



Course Specification

— (Bachelor)

Course Title: Tourism & Business Translation

Course Code: TRN3333-3

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



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required			<input type="checkbox"/> Elective	
3. Level/year at which this course is offered: (Semester 5 - Year 3)					
4. Course General Description:					
TRN2331					
5. Pre-requirements for this course (if any):					
<p>This practical translation course is designed to introduce students to two specialized translation texts, namely tourism and business texts, and provide a practical training from English into Arabic and vice versa. It familiarizes students with the register and discourse characteristics of the language varieties of tourism and business.</p> <p>This course aims to have an overview of different linguistic aspects and features of the main genres in tourism and business texts. It also aims to equip students with specific skills and specialized terminologies to translate a variety of texts found in business and tourism environments. Upon completion of this course, students will be able to analyze and manage a diverse range of texts and differentiate between various genres in the translation of business and tourism.</p>					
6. Co-requisites for this course (if any):					
N/A					
7. Course Main Objective(s):					



To provide practical training on translating tourism and business texts from English into Arabic and vice versa, and familiarize students with a broad range of institutional settings, a great variety of genres and terminologies, skills and strategies in translating these texts. To master common business and tourism terminology in English and in Arabic.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	4.5	10%
3	Hybrid <ul style="list-style-type: none"> 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	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding			
1.1	Acquire introductory information about business and tourism translation.	K1 & K4	Lecture: Provide students with an overview of business and tourism translation, highlighting its key features and applications. ☐ Define business translation and its role in the global economy. ☐ Discuss common types of business documents translated, such as contracts, financial reports, business proposals, and marketing materials. ☐ Highlight the importance of precision, tone, and cultural appropriateness in business translation.	Formative Assessment 1 (5 marks)



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<p>☐ Define tourism translation and its significance in promoting international travel and cultural exchange.</p> <p>☐ Discuss common types of tourism-related content, such as brochures, travel guides, websites, and itineraries.</p> <p>☐ Emphasize the role of creativity, localization, and cultural adaptation in tourism translation.</p> <p>Class Discussion: Engage students in a discussion to deepen their understanding of business and tourism translation through real-world examples and shared experiences.</p> <p>Group Activity: Provide students with a hands-on experience to apply their introductory knowledge about business and tourism translation.</p>	
1.2	Identify linguistic aspects and features of the main genres in tourism and business texts.	K2	<p>Lecture: Provide an overview of the linguistic characteristics and features of tourism and business texts, including their distinct genres and communicative purposes.</p> <p>☐ Define the purpose of tourism texts: to inform, persuade, and attract audiences.</p> <ul style="list-style-type: none"> • Highlight key linguistic features of tourism texts: <ul style="list-style-type: none"> ○ Descriptive and emotive language to create vivid imagery. ○ Use of superlatives and adjectives (e.g., "stunning views," "luxurious accommodations"). 	Midterm Exam (30 marks)





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> ○ Cultural references and localized idiomatic expressions. ○ A focus on accessibility and readability for a broad audience. • Examples: Brochures, travel guides, website content, itineraries, and advertisements. <p>2 Introduction to Business Texts:</p> <ul style="list-style-type: none"> • Define the purpose of business texts: to communicate formally and precisely in a professional context. • Highlight key linguistic features of business texts: <ul style="list-style-type: none"> ○ Formal tone and standardized terminology. ○ Direct and concise language, avoiding ambiguity. ○ Structured layout (e.g., headings, bullet points). ○ Culturally neutral expressions when addressing international audiences. • Examples: Business reports, proposals, contracts, emails, and marketing strategies <p>Class Discussion: Encourage students to analyze and compare linguistic aspects and features of tourism and business texts through guided discussion. Ask questions e.g., “What are the main differences between how tourism and business texts use language to communicate their message?”</p>	





