Course Specification

— (Bachelor)

Course Title: Religious Translation	
Course Code: TRN3335-3	
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.	☐University	☐ College	☒ Department	☐ Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Semester 6 - Year 3)

4. Course General Description:

This course is designed to provide students with a brief background about Islamic religious texts. Furthermore, it equips students with practical training involving religious texts from Arabic into English and vice versa. As such, learning religious terminologies is a vital part for students in order to achieve the intended outcomes of this course. It emphasizes the different strategies and theories used to translate Islamic-related genres, including Hadiths (sayings of the Prophet Muhammad peace & blessings be upon him), general Islamic topics (Prophets' stories, Islamic jurisprudence, sermons, introductions and reviews of some translations of the Holy Qur'an). The main focus will be placed on resolving the various problems and difficulties encountered in these domains, with a special focus on terminology and structure.

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):

This course aims to translate a variety of religious text types appropriately and accurately from English into Arabic and vice versa; to fully understand the different types of texts within the religious genre, the features of religious language, relevant terminology, and expressions, thus using the various resources available to translators.

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	Define the characteristics of the Islamic text types with reference to translation and give examples	K2	**Lecture:** Provide students with a clear understanding of Islamic text types, their unique characteristics, and translation considerations. Define Islamic text types **(e.g.,** Religious Texts, Prophets' Stories, Islamic Sermons (Khutbahs), Supplications (Duas), Morals and Ethics) **Class Discussion:** Engage students in analyzing the unique characteristics of Islamic text types and discussing translation strategies. Provide the class with short excerpts from different Islamic text types: • A Qur'anic verse. • A Prophets' story excerpt. • A supplication or part of an Islamic sermon. Ask students to analyze: • Key characteristics of each text type. • Potential challenges in translating the text. • Possible strategies to address these challenges. **Group Activity:** Allow students to practice identifying characteristics of Islamic texts and applying appropriate translation strategies collaboratively. Divide students into small groups (3-4 members each).	Formative Assessment 1 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Provide each group with an Islamic text excerpt, such as: • A Prophets' story excerpt focusing on a moral lesson. • A supplication with repetitive phrases. • A segment from an Islamic sermon addressing an ethical issue. • Task: • Identify the characteristics of the given text. • Discuss challenges in translating the text into the target language. • Collaboratively translate the text while ensuring faithfulness to its characteristics and meaning.	
1.2	Identify and analyze the most salient linguistic and cultural problems in translating Islamic texts	K3	**Lecture:** Introduce students to the linguistic and cultural challenges in translating Islamic texts and provide strategies for addressing these issues. Highlight the significance of faithfully translating Islamic texts while preserving their linguistic, spiritual, and cultural essence. Linguistic Problems in Translation (e.g., Untranslatable Terms, Syntax and Style, Ambiguity). Cultural Problems in Translation (e.g., Cultural References, Historical Context, Audience Sensitivity) **Class Discussion:** Engage students in analyzing linguistic and cultural problems in translating Islamic texts and discussing potential solutions. Pose questions to the class, provide the class with short excerpts from different Islamic texts, ask students to analyze, and groups share their observations	Midterm Exam (30 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			and suggestions for handling the identified problems.

Group Activity: Allow students to practice identifying and addressing linguistic and cultural problems in Islamic text translation collaboratively. Divide students into small groups (3-4 members each). Provide each group with a short Islamic text for translation. Groups collaborate to:

• Analyze the text's key linguistic and cultural elements.
• Discuss potential translation challenges and strategies.
• Translate the text while applying their chosen strategies.

Provide constructive feedback. | |
| 1.3 | Obtain strong basic knowledge about translation theoretical methods or strategies in dealing with religious texts | K4 | **Lecture:** Introduce students to theoretical methods and strategies specifically for translating Islamic religious texts, addressing their unique characteristics and challenges. Define the main types of Islamic religious texts (e.g., Qur'anic Verses, Hadith, Tafsir, Duas and Supplications, Prophets' Stories and Sermons). Emphasize the significance of preserving spiritual and cultural authenticity in Islamic translations.

