# Course Specification

## ▬ (Bachelor)

**Course Title**: Translation Theories

**Course Code**: TRN3361-3

**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. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided. 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: (Level 5- Year 3)**

**4. Course General Description:**

This course provides Bachelor of Arts in Translation students with a comprehensive understanding of translation and interpreting. It covers key theories, practical methods, and professional ethics. Students will explore foundational concepts, develop hands-on skills, and address ethical issues relevant to the role of translators and interpreters. The course focuses on three main areas:

**Theoretical Foundations** – Key translation and interpretation theories.

**Methods** – Practical approaches to translation and interpreting.

**Professional Practice** – Skills development, ethical considerations, and professional roles.

By the end of the course, students will be equipped with the knowledge and skills necessary for effective practice in the field of translation and interpreting.

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

TRN2331: Introduction to Translation

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

N/A

**7. Course Main Objective(s):**

- Demonstrate understanding of key translation and interpreting theories, including equivalence, reader-response, and cognitive processes.
- Perform sight and direct translation accurately while comparing and applying different methods.
- Execute consecutive and simultaneous interpreting techniques in authentic contexts, with critical analysis of methods.

- Adhere to ethical standards, including confidentiality, impartiality, cultural sensitivity, and respect for copyright in translation and interpreting.
- Develop strong written and oral communication skills, with emphasis on revision, editing, and real-time interpreting interactions.

