Assessment Methods
		specific learning outcomes.
		3. Course Satisfaction Surveys: Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels.
		4. Alignment and Quality Committee Oversight: Each Course Learning Outcome is meticulously aligned with a corresponding Program Learning Outcome. Both are documented in the course specification and must be adhered to. A separate analysis on this alignment is conducted by the Program Level Quality Committee to ensure compliance and effectiveness. It is imperative that all instructors duly complete this alignment as outlined.

G. Specification Approval

COUNCIL /COMMITTEE	COLLEGE COUNCIL
REFERENCE NO.	15
DATE	FEBRUARY 12, 2023