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| **Course Title**: Translation 1 |
| **Course Code**: TRN340-2 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 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: | | | | | | |
| TRN340-2 Translation 1 serves as a comprehensive introduction to the multifaceted field of translation. This course emphasizes the broad definitions and concepts of translation, encapsulating the art and skill of conveying meaning across linguistic barriers. Engaging with a variety of text types, students will explore translation techniques, with a specific focus on the translation of short sentences and proverbs. Alongside this, the course also addresses the common challenges and problems in translation, offering strategies and methods for overcoming them. Innovative and new techniques in translation are introduced, encompassing a rich blend of traditional and contemporary approaches to ensure precision and appropriateness in translating content from English to Arabic and vice versa. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The central objective of TRN340-2 Translation 1 is to cultivate an in-depth understanding of translation as both a discipline and a practice. By offering a systematic exploration of translation techniques, problem-solving methods, and various text types, the course endeavors to equip students with the practical skills necessary to translate effectively between English and Arabic. Through hands-on experience and careful examination of the complexities inherent in translation, the course aims to prepare students to apply translation rules and techniques across diverse contexts, promoting both linguistic proficiency and cultural sensitivity in the practice of translation. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

# **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 | Understand the fundamental principles and concepts of translation in its broadest sense | K1 | Introduce the overarching principles of translation through a historical overview, integrating various theories and practices, and encourage students to relate these concepts to different cultural contexts, ensuring a comprehensive understanding of the field's broad spectrum. | Assignment 1 (5 Marks) |
| 1.2 | Know the methods used in translating short sentences and proverbs, particularly as they relate to maintaining the integrity of meaning | K2 | Teach the methods for translating short sentences and proverbs through carefully designed exercises that emphasize the importance of meaning preservation, and provide real-life examples that showcase different translation strategies, supporting students in grasping the nuances involved. | Assignment 2 (5 Marks) |
| 1.3 | Recognize the common problems that can arise in translation and the theoretical approaches to resolving them | K2 | Present common translation problems through case studies, engaging students in analyzing these challenges, and follow this with an exploration of theoretical solutions, integrating scholarly insights, so that students recognize both the practical complexities and the intellectual frameworks for resolving them. | Quiz (10 Marks) |
| 1.4 | Identify the contemporary techniques employed in translation, understanding their context and application in the field | K2 | Expose students to contemporary translation techniques by offering an overview of modern tools and approaches, connecting them to various translation scenarios, and fostering an environment where students can evaluate these techniques, understanding their relevance and applicability in today's translation landscape. | Formative Assessment 1 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply translation rules and principles across diverse textual forms, ensuring coherence, accuracy, and sensitivity to cultural nuances | S2 | Incorporate a range of diverse textual forms in teaching, applying translation rules through guided practice, interactive exercises, and feedback, to ensure students master coherence, accuracy, and cultural sensitivity in their translations. | Midterm Exam (30 Marks) |
| 2.2 | Translate a multifaceted array of text types with precision and appropriateness, maintaining the integrity of meaning between English and Arabic, and vice versa | S2 | Provide students with a multifaceted array of text types, guiding them through the translation process from English to Arabic and vice versa, with a focus on precision and appropriateness, and engaging them in reflective discussions to maintain the integrity of meaning. | Formative Assessment 2 (5 Marks) |
| 2.3 | Analyze and solve complex translation problems, employing critical thinking and specialized strategies tailored to the particular challenges of the text | S2 | Create challenging scenarios that mimic real-world translation problems, encouraging students to analyze these complexities, apply critical thinking, and devise specialized strategies tailored to each text, while facilitating group collaboration and expert-led workshops to deepen their problem-solving skills. | Formative Assessment 2 (5 Marks) |
| 2.4 | Utilize various contemporary techniques and technologies in translation, demonstrating adaptability and innovation in translating different text forms and genres | S2 | Integrate various contemporary techniques and technologies in translation through demonstrations and assignments, fostering an environment that encourages experimentation and adaptability, and guiding students to innovatively apply these methods across different text forms and genres. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the cultural, social, and ethical dimensions of translation, recognizing the potential for bridging or creating divides through the translator's choices | V1 | Engage students in group discussions exploring real-life scenarios where cultural nuances affected translation choices and outcomes. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Develop a self-directed approach to ongoing learning in the field of translation, seeking out resources, experiences, and expertise beyond the formal curriculum to deepen knowledge and skills | V2 | Facilitate student-led discussions where each participant shares a resource, technique, or discovery from their independent research on translation. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Take responsibility for the accuracy and integrity of translations, acknowledging the potential consequences of translation decisions on readers, cultural understanding, and cross-language communication | V3 | Organize peer-review discussions where students present their translations and openly discuss decisions made, receiving and offering feedback. | The course coordinator will decide the specific 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** |
|  | **Module 1: Fundamentals of Translation**   * Introduction to Core Concepts in Translation   Comprehensive Definition of Translation | 2 |
|  | **Module 2: Utilizing Lexical Resources**  An Exploration of Dictionaries and Glossaries in Translation Practice | 2 |