## 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**<br>• **Traditional classroom**<br>• **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 | Demonstrate critical knowledge and understanding of key translation and interpreting theories, including equivalen | K1 & K3 | Lecture: Provide students with a critical overview of key translation theories and how they apply in real-world translation scenarios. Introduction to Translation Theories, The importance of translation theories, Key Translation Theories ( e.g., Equivalence Theory (Nida & Catford), Reader-Response Theory, Cognitive Approaches in Translation, Relevance to Practical Applications.<br><br>Class Discussion: Encourage students to reflect on and critique the relevance of | Formative Assessment 1 (5 marks)<br><br>Midterm Exam (30 marks)<br><br>Final Exam (40 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | ce, reader-response, and cognitive processes, and analyze their relevance to practical applications. | | translation theories to real-world translation and interpreting. Ask students:<br><br>• *"Which theory do you think is the most useful for professional translators?"*<br>• *"How do translation theories influence real-world translation decisions?"*<br>• *"Can you think of an example where a literal translation (formal equivalence) would not work?"*<br><br>Divide students into small groups (3-4 students per group). Assign each group a specific translation scenario. Each group discusses which theory best applies to their assigned scenario and why. Each group presents their key insights. Instructor provides feedback, linking their ideas back to the lecture.<br><br>Group Activity: Help students apply theoretical knowledge by analyzing and translating short texts using different approaches. Assign each group a short passage (e.g., news article, marketing slogan, legal document). Each group applies two different translation theories to the same text. Each group presents their translations and explains the differences. Instructor and peers provide feedback on the effectiveness of their approach. | |
| 1.2 | Display advanced knowledge in distinguishing between sight, direct, consecutiv | K3 | Lecture: Introduce students to different interpreting methods, their characteristics, and their appropriate use in real-world scenarios (e.g., What is interpreting?, Why different methods exist?)<br><br>Overview of Interpreting Methods (e.g., Sight Interpreting, Direct Interpreting, | Assignment 1 (5 marks)<br><br>Research Proposal (10 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| | e, and simultaneous interpreting methods, demonstrating awareness of their appropriate use in various contexts. | | Consecutive Interpreting, Simultaneous Interpreting) <br><br> Comparing Interpreting Methods and Contextual Use: <br><br> • Which method is most suitable for different scenarios? <br> • Skillsets needed for each method <br><br> Class Discussion: Engage students in critically analyzing interpreting methods and their appropriate application in various professional contexts. Ask students: <br><br> • *"Which interpreting method do you think is the most difficult? Why?"* <br> • *"Have you ever seen or experienced an interpreting situation that was particularly challenging?"* <br> • *"Why do different contexts require different interpreting techniques?"* <br><br> Divide students into small groups (3-4 students per group). Assign each group a professional scenario requiring interpretation A political summit, A hospital emergency room, courtroom proceeding). <br> • Each group shares their scenario and explains their choice of interpreting method. Instructor provides feedback and reinforces key concepts. <br><br> Group Activity: Provide students with hands-on experience in applying interpreting methods to real-life situations. Divide students into four groups, each focusing on a different interpreting method. Groups work together to: <br><br> • Identify key challenges in their assigned interpreting method. | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | • Apply appropriate techniques to interpret a short passage.<br>• Practice delivering an accurate, fluent interpretation.<br><br>Each group demonstrates their interpreting exercise in front of the class. Instructor and peers provide feedback on:<br><br>• Accuracy of interpretation.<br>• Fluency and clarity in delivery.<br>• Use of appropriate strategies for their assigned method. | |
| 1.3 | Obtain strong basic knowledge about essential ethical principles such as confidentiality, impartiality, cultural sensitivity, and copyright, emphasizing their role in guiding professional translation and interpreting practices. | K4 | **Lecture:** Introduce students to the core ethical principles that govern professional translation and interpreting practices. Introduction to Ethics in Translation and Interpreting, Why are ethics important?<br><br>Essential Ethical Principles (e.g., Confidentiality, Impartiality, Cultural Sensitivity, Copyright and Intellectual Property)<br><br>**Ethical Challenges and Solutions (5 minutes):**<br><br>• Discuss **real-world challenges** translators face regarding ethics.<br>• How professional translators handle **conflicts of interest** and **ethical dilemmas**.<br>• The role of professional organizations (e.g., **ATA, FIT, NAATI**) in setting ethical guidelines.<br><br>**Class Discussion:** Engage students in critically analyzing ethical issues and real-world applications in translation and interpreting. Ask students: | Midterm Exam (30 marks)<br><br>Final Exam (40 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | • *"Why is confidentiality crucial in translation? What happens if it's violated?"* <br> • *"Have you seen an example of cultural insensitivity in translation? How could it have been avoided?"* <br> • *"Is it ever acceptable for a translator to alter a message due to personal beliefs?"* <br> • *"Who should own the copyright of a translated book: the original author or the translator?"* <br><br> Divide students into pairs or small groups. Assign each group an ethical dilemma. Each group presents their ethical scenario and solution. Instructor provides feedback, reinforcing ethical principles. <br><br> **Pair Activity:** Provide students with hands-on experience in making ethical translation decisions. Each pair receives a short translation-related ethical dilemma (e.g., Confidentiality, Impartiality, Cultural Sensitivity, Copyright). <br><br> Students discuss and document their response. They prepare a brief explanation of how they would handle the situation ethically. Each pair presents their ethical decision. Instructor and peers evaluate the reasoning behind their choices. | |
