



Course Specification

(Bachelor)

Course Title: Audio-visual Translation

Course Code: TRN3352-3

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)

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 6 - Year 3)

4. Course General Description:

This course is designed to introduce the students to the field of Audio-visual Translation (AVT), including different theoretical and practical aspects. It covers a range of areas, including (subtitling, accessibility, multimedia localization, dubbing and voice-over for films). Students are guided through relevant materials to acquire theoretical and practical background about AVT strategies and techniques. They will have a good opportunity to demonstrate their understanding through practicing AVT techniques on real software.

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):

- Apply AVT techniques such as subtitling, dubbing, voice-over, and multimedia localization using industry-standard software to translate and adapt audiovisual content accurately and creatively.
- Evaluate and adapt theoretical AVT frameworks to real-world projects, producing high-quality translations that reflect cultural and linguistic nuances.

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 <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 | 20 |
| 2. | Laboratory/Studio | 25 |
| 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 basic knowledge and understanding about audio-visual translation key concepts, principles and techniques | K2 & K4 | <p>Lecture: Introduce students to the fundamental concepts, principles, and techniques of audio-visual translation. Define Audio-Visual Translation (AVT):</p> <ul style="list-style-type: none"> Translation of audio-visual content, such as movies, TV shows, video games, and online videos. Includes both linguistic and technical considerations. <p>Types of AVT: Subtitling, Dubbing, Voice-over, and Audio Description</p> <p>Key Concepts and Principles: Synchronization, Cultural Adaptation, Compression and Condensation, and Technical Constraints: (Character limits for</p> | Formative Assessment 1 (5 marks) |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---|--------------------|
| | | | <p>subtitles (e.g., 35-42 characters per line), Time codes for synchronization)</p> <p>Basic Techniques in AVT: Subtitling Techniques, Dubbing Techniques, Voice-Over Techniques, and Audio Description Techniques.</p> <p>Class Discussion: Engage students in reflecting on the challenges and considerations in audio-visual translation: Ask the following questions to guide the discussion:</p> <ul style="list-style-type: none"> ○ “What are the unique challenges of translating for audio-visual media compared to text-based content?” ○ “How does cultural adaptation play a role in making audio-visual content relatable to the target audience?” ○ “What do you think are the most important skills for an audio-visual translator?” <p>Divide students into small groups (3-4 students per group). Assign each group the task. Ask a few groups to share one example or insight from their discussion. Summarize the main ideas and connect them to the lecture content.</p> <p>Group Activity: Provide students with hands-on experience in applying basic audio-visual translation techniques. Divide students into small groups (3-4 members). Assign a short video clip (1-2 minutes) for translation. Each group shares their work with the class. Provide constructive feedback on: Adherence to AVT principles (e.g., synchronization, readability), creativity, and accuracy in cultural adaptation.</p> | |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|---|-------------------------|
| 1.2 | Explain with an informed knowledge the history and development of audio - visual translation techniques and practices including dubbing, voice- over, subtitling, surtitling, etc | K3 | <p>Lecture: Provide students with an overview of the historical development and evolution of audio-visual translation techniques and practices. Early AVT Practices, Key Milestones, Development of AVT Techniques (e.g., Dubbing, Subtitling, Voice-Over, and Surtitling), Modern Practices and Technological Advances (e.g., Technological Impact, Cultural and Regional Preferences, and Future Trends)</p> <p>Class Discussion: Engage students in analyzing the historical and cultural factors that shaped the development of audio-visual translation techniques. • Ask the following questions to initiate the discussion:</p> <ul style="list-style-type: none"> ◦ “Why do you think different regions adopted dubbing versus subtitling?” ◦ “How has technology influenced the development of AVT techniques?” ◦ “What are the advantages and disadvantages of historical practices like dubbing and subtitling?” <p>Divide students into small groups (3-4 students per group). Assign each group the task. Ask each group to share one example or insight from their discussion. Summarize the shared points and link them to the lecture content.</p> <p>Group Activity: Provide students with a collaborative task to explore and present key milestones in the history of audio-visual translation. Divide the class into small groups (3-4 members). Assign each group a specific AVT technique to research and present. Groups work together to:</p> | Midterm Exam (30 marks) |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|------------------------|