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<p>Group Activity: Apply knowledge of linguistic features by analyzing and translating tourism and business texts in small groups. Allow groups to collaborate on their translations, encouraging discussion about:</p> <ul style="list-style-type: none"> • How to preserve the tone and intent of the original text. • Strategies to handle cultural references or specialized terminology. • Challenges in adapting the style of each text for the target audience. 	
1.3	Recognize different terminologies and settings in the tourism and business contexts.	K1 & K4	<ul style="list-style-type: none"> • Lecture: Introduce students to the common terminologies and settings used in tourism and business contexts, highlighting their significance in translation. ☐ Define common terms used in the tourism industry, such as: <i>Itinerary, destination, package deal, travel insurance, accommodation, heritage site, guided tour.</i> • Highlight the importance of understanding context in tourism-related communication, such as brochures, travel guides, and websites. • Discuss examples of culturally specific tourism terms and their localization challenges. <p>☐ Introduction to Business Terminology: Define frequently used business terms, such as: <i>Profit margin, market share, business proposal, invoice,</i></p>	Assignment 1 (5 marks)





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<p><i>memorandum, stakeholder, synergy.</i></p> <ul style="list-style-type: none"> Explain the significance of precision and professionalism when translating business texts like reports, contracts, and presentations. Address industry-specific terms, acronyms, and abbreviations commonly found in business communication. <p>Class Discussion: Engage students in analyzing and comparing terminologies and settings in tourism and business contexts through interactive discussion.</p> <p>Pair Activity: Help students practice recognizing terminologies and applying them effectively in translations based on specific settings. Each pair presents one matched term and its translation, explaining how the context influenced their translation choices. Provide feedback, highlighting effective matches and translations while offering suggestions for improvement.</p>	
2.0	Skills			
2.1	Demonstrate proficiency in translating tourism and business texts.	S2	<p>Lecture: Introduce students to best practices, strategies, and challenges in translating tourism and business texts. Discuss the purpose of tourism and business texts: to inform, persuade, and</p>	Formative Assessment 2 (5 marks) Quiz (10 marks)





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<p>engage audiences. Explain key translation strategies:</p> <ul style="list-style-type: none"> Adapting cultural references and idiomatic expressions. Maintaining an engaging, descriptive tone. Using accessible language to suit a broad audience. <ul style="list-style-type: none"> Example analysis: Translate an excerpt from a tourism brochure, focusing on its descriptive and persuasive language. Translate a brief business proposal, ensuring precision in terminology and tone. <p>Class Discussion: Encourage students to analyze and discuss real-world examples of tourism and business text translations.</p> <p>Individual Practice: Allow students to practice translating tourism and business texts independently, applying the strategies discussed.</p>	
2.2	Explicitly transfer the meaning of specialized terminologies from the source language into the target language.	S7	<p>Lecture: Introduce students to the concept of specialized terminologies in tourism and business contexts and strategies for accurate translation. Define specialized terminologies in tourism and business contexts.</p> <ul style="list-style-type: none"> <i>Examples from tourism:</i> guided tour, all-inclusive, cultural heritage, tourist visa. <i>Examples from business:</i> stakeholder, financial forecast, memorandum, profit margin. 	<p>Assignment 2 (5 marks)</p> <p>Final Exam (40 marks)</p>





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<p>Highlight how these terminologies often have cultural or industry-specific nuances.</p> <p>Class Discussion: Facilitate a collaborative discussion where students analyze and compare examples of specialized terminology and their translations. Groups share their findings, focusing on how they approached translating specific terms.</p> <p>Group Activity: Enable students to practice translating specialized terminologies collaboratively and applying them in context. Provide constructive feedback, focusing on accuracy, tone, and context.</p>	
2.3	Understand the role of business/tourism concepts in forming the translated text.	S5	<p>Lecture: Introduce students to the importance of understanding business and tourism concepts to produce accurate translations.</p> <ul style="list-style-type: none"> Define key concepts in tourism and business that shape the text's purpose, tone, and structure. Explain how these concepts influence vocabulary, tone, and format in the source and target texts. Provide examples of translations that fail due to neglecting underlying concepts. <p>Class Discussion: Engage students in analyzing the influence of business and tourism concepts on translated texts. Groups share their findings, focusing on the influence of concepts on word choice and tone.</p>	<p>Quiz (10 marks)</p> <p>Final Exam (40 marks)</p>