| **2.0** | **Skills** | | | |
| 2.1 | Apply key translation and interpreting theories, | S7 | **Lecture:** Provide students with an overview of key translation theories and how they can be applied in real-world translation and interpreting scenarios. | Formative Assessment 2 (5 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | including equivalence, reader-response, and cognitive processes, to real-world scenarios. | | Introduction to Translation and Interpreting Theories (e.g., Why do we need translation theories? How different contexts require different theoretical approaches).<br><br>Key Theories and Their Applications. Connecting Theory to Real-Life Scenarios. Where do these theories apply?<br>Journalism Translation<br>Medical Translation<br>Interpreting Court Cases<br><br>**Class Discussion:** Engage students in critically analyzing which translation theories best fit different professional settings. Ask students:<br><br>• *"Why do some translations sound unnatural despite being technically correct?"*<br>• *"Which theory do you think is most useful for a professional translator?"*<br>• *"How do cognitive processes affect the way interpreters work?"*<br><br>Divide students into **small groups (2-3 students per group)**. Assign each group a **real-world translation challenge.** Ask groups to discuss:<br><br>• Which translation theory applies best?<br>• What challenges might arise?<br>• What strategies can solve those challenges?<br><br>Each group shares their scenario and explains their choice of translation theory. Instructor provides feedback and links their insights to the lecture content.<br><br>**Individual Practice:** Provide students with hands-on experience in applying translation theories to real-world texts. | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | Each student receives a short text (100-150 words) from different domains. Students work independently to:<br><br>• Translate or interpret their assigned text.<br>• Apply appropriate translation techniques based on theory.<br>• Reflect on challenges faced and how theory helped address them.<br><br>Students review their work. | |
| 2.2 | Implement sight and direct translation techniques accurately, comparing and selecting appropriate methods based on context. | S3 | **Lecture:** Introduce students to sight and direct translation techniques, their applications, and how to choose the most suitable method for different contexts. Introduction to Sight and Direct Translation.<br>What is Sight Translation? What is Direct Translation?<br>Key Differences Between Sight and Direct Translation: Speed vs. Precision, Usage Context, Challenges and Solutions.<br><br>When to Use Each Technique:<br>Sight Translation Is Best For: Medical & Legal Settings, News & Media, Diplomatic & Political Scenarios.<br><br>Direct Translation Is Best For: Technical Documents, Corporate & Legal Reports, Historical and Archival Texts<br>**Class Discussion:** Engage students in critically analyzing the use of sight and direct translation in different professional settings. Ask students:<br><br>• *"Which translation technique is more difficult—sight or direct? Why?"*<br>• *"Can you think of a scenario where sight translation would be the best choice?"* | Quiz (10 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|---------------------|
| | | | • *"What are the risks of using direct translation in culturally sensitive materials?"* <br><br> Divide students into small groups (3-4 students per group). Assign each group a real-world translation scenario. Each group presents their scenario and explains their choice of translation method. Instructor provides feedback and highlights key insights. <br><br> **Group Activity:** Provide students with hands-on experience in applying sight and direct translation techniques. Divide the class into pairs or small groups. Assign each group a short text (100-150 words) from different domains (e.g., Legal document, Medical report, News article). <br><br> Groups work together to: <br><br> o Read and analyze their text. <br> o Apply the appropriate translation technique. <br> o Reflect on challenges and how they adjusted their approach. <br><br> Each group demonstrates their translation (sight or direct) to the class. Instructor and peers provide feedback on: Accuracy of translation, Fluency in oral delivery (for sight translation), Clarity and coherence (for direct translation). | |
| 2.3 | Apply ethical principles such as confidentiality, impartiality, cultural | S4 | **Lecture:** Introduce students to core ethical principles in translation and interpreting, explaining their role in professional practice and real-world applications. **Introduction to Ethics in Translation and Interpreting: Why is ethics important?** | Assignment 2 (5 marks) Midterm Exam (30 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
| | sensitivity, and respect for copyright in professional translation and interpreting practices. | | Professional codes of ethics: **International Associations:** ATA, NAATI, AIIC, and FIT provide ethical guidelines for translators and interpreters.<br><br>Key Ethical Principles in Translation and Interpreting (e.g., Confidentiality, Impartiality, Violation risk)<br><br>Cultural Sensitivity: Violation risk<br><br>Respect for Copyright and Intellectual Property<br>Real-World Ethical Challenges (e.g., What happens when ethics are ignored? How to handle ethical dilemmas?)<br><br>**Class Discussion:** Encourage students to analyze real-world ethical dilemmas and discuss solutions based on ethical principles. Ask students:<br><br>o *"Why is confidentiality crucial in translation? What happens if it's violated?"*<br>o *"Have you seen an example where a translation lacked cultural sensitivity?"*<br>o *"Should a translator refuse a project that goes against their ethical beliefs?"*<br>o *"Who owns a translated text—the original author or the translator?"*<br><br>Divide students into pairs or small groups. Assign each group an ethical dilemma. Each group presents their ethical scenario and proposed solution. Instructor provides feedback, reinforcing key ethical principles.<br><br>**Pair Activity:** Provide students with hands-on experience in applying ethical principles to translation scenarios. Each | Final Exam (40 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|---------------------|