| | | | <ul style="list-style-type: none"> Research their assigned topic (if tools or notes are provided) or brainstorm based on prior knowledge. Prepare a simple, visual timeline or outline for their presentation. <p>Each group briefly presents their timeline and findings. Provide feedback, emphasizing their understanding of historical context and technical evolution.</p> | |
| 1.3 | Demonstrate a deep understanding of the linguistic, cultural, and technical challenges language may pose on the audio-visual translation process | K3 | <p>Lecture: Introduce students to the linguistic, cultural, and technical challenges in AVT and discuss strategies to overcome these challenges. Overview of challenges (e.g., Linguistic, Cultural, and Technical)</p> <p>Class Discussion: Engage students in analyzing specific examples of linguistic, cultural, and technical challenges in AVT. • Pose the following questions to the class:</p> <ul style="list-style-type: none"> “What linguistic challenges do you think are the hardest to overcome in AVT?” “How can cultural differences impact the effectiveness of a translated movie or show?” “What technical constraints do you think are most limiting in the AVT process?” <p>Divide students into pairs or small groups. Assign each group one challenge (linguistic, cultural, or technical) to discuss. Ask them to identify a specific example of the challenge and propose a solution.</p> <p>Invite a few pairs to share their examples and proposed solutions. Summarize key insights and connect them to the lecture content.</p> <p>Pair Activity: Provide students with hands-on experience in identifying and addressing</p> | Assignment 1 (5 marks) |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|---|
| | | | <p>AVT challenges. Assign each pair a short video clip (1-2 minutes) or a script segment with potential challenges. Analyze the assigned content to identify linguistic, cultural, and technical challenges. Develop solutions or strategies to address these challenges (e.g., rephrasing, cultural adaptation, or timing adjustments).</p> <p>Each pair shares one challenge they analyzed and their solution. Provide constructive feedback, highlighting innovative or practical approaches.</p> | |
| 2.0 | Skills | | | |
| 2.1 | Demonstrate proficiency in producing quality audio-visual translation from Arabic into English and vice versa using the available software | S1 | <p>Lecture: Provide students with an overview of key software tools for audio-visual translation and the techniques required to produce high-quality translations (e.g., Subtitling Tools: Aegisub, Subtitle Edit, Amara, Dubbing Tools: Adobe Audition, Audacity, Voice-Over Tools: OBS Studio, Final Cut Pro).</p> <p>Importance of software in AVT: Ensures synchronization, consistency, and efficiency in translation.</p> <p>Steps for Producing Quality AVT: Preparation, Translation Process, Technical Execution</p> <p>Tips for Using Software Effectively: Subtitling Tools, Dubbing Tools, Voice-Over Tools, Quality Checks</p> <p>Class Discussion: Engage students in reflecting on the challenges and techniques of using software for audio-visual translation. Ask the following questions to guide the discussion:</p> | Formative Assessment 2 (5 marks) Quiz (10 marks) |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|---|
| | | | <ul style="list-style-type: none"> “What features do you think are most important in audio-visual translation software?” “What challenges do you anticipate when translating AV content between Arabic and English?” “How do you balance accuracy with technical constraints in AVT?” <p>Divide students into pairs or small groups. Assign each group the task of discussing. Invite a few pairs to share one insight or challenge from their discussion. Summarize key points and connect them to the lecture content.</p> <p>Individual Interpreting Practice: Provide students with hands-on experience in producing high-quality AV translations using software. Assign each student a short video clip (1-2 minutes) with dialogue or narration. Provide access to AVT software or free online tools (e.g., Aegisub, Amara, or Audacity). Students work independently. Students review their work. If time permits, share outputs with peers for additional feedback.</p> | |