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			Pair Activity: Allow students to apply their understanding of business and tourism concepts through collaborative translation tasks. Pairs exchange translations with another pair.	
2.4	Utilize suitable translation strategies and procedures when translating tourism and business texts.	S7	<p>Lecture: Introduce translation strategies and procedures tailored for tourism and business texts.</p> <ul style="list-style-type: none"> Define common translation strategies (e.g., Literal Translation, Transliteration, Adaptation, Generalization/Specification, Modulation) Specialized Strategies for Tourism and Business Texts <p>Class Discussion: Encourage students to analyze and discuss appropriate strategies for translating tourism and business texts. Groups present their insights, focusing on the strategies they selected and their reasoning.</p> <p>Pair Activity: Enable students to apply appropriate translation strategies to tourism and business texts. Each pair will:</p> <ul style="list-style-type: none"> Analyze the source text, identifying its purpose, audience, and tone. Apply suitable translation strategies to translate the excerpts into the target language. 	Quiz (10 marks) Final Exam (40 marks)
3.0	Values, Autonomy, and Responsibility			
3.1	Reflect on your own	V1	Class Discussion: Facilitate an open discussion for students to	The course coordinator





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	learning experience and explore options to continuously develop your competence as translators and communicators.		<p>reflect on their learning experiences and identify areas for personal and professional growth. Encourage students to reflect on:</p> <ul style="list-style-type: none"> • Their understanding of cultural nuances in translation. • Their ability to manage translation challenges (e.g., unfamiliar terminology, tone adaptation). • Their growth as communicators through collaborative tasks. <p>Observation: Observe students during a reflective activity to assess:</p> <ul style="list-style-type: none"> ▪ How well students articulate their learning experiences. ▪ Whether they identify actionable steps for improvement. ▪ Their ability to give constructive feedback to peers. <p>Discuss areas for improvement.</p> <p>Group Activity: Encourage students to collaboratively explore strategies for continuous skill development as translators and communicators.</p>	will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.
3.2	Communicate appropriately, accurately and effectively while involved in group tasks.	V2	<p>Individual Consultation: Provide personalized feedback and guidance to students on their communication skills in group settings.</p> <p>Observation: Evaluate students' communication skills during group tasks and provide insights for improvement. While students</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<p>work in groups, observe the following:</p> <ul style="list-style-type: none"> • <u>Clarity</u>: Are students articulating their ideas clearly? • <u>Accuracy</u>: Are students using correct terminology and maintaining the tone of the text? • <u>Effectiveness</u>: Are students listening actively and responding constructively? <p>Group Work: Encourage students to practice and refine their communication skills through a collaborative translation task. Students collaborate to complete the task, applying the following strategies:</p> <ul style="list-style-type: none"> • Use appropriate terminology and tone for the text type. • Ensure all members contribute ideas and feedback. • Resolve disagreements through constructive discussion. 	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	V3	<p>Attendance Tracking: Monitor and encourage consistent attendance as a demonstration of commitment to learning. Record attendance at the start of the session.</p> <p>☑ Note late arrivals to emphasize punctuality.</p> <p>☑ Observe and note student engagement during discussions and activities, including:</p> <ul style="list-style-type: none"> • Active contributions to discussions. 	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	diverse opinions and perspectives		<ul style="list-style-type: none"> Respectful interactions with peers. <p>Observation: Evaluate students' participation and interactions to assess their commitment and respect for diverse opinions. Focus Areas for Observation:</p> <ul style="list-style-type: none"> <u>Engagement:</u> Are students actively contributing ideas or responding to peers? <u>Respect:</u> Are they listening attentively to diverse perspectives? <ul style="list-style-type: none"> Are they responding constructively to differing opinions? <u>Collaboration:</u> Are they building on others' ideas? <p>Note Key Behaviors:</p> <ul style="list-style-type: none"> Highlight students who show commitment through thoughtful participation. Identify areas where students may need encouragement (e.g., engaging quieter students). <p>Group Work: Facilitate a collaborative activity that emphasizes participation, teamwork, and respect for diverse perspectives.</p> <ul style="list-style-type: none"> Encourage students to express differing views and resolve disagreements constructively. Provide immediate feedback, focusing on: 	





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> The quality of the translation. Evidence of active participation and respectful collaboration. 	