| | | | pair receives a short ethical case study and must analyze the issue using ethical principles, decide on the best ethical course of action, justify their choice with reasoning.<br><br>Students discuss and document their response. They prepare a brief explanation of how they would handle the situation ethically. Each pair presents their ethical decision. Instructor and peers evaluate the reasoning behind their choices. | |
| **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:** Encourage students to reflect on their translation skills, challenges, and strategies for continuous improvement. Ask students:<br><br>• *"What have been your biggest challenges in translation so far?"*<br>• *"How have your translation and communication skills improved during this course?"*<br>• *"What strategies or tools have helped you become a better translator?"*<br>• *"What areas do you still need to improve?"*<br><br>Divide students into small groups (3-4 students per group). Assign each group a task of discussing. Each group shares one key insight about translation growth and improvement. Instructor provides feedback and suggests additional strategies for professional development.<br><br>**Observation:** Monitor how students assess their own learning progress and collaborate to identify development strategies. While students are engaged in group discussions, observe and take notes | 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 |
|---|---|---|---|---|
| | | | on: Engagement, Depth of Reflection, Collaboration<br><br>Identify students who demonstrate strong self-awareness and provide valuable insights to their peers. Note areas where students may need additional guidance in goal setting or self-assessment.<br><br>**Group Activity:** Help students create an actionable plan for continuous development in translation and communication skills. Assign each group the task of developing a Personal Growth Plan, including: Strengths, Areas for Improvement, Strategies for Improvement.<br><br>Groups discuss and collaborate on their plans. They outline common goals and strategies for translation skill enhancement. Groups exchange suggestions and provide peer feedback.<br><br>Each group presents one key takeaway from their discussion. Instructor provides feedback on their strategies and suggests additional learning resources. | |
| 3.2 | Communicate appropriately, accurately and effectively while involved in group tasks. | V2 | Individual Consultation: Provide personalized feedback on students' communication skills during group translation tasks and offer strategies for improvement. Meet with each student individually to discuss their experience working in group translation projects. Provide specific feedback on their communication skills. Suggest actionable strategies.<br><br>Observation: Monitor students' participation and interaction in a collaborative translation activity to assess their communication effectiveness. Assign | The course coordinator will decide the specific details of this assessment, including the format, criteria |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | a collaborative translation task requiring group decision-making. Examples:<br><br>• Translating a marketing campaign while ensuring cultural adaptation.<br>• Interpreting a business negotiation script with role-playing.<br>• Localizing a video game dialogue to suit a new audience.<br><br>Monitor each group and take notes on Engagement, Collaboration, Problem-Solving.<br><br>Highlight positive communication behaviors (e.g., clear articulation, teamwork, constructive feedback). Identify areas where students can improve communication and collaboration.<br>**Group Work:** Provide students with hands-on experience in effective communication while working on a group translation task. Assign a real-world translation scenario that requires teamwork. Encourage groups to Discuss their approach and ensure all voices are heard.<br><br>• Use structured decision-making (e.g., vote on translation options, assign roles).<br>• Focus on achieving accuracy, natural flow, and cultural appropriateness.<br><br>Each group presents their translation work and explains key decisions. Provide feedback on: the quality of their translation and the effectiveness of their communication and teamwork. | for evaluation, and how the results are measured. |
| 3.3 | Display a commitment to the learning process by consistent | V3 | **Attendance Tracking:** Monitor student attendance and emphasize the importance of regular participation in translation studies. Prepare a digital or physical attendance sheet. Identify patterns of frequent absences or low participation. | The course coordinator will decide the |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| | ly attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives. | | Offer support or encouragement to students needing improvement.<br><br>**Observation:** Monitor students' engagement, teamwork, and respect for diverse viewpoints during a group translation activity. Assign a collaborative translation project where students must make group decisions. Encourage students to:<br><br>o Listen actively to each other's input.<br>o Justify their translation choices with reasoned arguments.<br>o Respect and consider diverse viewpoints in translation approaches.<br><br>Observe each group and take notes on: Participation, Respect for Diversity, Commitment.<br><br>Identify positive behaviors (e.g., inclusive discussions, active collaboration). Identify areas where students can improve their engagement and teamwork.<br><br>**Group Work:** Engage students in active learning and teamwork while working on a translation task that requires collaboration, discussion, and cultural sensitivity. Assign groups a real-world translation scenario that requires both linguistic and cultural adaptation.<br><br>Encourage groups to:<br>• Discuss their approach and ensure all voices are heard.<br>• Use structured decision-making (e.g., voting on translation options, assigning roles).<br>• Focus on achieving accuracy, cultural appropriateness, and readability. | 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 |
|---|---|---|---|---|
| | | | Each group presents their translated text and explains key decisions. Instructor provides feedback on:<br><br>• Translation quality.<br>• Engagement and participation.<br>• How well they respected and integrated diverse perspectives. | |