Theoretical Methods for Translating Islamic Texts (e.g., Literal Translation (Formal Equivalence), Dynamic/Functional Equivalence, Interpretative Translation

Key Strategies in Translating Islamic Texts (e.g., Transliteration, Annotation and Contextual Notes, Maintaining Rhythm and Style, Cultural Sensitivity) | Assignment 1 (5 marks) |

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Class Discussion: Facilitate an analytical discussion on the theoretical methods and challenges of translating Islamic texts. Ask students the following questions: ▪ *"Why is it important to balance faithfulness and accessibility when translating Islamic texts?"* ▪ *"What challenges arise when translating sacred terms like Barakah or Taqwa?"* ▪ *"Which theoretical method do you find most appropriate for translating Qur'anic verses, and why?"* **Pair Activity:** Provide students with hands-on experience applying theoretical methods to Islamic religious texts. Pair up students and assign two Islamic texts: ▪ A Qur'anic verse with layered meanings. ▪ A Prophets' story excerpt emphasizing moral and cultural lessons. **Presentation and Feedback:** Each pair presents one of their translations and explains: ▪ The method they applied. ▪ The challenges they encountered and how they addressed them. Provide constructive feedback on their approach and results.	
2.0	**Skills**			
2.1	Apply the principles in translating Islamic texts through	S7	**Lecture:** Introduce students to the key principles of translating Islamic texts and provide guidelines for their application in practice (e.g., Principles of Translating Islamic Texts, Linguistic Accuracy, Cultural and Religious Sensitivity, Types of Islamic	Formative Assessment 2 (5 marks) Quiz (10 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	translating a variety of Islamic text types appropriately and accurately from English into Arabic and vice versa		Texts and Their Translation Needs, Practical Guidelines for Translating Islamic Texts) **Class Discussion:** Engage students in analyzing the challenges and strategies for translating Islamic texts. Pose the following questions: ▪ *"What is the most challenging aspect of translating Qur'anic verses or Hadith?"* ▪ *"How do you ensure that your translation remains accessible while preserving the spiritual tone?"* ▪ *"What strategies can help maintain linguistic accuracy and cultural relevance?"* Invite students to share their thoughts and preferred strategies for translating the given texts. **Individual Practice:** Allow students to independently apply translation principles to Islamic texts and develop their skills in accurate and appropriate translation. Distribute two short texts for translation (e.g., A Qur'anic verse or Hadith, A moral story or a sermon excerpt focusing on ethical teachings). Translate both texts into the target language (Arabic to English or vice versa). Write a short note explaining: ▪ The strategies used to handle specific challenges. ▪ How principles of faithfulness, accuracy, and sensitivity were applied. Students work independently to:	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			▪ Analyze the linguistic and cultural nuances of the source text. ▪ Apply the appropriate translation strategies (literal, dynamic, or interpretative). ▪ Review their work to ensure clarity, tone, and accuracy. Provide constructive feedback on: ▪ Accuracy of terminology and phrasing. ▪ Faithfulness to the source text's tone and meaning. ▪ Appropriateness of strategies used.	
2.2	Use specialized Islamic dictionaries (paper or online) in the process of translation	S5	**Lecture:** Introduce students to the importance of specialized Islamic dictionaries and demonstrate how to use them effectively in the translation process. Introduction to Specialized Islamic Dictionaries. Explain the role of Islamic dictionaries in religious translation: Highlight the types of Islamic dictionaries. (e.g., Paper Dictionaries, Online Dictionaries and Databases) Features of Islamic Dictionaries Steps for Using Specialized Islamic Dictionaries in Translation: o Identify key terms in the source text requiring further research. o Search for terms in both paper and online dictionaries to compare definitions. o Evaluate explanations for cultural, spiritual, and linguistic accuracy. o Cross-check meanings in multiple sources to ensure consistency.	Assignment 2 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			o Apply the term in context while preserving its intended meaning and tone. **Class Discussion:** Engage students in analyzing the importance of specialized Islamic dictionaries and sharing experiences in using these tools. Ask students the following questions: o *"What challenges have you faced in finding accurate translations for Islamic terms?"* o *"How do Islamic dictionaries help preserve the cultural and spiritual essence of religious texts?"* o *"Which type of dictionary do you find more effective—paper or online, and why?"