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to tourism translation (genres, styles, terminologies, characteristics and strategies).	9.5
2.	Assorted texts on various tourism genres and styles for the purpose of translation practice, such as: websites, brochures, adverts, leaflets, travel guides, travelogues, trip-reports, reviews etc.	13
3.	Introduction to business translation (business organizations, contracts language, genres, economics and international commerce terminologies, characteristics and strategies).	9.5
4.	Assorted texts on various business genres for the purpose of translation practice, such as: business letters, memos, reports, contracts etc.	13
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. 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, covering the course material until that point, 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

1. References and Learning Resources

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.

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	<p>Instructors and students are, however, recommended to refer to the following textbooks:</p> <ul style="list-style-type: none"> • Lahlali, E. M., & Abu Hatab, W. (2022). Advanced English-Arabic translation: A practical guide (2nd ed.). Edinburgh University Press. (Chapter 3) • Elewa, A. (2017). Business and Economic Translation. Qalam for Translation and Publication. • Maci, S. M., & Spinzi, C. G. (2025). Translating Tourism. London: Routledge. https://doi.org/10.4324/9781003465331 • Sulaiman, M. Z., & Wilson, R. P. (2019). Translation and tourism: Strategies for effective cross-cultural promotion. Springer. https://doi.org/10.1007/978-981-13-6343-6 • Baalbaki, M. (2009). Al-Mawrid: English-Arabic, Arabic-English dictionary (Arabic ed.). Dar El Ilm Lilmalayin.
Electronic Materials	<ul style="list-style-type: none"> • https://www.matecat.com/ • https://www.almaany.com/ • https://dictionary.ksaa.gov.sa/ • https://rasaif.com/
Other Learning Materials	<ul style="list-style-type: none"> • 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

FACILITIES	<ul style="list-style-type: none"> • Standard Classrooms (Capacity 25-30 students) • Specialized labs • Multimedia rooms • Study areas
TECHNOLOGY EQUIPMENT	<ul style="list-style-type: none"> • Computer and internet connection for instructors • Projectors • Smart boards • Subject-specific softwares • Audio-visual devices





OTHER EQUIPMENT	<ul style="list-style-type: none"> • Textbooks • Reference materials • Subject-specific learning resources • Supplementary materials
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> • Optional: Mobile Charging Station

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Efficacy of Pedagogical Approaches	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Academic Peer Review Panel ❖ Student Evaluation Subcommittee 	<ul style="list-style-type: none"> ❖ Classroom Observations Utilizing Standardized Rating Instruments ❖ Peer Review Assessments Following Institutional Guidelines ❖ Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups
Integrity and Effectiveness of Student Assessments	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Independent Academic Auditors ❖ Extern Advisory Board 	<ul style="list-style-type: none"> ❖ Assessment Tool Validation through Quantitative and Qualitative Methods ❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures
Quality and Relevance of Educational Resources	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Student Curriculum Feedback Panel ❖ Educational Technology and Resources Committee 	<ul style="list-style-type: none"> ❖ Utilizing Resource Evaluation Metrics and Checklists ❖ Student Resource Utilization Surveys ❖ Comparative Analysis with Nationally and Internationally Recognized Educational Standards





Achievement Level of Course Learning Outcomes (CLOs)

- ❖ Principal Instructor
- ❖ Deanship of Academic Development and Quality
- ❖ Program Level Quality Committee

1. Semester-End Learning Outcome Mapping:

Systematic mapping of all questions 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-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