## C. Course Content

| No | List of Topics | Contact Hours |
|---|---|---|
| 1. | **An Introduction to Theories of Translation and Interpreting** | 4 |
| 2. | **The Equivalence Theory** | 3 |
| 3. | **The Reader-response Theory** | 3 |
| 4. | **The Cognitive Process in Translation** | 3 |
| 5. | **History of Machine in Translation** | 4 |
| 6. | **Sight Translation Method** | 3 |
| 7. | **Direct Translation Method** | 3 |
| 8. | **Summary Translation** | 3 |
| 9. | **Abridged Translation** | 3 |
| 10. | **Ethical Issues of Professional Practices: Confidentiality, Impartiality, Cultural Sensitivity, and Plagiarism and Copyright** | 7 |
| 11. | **Roles of Translators and Interpreters: Wrtten Communication for Translators, Revision and Editing, Oral Communication for Interpreters, and Real-time Interaction for Interpreters** | 9 |
| **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 serve to 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 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** | 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 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 align 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 also 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** containing key theoretical frameworks and practical strategies in translation studies, **approved by the Translation Department.**<br>- **Selected topics are extracted from the multiple references:**<br>- **An Introduction to Theories of Translation and Interpreting: Chapter 1: Main issues of translation studies:** Munday, J., Ramos Pinto, S., & Blakesley, J. (2022). Introducing translation studies: Theories and applications (5th ed.). Routledge.<br>- **The Equivalence Theory: Chapter 3: The Equivalence Theory:** Munday, J., Ramos Pinto, S., & Blakesley, J. (2022). Introducing translation studies: Theories and applications (5th ed.). Routledge.<br>- **The Reader-response Theory: Chapter 11: Chan, L. T. (2016). Reader response and reception theory.** In C. V. Angelelli, & B. J. Baer (Eds.), Researching translation and interpreting (pp. 146-154). Taylor and Francis Inc.<br>- **The Cognitive Process in Translation: Chapter 4: Studying translation product and process:** Munday, J., Ramos Pinto, S., & Blakesley, J. (2022). Introducing translation studies: Theories and applications (5th ed.). Routledge.<br>- **History of Machine in Translation: Chapter 1: The development of translation technology: 1967–2014:** Chan, S. (2017). The future of translation technology: Towards a world without Babel. Routledge.<br>- **Translation Methods: Chapter 4: Studying translation product and process:** Munday, J., Ramos |