| 2.2 | Critically analyze the ideas being heard so as to render communicative, functional and culturally acceptable audio-visual translations | S3 | <p>Lecture: Introduce students to the principles of critical analysis in AV translation and strategies for ensuring communicative, functional, and culturally appropriate translations.</p> <p>The Role of Critical Analysis in AV Translation</p> <p>Communicative and Functional Translation</p> <p>Cultural Acceptability in AVT (e.g., Challenges in Cross-Cultural Translation, Adaptation Techniques, Case Study Example)</p> <p>Class Discussion: Engage students in analyzing real-world AV translation</p> | Assignment 2 (5 marks) Final Exam (40 marks) |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---|--------------------|
| | | | <p>challenges and discussing strategies for producing functional and culturally appropriate translations. Ask students:</p> <ul style="list-style-type: none"> • “Have you ever watched a subtitled or dubbed movie where something felt ‘off’ in the translation? Why do you think that happened?” • “What do you think is more important in AVT: staying true to the original or making it culturally acceptable?” • “How would you handle an AV translation that contains culturally sensitive or humorous content that doesn’t translate well?” <p>Divide students into small groups (3-4 students per group). Assign each group a type of AVT challenge for discussing. Each group shares one key insight or example. Summarize the main strategies discussed and connect them to the lecture content.</p> <p>Individual Interpreting Practice: Provide students with hands-on experience in critically analyzing AV content and producing communicative, functional, and culturally acceptable translations. Assign each student a short AV segment (1-2 minutes) with potential cultural or communicative challenges. Students work independently to:</p> <ul style="list-style-type: none"> • Take notes on key translation challenges. • Make strategic translation choices (e.g., localization, neutralization, or explanation). • Format subtitles or script for dubbing according to AVT conventions. <p>Students review their work.</p> | |
| 2.3 | Use appropriate | S3 | <p>Lecture: Introduce students to the common challenges in AV translation and the</p> | Quiz (10 marks) |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|-----------------------|
| | methods to overcome potential linguistic, socio-cultural and historical issues and challenges and make the most of the creative possibilities associated with subtitling, surtitling, dubbing, and voiceover | | <p>methods used to address them creatively. Introduction to Challenges in AV Translation (e.g., Linguistic Challenges, Socio-Cultural Challenges, Historical Challenges)</p> <p>Techniques for Overcoming Challenges in AV Translation (e.g., Subtitling, Surtitling (for Theater and Opera), Dubbing, Voiceover)</p> <p>Creative Possibilities in AV Translation (e.g., Humor and Wordplay, Song and Poetry Adaptation, Characterization and Emotion in Dubbing and Voiceover)</p> <p>Class Discussion: Encourage students to reflect on real-world examples of AV translation challenges and solutions. Ask students:</p> <ul style="list-style-type: none"> ▪ <i>“Have you ever watched a movie or show where the translation felt unnatural or inaccurate? What was wrong with it?”</i> ▪ <i>“What are some cultural or historical references that may be difficult to translate?”</i> ▪ <i>“What are creative ways to adapt humor, idioms, or wordplay in AV translation?”</i> <p>Small Group Sharing: Divide students into small groups (2-3 students per group). Assign each group a different AVT scenario for discussing. Ask them to brainstorm possible translation solutions.</p> <p>Ask each group to share one key example and their proposed solution. Summarize key takeaways from the discussion.</p> <p>Pair Activity: Provide students with hands-on experience in addressing linguistic, socio-cultural, and historical challenges in AV translation. Pair students and assign</p> | Final Exam (40 marks) |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|--|
| | | | them a short AVT task based on real-world challenges. Analyze the clip for potential challenges (linguistic, cultural, historical). Apply appropriate AVT techniques to overcome challenges while keeping the translation natural and engaging. Each pair presents their solution to the class. | |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Reflect on your own learning experience and explore options to continuously develop your competence throughout AVT | V1 | <p>Class Discussion: Encourage students to reflect on their AVT learning experiences, challenges, and strategies for improvement. Ask students the following questions to initiate reflection:</p> <ul style="list-style-type: none"> • “What AVT techniques or tools have you found most challenging to use?” • “How has your understanding of subtitling, dubbing, voiceover, or surtitling evolved?” • “What strategies have helped you improve your AVT skills?” • “How do you plan to continue developing your AVT competence outside the classroom?” <p>Divide students into small groups (3-4 students per group). Each group discusses:</p> <ul style="list-style-type: none"> • The biggest challenges they’ve faced in AVT. • Their successes and improvements. • Resources or techniques that have helped them develop. • Goals for future AVT skill development. <p>Each group shares one key insight about AVT skill development. Summarize the most common challenges and effective strategies discussed.</p> <p>Observation: Monitor students’ ability to reflect on their progress and collaboratively identify solutions for skill development.</p> | 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 |