* Divide students into small groups. Provide each group with: • A printed Islamic dictionary. • Access to an online Islamic dictionary. • Assign a list of Islamic terms for each group to research using both sources. • Ask groups to compare: • The level of detail provided by each source. • Ease of use and accessibility. • The suitability of each source for different translation tasks. Groups present their findings, highlighting the strengths and limitations of each type of dictionary. **Group Activity:** Provide students with hands-on experience using specialized Islamic dictionaries to translate a short religious text.	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			• Divide the class into groups of 3-4 students. • Distribute a short religious text containing Islamic terms, such as: A Qur'anic verse, A Hadith, A supplication. • Task: • Identify terms in the text that require research using Islamic dictionaries. • Look up the terms in both paper and online dictionaries to find accurate translations. • Translate the text into the target language while preserving its spiritual and cultural essence. Provide feedback on their translation choices and how effectively they used the resources.	
2.3	Use suitable strategies and procedures in translating Islamic-related texts	S7	**Lecture:** Students will learn and apply suitable strategies and procedures for translating Islamic-related texts while maintaining their linguistic, cultural, and spiritual essence. Key Strategies for Translating Islamic Texts are Literal Translation (Formal Equivalence), Dynamic Equivalence, Interpretative Translation, Transliteration. Discuss the Translation Procedures (e.g., Pre-Translation Analysis, Terminology Research, Contextual Adaptation, Consistency Checks) **Class Discussion:** Engage students in analyzing strategies and procedures for translating Islamic texts. Invite students to share their analysis and preferred strategies for the given texts. **Pair Activity:** Provide students with hands-on experience in applying strategies and	Quiz (10 marks) Final Exam (40 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			procedures to Islamic-related texts. Pair up students and provide them with two Islamic-related texts. Each pair presents one of their translations and explains their approach. Provide constructive feedback on: • The appropriateness of their chosen strategies. • The accuracy and clarity of their translations.	
3.0	**Values, autonomy, and responsibility**			
3.1	Reflect on your own learning experience and explore options to continuously develop your competence as translators and communicators.	V1	**Class Discussion:** Engage students in reflecting on their learning experiences and discussing strategies for improvement in religious translation and communication. Pose the following questions to initiate reflection: o *"What have been your biggest challenges in translating religious texts?"* o *"Which skills or strategies have you improved the most during this course?"* o *"What specific areas of translation or communication do you want to improve further?"* • Ask each group to share one key takeaway from their discussion. • Summarize the shared experiences and strategies on the board for collective learning. **Observation:** Observe how students reflect on their experiences and engage with peers to assess their ability to analyze and discuss their learning process. Monitor each group's discussion and focus on: Active Participation, Constructive Feedback, Self-Awareness.	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	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Group Activity: Help students collaboratively identify strategies and resources to enhance their translation and communication skills. Assign each group the task of creating a Personal Growth Plan that includes: Strengths, Areas for Improvement, Strategies for Improvement. Provide constructive feedback, highlighting practical and innovative strategies for improvement.	
3.2	Communicate appropriately, accurately and effectively while involved in group tasks.	V2	**Individual Consultation:** Provide personalized feedback to students on their communication skills and offer strategies for improvement in group tasks. Pre-Consultation Preparation: Review students' previous participation in group tasks to identify: Strengths and Areas for improvement. **Individual Consultation Sessions:** Meet with students one-on-one for short discussions to discuss their previous performance in group tasks, focusing on specific examples of effective communication or challenges. o Provide actionable feedback o Offer specific strategies, such as setting roles within the group or using prompts to initiate discussion. **Observation:** Monitor students' communication dynamics during a collaborative task to assess their ability to communicate effectively in group settings. • Provide students with a short religious text to translate collaboratively. • Assign roles within each group to encourage balanced participation	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	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Observe each group's interaction and take notes on Clarity, Engagement, Respect and Problem-Solving