| | |
|---|---|
| | Pinto, S., & Blakesley, J. (2022). Introducing translation studies: Theories and applications (5th ed.). Routledge. |
| | - **Sight Translation: Chapter 9: Chen, W. (2015). Sight translation.** In H. Mikkelson & R. Jourdenais (Eds.), The Routledge handbook of interpreting (pp. 10). Routledge. |
| | - **Ethical Issues of Professional Practices: AUSIT Code of Ethics and Code of Conduct** https://ausit.org/wp-content/uploads/2024/09/AUSIT-Code-of-Ethics-and-Code-of-Conduct.pdf |
| **Essential References** | **Students may wish to consult the following:** |
| | - Robinson, D. (2023). Questions for translation studies. John Benjamins Publishing Company. |
| | - Bartrina, Francesca., & Millan-Varela, Carmen. (2013). The Routledge handbook of translation studies. Routledge. https://doi.org/10.4324/9780203102893 |
| | - Baker, M., & Saldanha, G. (Eds.). (2019). Routledge Encyclopedia of Translation Studies. Routledge. |
| | - Baker, M. (2018). *In Other Words: A Coursebook on Translation*. London: Routledge. |
| | - Robinson, D. (2019). *Becoming a translator: An introduction to the theory and practice of translation*. London: Routledge. |
| | - Gile, D. (2009). *Basic concepts and models for interpreter and translator training* (Vol. 8). John Benjamins Publishing. |
| **Electronic Materials** | - https://www.matecat.com/ |
| | - https://www.almaany.com/ |
| | - https://rasaif.com/ |
| | - https://www.lexicool.com/ |
| **Other Learning Materials** | - Saudi Digital Library https://sdl.edu.sa/sdlportal/en/publishers.aspx |
| | - Academic citation tool https://www.citethisforme.com/ |
| | - Academic honesty https://courses.lumenlearning.com/collegesuccesslumen/chapter/academic-honesty/ |

## 2. Required Facilities and equipment

| FACILITIES | - Standard Classrooms (Capacity 25-30 students) |
|---|---|
| | - Specialized labs |
| | - Multimedia rooms |
| | - Study areas |

| TECHNOLOGY EQUIPMENT | • Computer and internet connection for instructors<br>• Projectors<br>• Smart boards<br>• Subject-specific softwares<br>• Audio-visual devices |
|---|---|
| OTHER EQUIPMENT | • Textbooks<br>• Reference materials<br>• Subject-specific learning resources<br>• Supplementary materials |
| ADDITIONAL RESOURCES | • Optional: Mobile Charging Station |

## F. Assessment of Course Quality

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| Efficacy of Pedagogical Approaches | ❖ Principal Instructor<br>❖ Academic Peer Review Panel<br>❖ Student Evaluation Subcommittee | ❖ Classroom Observations Utilizing Standardized Rating Instruments<br>❖ Peer Review Assessments Following Institutional Guidelines<br>❖ Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups |
| Integrity and Effectiveness of Student Assessments | ❖ Principal Instructor<br>❖ Independent Academic Auditors<br>❖ Extern Advisory Board | ❖ Assessment Tool Validation through Quantitative and Qualitative Methods<br>❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures |
| Quality and Relevance of Educational Resources | ❖ Principal Instructor<br>❖ Student Curriculum Feedback Panel<br>❖ Educational Technology and Resources Committee | ❖ Utilizing Resource Evaluation Metrics and Checklists<br>❖ Student Resource Utilization Surveys<br>❖ Comparative Analysis with Nationally and Internationally |

| | | Recognized Educational Standards |
|---|---|---|
| Achievement Level of Course Learning Outcomes (CLOs) | ❖ Principal Instructor<br>❖ Deanship of Academic Development and Quality<br>❖ 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:<br><br>❖ **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.<br>❖ **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.<br><br>**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 |