|------|---|---------------------------------------|---|--|
| | | | <p>During the group discussions, observe and note (e.g., Engagement, Reflection Depth, Collaboration)</p> <p>Note examples of strong reflections and discussions. Identify areas where students may need more guidance, such as setting clearer learning goals.</p> <p>Group Activity: Guide students in developing a structured plan for continuous improvement in AVT. Each group creates a Personal AVT Development Plan that includes (e.g., Strengths, Areas for Improvement, Strategies for Growth, Short-Term and Long-Term Goals)</p> <p>Groups discuss their personal experiences and collaborate on strategies. They write their AVT Development Plan and identify resources for learning. Each group presents one key takeaway from their plan. Provide feedback on their strategies and encourage them to apply them.</p> | |
| 3.2 | Communicate appropriately, accurately and effectively while involved in group tasks | V2 | <p>Individual Consultation: Provide personalized feedback to students on their communication skills during group tasks and offer tailored strategies for improvement. Review students' previous group work or participation, focusing on Strengths and Areas for improvement.</p> <p>Meet with students individually to discuss their role in previous AVT group projects and their experience with communication challenges. Provide feedback on specific aspects of their communication style. Suggest actionable strategies for using structured discussions in group work (e.g., turn-taking, summarizing key points).</p> <p>Observation: Monitor group interactions to assess how effectively students</p> | 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 |
|------|--------------------------------------|---------------------------------------|---|---|
| | | | <p>communicate while working collaboratively on AV translation tasks. Assign a collaborative AV translation task and Specific roles (Lead Translator, Timing Specialist, and Quality Checker).</p> <p>Observe groups and note Clarity, Engagement, Collaboration, and Problem-Solving.</p> <p>Highlight positive communication behaviors, such as effective teamwork and constructive feedback. Identify areas where students could improve, such as balancing participation or providing clearer justifications for translation decisions.</p> <p>Group Work: Provide students with hands-on experience in communicating effectively while working on an AV translation project. Assign a real-world AV translation scenario that requires teamwork. Encourage groups to:</p> <ul style="list-style-type: none"> • Discuss their approach and ensure all voices are heard. • Use structured decision-making (e.g., vote on translation options, assign roles). • Focus on achieving accuracy, natural flow, and cultural appropriateness. <p>Each group presents their translation work and explains key decisions. Provide feedback on:</p> <ul style="list-style-type: none"> • The quality of their translation. • The effectiveness of their communication and teamwork. | |
| 3.3 | Display a commitment to the learning | V3 | <p>Attendance Tracking: Monitor student attendance and participation while emphasizing the importance of consistent engagement in AVT learning. Prepare a</p> | The course coordinator will decide the specific |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|--|
| | process by consistently attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives | | <p>digital or physical attendance sheet with columns for Attendance, Punctuality, and Participation Notes.</p> <p>Review attendance and participation records to identify patterns (e.g., frequent absences, low engagement). Offer support or encouragement to students needing improvement in participation.</p> <p>Observation: Monitor students' participation, collaboration, and respect for diverse perspectives during a group AVT activity. Assign students a collaborative AVT-related task. Encourage groups to:</p> <ul style="list-style-type: none"> • Actively discuss their translation choices. • Respect different perspectives and reach a consensus. <p>Monitor each group and note Engagement, Collaboration, and Commitment. Identify positive behaviors (e.g., inclusive discussions, constructive feedback) and areas for improvement (e.g., balancing participation).</p> <p>Group Work: Engage students in a hands-on AVT task that fosters teamwork, active participation, and respect for diverse perspectives. Assign a practical AVT-related task that requires collaboration. Encourage groups to discuss translation strategies before starting. Assign roles (translator, editor, reviewer) to ensure balanced participation.</p> <p>Each group presents their work and reflects on their process. Provide feedback on the quality, accuracy, and effectiveness of their collaboration and engagement.</p> | 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 |
|-------|---|---------------|
| 1. | Introduction to audio-visual translation: history, principles and techniques. | 6 |
| 2. | Issues in audio-visual translation practice (e.g. subtitling, dubbing and voice-over principles and practice, difficulties and strategies, and quality and assessment). | 6 |
| 3. | Dubbing characteristics & challenges: Lip and prosodic synchrony and stylistic and cohesive factors. The use of adaptation techniques through the process of naturalization, foreignization, standardization, simplification, etc. | 6 |
| 4. | Subtitling characteristics & challenges: Subtitling for TV format(TDT), DVD, movies, or other minor forms (opera, theatre, etc.) characteristics and differences. The six seconds rule (i.e. a technique used to estimate the length of a subtitle) | 6 |
| 5. | Voice over characteristics & challenges: Manipulation and deviation from the original text. Voice-over versus voice acting | 6 |
| 6. | Localization characteristics & challenges: Translation of video games | 6 |
| 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 that are 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 up 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 interpreted as 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 | 4 | 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 also having the flexibility to adapt and supplement content from available sections or online versions as needed. The semester coordinator will ensure that the materials used are in line with the learning outcomes and maintain the highest quality 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 | <ul style="list-style-type: none"> • Pérez-González, L (2019). The Routledge handbook of audiovisual translation. Routledge. • Approved material for AVT practice provided by the course instructor. |
| Essential References | <p>Instructors and students are, however, recommended to refer to the following textbooks and dictionaries:</p> <ul style="list-style-type: none"> • Cintas, J. D., & Remael, A. (2014). Audiovisual translation: subtitling. Routledge. • Cintas, J. D. (2008). The Didactics of Audiovisual Translation. John Benjamins. • -Cintas, J. D. & Anderman, G. (2009). Audiovisual Translation: language transfer on screen. Palgrave Macmillan. • Cintas, J. D., & Neves, J. (2015). Audiovisual translation: taking stock. Cambridge |
| Electronic Materials | <ul style="list-style-type: none"> • https://aegisub.ar.uptodown.com/windows • https://www.proz.com/translator-training/topic/audiovisual translation and subtitling • https://www.nchsoftware.com/videopad/subtitles.html?kw=software%20for%20subtitles&gclid=CjwKCAjwlcaRBhBYEiwAK341jUKHBGMo4XhGEddD9cOmd9YUFTtag_SC_L1sVW4j_moDCkCntp49xvRoCqUkQAvD_BwE • https://www.files.ethz.ch/isn/185417/20141008102933_Gamal AudioVisualTranslation Final.pdf |
| Other Learning Materials | <p>Saudi Digital Library: https://sdl.edu.sa/sdlportal/en/publishers.aspx</p> |

2. Required Facilities and equipment

| | Resources |
|-------------------|--|
| FACILITIES | <ul style="list-style-type: none"> • Specialized labs (Capacity 24 students) • 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 | Optional: Mobile Charging Station |

F. Assessment of Course Quality

| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|---|--|
| EFFECTIVENESS OF TEACHING | <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 |
| EFFECTIVENESS OF STUDENT ASSESSMENT | <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 OF LEARNING 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 |





| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|---|--|
| | | Nationally and Internationally Recognized Educational Standards |
| THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED | <ul style="list-style-type: none"> ❖ Principal Instructor ❖ Deanship of Academic Development and Quality ❖ Program Level Quality Committee | <p>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:</p> <ul style="list-style-type: none"> ❖ 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. <p>2. Program Learning Outcome Surveys: Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the</p> |



| Assessment Areas/Issues | Assessor | Assessment Methods |
|-------------------------|----------|---|
| | | <p>attainment of program-specific learning outcomes.</p> <p>3. Course Satisfaction Surveys: Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels.</p> <p>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.</p> |

G. Specification Approval

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