Group Work: Enable students to practice effective communication while collaboratively translating a religious text. Divide students into small groups (3-4 members each). Provide each group with a religious text for translation. Each group presents their translation and discusses how they collaborated to achieve their final result.
• Provide feedback on:

  • Accuracy of the translation.
  • Effectiveness of group communication, including examples of clear articulation and respectful interaction. | |
| 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 | V3 | **Attendance Tracking:** Monitor and encourage consistent attendance and punctuality as a demonstration of commitment to the learning process. Acknowledge students' commitment to attending class regularly and encourage ongoing participation. Highlight how consistent attendance directly impacts learning outcomes and group dynamics.

Observation: Observe students' active participation, engagement, and respect for diverse perspectives during group activities. Divide students into small groups (3-4 members each) and assign roles (e.g., lead translator, terminology researcher, reviewer) to ensure balanced participation. Monitor each group's interactions and take notes on: | 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	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	perspectives		Active Participation, Collaboration, Respect for Opinions. o Highlight positive behaviors such as mutual respect and active listening, as well as areas for improvement, like unequal participation or dominating group members. **Group Work:** Provide students with a collaborative task to practice and demonstrate their commitment to learning through participation and respectful engagement. Encourage students to: • Share ideas and justify their translation choices. • Respectfully address disagreements and reach a consensus. • Ensure all group members contribute meaningfully to the task.	

C. Course Content

No	List of Topics	Contact Hours
1.	A theoretical introduction to the characteristics of Islamic terminologies and texts. A brief overview of translations of the Holy Qur'an with some examples of translated Qur'anic materials	6
2.	Translating introductions and reviews of some translations of the Holy Qur'an.	6
3.	The Challenges of Translating the Quran & Quran rhetoric and aesthetic features.	6
4.	Translating Hadiths (sayings of the Prophet Muhammad PBUH).	6
5.	Translating Prophets' stories.	6
6.	Translating Islamic jurisprudence.	6
7.	Translating Islamic sermons, supplications, and morals.	9
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 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

1. References and Learning Resources

Required Textbooks	**A comprehensive course notebook, compiled and approved by the Translation Department**, contains curated religious (Islamic) texts, key theoretical concepts, and practical activities drawn from a variety of relevant sources to support the course content.
Essential References	Students are however recommended to refer to the following textbooks and dictionaries: - Elewa, A. (2020). Levels of translation. Qalam for Translation and Publication. (Chapter 20) - Baalbaki, M. (2009). Al-Mawrid: English-Arabic, Arabic-English dictionary (Arabic ed.). Dar El Ilm Lilmalayin. - Dictionary of Islamic Words & Expressions. - Naudé, J. (2010). Religious translation. In Y. G. L. v. Doorslaer (Ed.), Handbook of Translation Studies. Amsterdam: John Benjamins Publishing. Students may wish to consult the following: - Abdelaal, N. (2020). Translation between English and Arabic: A Textbook for Translation Students and Educators.Switzerland: Palgrave Macmillan.
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 • 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 25-30 STUDENTS) • 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
Efficacy of Pedagogical Approaches	❖ 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
Integrity and Effectiveness of Student Assessments	❖ Principal Instructor ❖ Independent Academic Auditors ❖ Extern Advisory Board	❖ Assessment Tool Validation through Quantitative and Qualitative Methods

Assessment Areas/Issues	Assessor	Assessment Methods
		❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures
Quality and Relevance of Educational 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
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

Assessment Areas/Issues	Assessor	Assessment Methods
		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