| **3.** | **Module 3: Structural Fundamentals**  Comparative Analysis of English and Arabic Sentence Structures and Their Manifestations | 2 |
| **4.** | **Module 4: Semantics Over Literalism**  Strategies for Translating Short Sentences and Proverbs: Emphasizing Meaning Over Literal Translation | 2 |
| **5.** | **Module 5: Overcoming Linguistic Obstacles**  Identification and Resolution of Language-specific Difficulties (e.g., Noun Phrases, Modals) | 2 |
| **6.** | **Module 6: Problem-Solving in Translation**  Diagnosis and Remediation of Common Translation Issues | 3 |
| **7.** | **Module 7: Semantic Nuances and Fidelity**  Methods for Preserving Meaning Across Languages: Focus on Collocations, Idioms, and Other Contextual Challenges | 2 |
| **8.** | **Module 8: Innovative Techniques in Translation**  Introduction to Cutting-edge Approaches and Techniques in the Field of Translation | 3 |
| **9.** | **Module 9: Genre-Specific Translation**  Exploration of New Genres and Text Types in Translation Studies | 2 |
| **10.** | **Module 10: Characteristics of Text Types**  Detailed Examination of the Unique Features Inherent in Various Text Types | 2 |
| **11.** | **Module 11: Applied Translation Practices**  Hands-on Translation Exercises Across Multiple Text Types, Both from English to Arabic and Vice Versa | 3 |
| **12.** | **Module 12: Real-world Applications**  Practical Translation of Contemporary, Authentic Texts from Diverse Sources | 3 |
| **13.** | **Revision** | 2 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.4 Identify contemporary techniques in translation and understand their context and application.**  Reasoning: This assessment, aligned with CLO 1.4, evaluates students' ability to identify and understand contemporary translation techniques. It includes comprehensive course content including but not limited to this CLO, as determined by the course teaching team, covering various contextual applications in translation. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.2 Translate a multifaceted array of text types between English and Arabic, maintaining meaning integrity.**  Reasoning: Aligned with CLO 2.2, this assessment tests students' skills in translating various text types with precision, focusing on maintaining meaning integrity between English and Arabic. It encompasses cumulative course content including but not limited to the CLO, reflecting the comprehensive curriculum plan. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Understand fundamental principles and concepts of translation.**  Reasoning: Focusing on CLO 1.1, this assignment assesses students’ understanding of the foundational principles and concepts of translation. It includes cumulative course content including but not limited to this CLO, as outlined by the course teaching team. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.2 Know methods for translating short sentences and proverbs, with attention to meaning integrity.**  Reasoning: Targeting CLO 1.2, this assignment evaluates students' knowledge of methods used in translating short sentences and proverbs. It incorporates cumulative course content including but not limited to this CLO, following the curriculum set by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.3 Recognize common problems in translation and theoretical approaches to resolving them.**  Reasoning: This quiz, aligned with CLO 1.3, assesses students' understanding of common translation problems and theoretical resolution approaches. It covers cumulative course content including but not limited to this CLO, in accordance with the course's scope and sequence. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **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. Questions will encompass content beyond the mapped CLOs to evaluate the nuanced application of translation principles and techniques.**  **2.1 Apply translation rules and principles across diverse textual forms.**  Reasoning: The midterm exam, focusing on CLO 2.1, evaluates students' ability to apply translation rules and principles to various texts, ensuring coherence and cultural sensitivity. It includes comprehensive content including but not limited to this CLO, as decided by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **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. Questions will span beyond the mapped CLOs to assess the holistic ability to navigate cultural, linguistic, and contextual complexities in translation tasks.**  **2.4 Utilize contemporary techniques and technologies in translation for different text forms and genres.**  Reasoning: Aligned with CLO 2.4, the final exam tests students' proficiency in using contemporary translation techniques and technologies. The exam encompasses comprehensive course content including but not limited to these CLOs, offering a cumulative assessment of translation skills. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **While there is no specific reference book designated as a required text, due to the selection of materials from various sources and the in-class introduction and explanation of technical terms, instructors may utilize the following textbooks to support their choices in translation and other aspects of the course:**   1. Altarabin, M. (2019). Basics of Translation: A Textbook for Arab University Students. Cambridge Scholars Publishing. 2. Almanna, A. (2018). The Nuts and Bolts of Arabic-English Translation: An Introduction to Applied Contrastive Linguistics. Cambridge Scholars Publishing   **These works offer comprehensive insights and methodologies that may guide both instructors and students in their exploration of translation principles and practices.** |
| **Essential References** | Again, while no reference material is essential for this course, students are advised to buy an English-English dictionary and to be instructed on how to look up words and select the meanings intended.  - Longman Dictionary of Contemporary English (Paper and Online Access) (6th Edition) Paperback – January 1, 2015  - Oxford Advanced Learner's Dictionary, 8th edition (Oxford Advanced Learner's Dictionary) 8th Edition.  - Cambridge Advanced Learner's Dictionary, 4th Edition  - Collins COBUILD Advanced Learner's Dictionary: The Source of Authentic English, 2018 |
| **Electronic Materials** | Useful Websites:   1. **TranslatorsCafé**: This platform offers a plethora of resources, including forums, articles, and a comprehensive directory of translation services.    * [Visit TranslatorsCafé](https://www.translatorscafe.com/cafe/) 2. **Wordfast Anywhere**: This online platform serves as a translation memory tool, facilitating the translation process by offering a database of previously translated phrases or sentences.   [Visit Wordfast Anywhere](https://www.wordfast.com/products/wordfast_anywhere) |
| **Other Learning Materials** | **Munday, J. (2016)**: "Introducing Translation Studies: Theories and Applications," 4th Edition, Routledge. This textbook covers various theories and practical approaches relevant to translating between English and Arabic. |

**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** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |