Course Specification

▬ (Bachelor)

Course Title: Literary Translation

Course Code: TRN4337-3

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, 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 7 - Year 4)

4. Course General Description:

TRN4337-3 literary Translation is designed to introduce students to the translation of literary texts and provide a practical training from English into Arabic and vice versa. Also, this course aims to overview the linguistic aspects and features of the main genres in literature (such as poetry, criticism, narrative and drama). It also intends to provide the most common methods and specialized terminologies in translating these texts, as well as the essential skills and strategies required in translating these specialized texts.

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 provide a practical training on translating literary texts from English into Arabic and vice versa, and familiarize students with a variety of specialized terminologies, skills and strategies in translating these texts..

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 literary text types with reference to translation and give examples	K2	**Lecture:** Introduce students to various literary text types and their distinctive features in the context of translation. • Overview of Literary Text Types: Discuss different genres such as novels, short stories, poetry, plays, and essays, highlighting their unique characteristics. • Translation Challenges: Examine the specific challenges each text type presents in translation, such as maintaining poetic meter in poetry or conveying cultural nuances in prose. • Case Studies: Present examples of translated literary works, analyzing how translators approached the challenges inherent to each text type. *Implementation:* Visual Aids: Utilize slides with excerpts from original and translated texts to illustrate key points. • Recommended Reading: Assign scholarly articles that delve into the intricacies of literary translation. **Class Discussion:** Encourage students to engage critically with the material and share	Formative Assessment 1 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			their perspectives on translating different literary text types. • **Comparative Analysis:** Divide students into small groups and assign each group a pair of original and translated texts from different genres. • **Guiding Questions:** Prompt students to consider: ○ What are the defining features of the original text? ○ How has the translator addressed genre-specific challenges? ○ Are there any noticeable shifts in tone, style, or meaning? **Group Activity:** Provide hands-on experience in translating various literary text types, fostering collaborative problem-solving and application of theoretical knowledge. • Translation Workshop: Assign groups different short excerpts from various literary genres to translate. • Role Assignment: Within each group, designate roles such as lead translator, editor, and cultural consultant to simulate a professional translation environment. • Peer Review: After completing the translations, groups exchange their work for peer review, focusing on fidelity to the original text, creativity, and adherence to genre conventions. • Reflection: Conclude with a debriefing session where groups discuss the challenges they faced and the strategies they employed.	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.2	Identify and analyze the most salient linguistic and cultural problems in translating literary texts	K3	**Lecture:** Introduce students to the key linguistic and cultural challenges inherent in literary translation. *Content:* Linguistic Challenges: o Syntax and Grammar: Discuss how differences in sentence structure and grammatical rules between languages can pose challenges in maintaining the original meaning and style. o Idiomatic Expressions: Examine the difficulty of translating idioms and colloquialisms that may not have direct equivalents in the target language. o Register and Tone: Explore how to preserve the author's voice, tone, and level of formality in translation. Cultural Challenges: o Cultural References: Identify issues in translating culturally specific references, such as historical events, traditions, or societal norms. o Untranslatable Concepts: Discuss concepts or terms deeply rooted in the source culture that lack direct equivalents in the target culture. o Cultural Sensitivity: Address the importance of being aware of cultural nuances to avoid misinterpretation or offense. *Implementation:* • Case Studies: Present examples from existing translations that highlight these challenges and the strategies used to address them.	Midterm Exam (30 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			• Theoretical Frameworks: Introduce relevant translation theories, such as Lawrence Venuti's concepts of domestication and foreignization, to provide students with analytical tools. **Class Discussion:** Encourage students to engage critically with the material and share their perspectives on the challenges discussed in the lecture. *Activities:* • Textual Analysis: Provide students with short excerpts from literary works alongside their translations. Guiding Questions: o What linguistic challenges can you identify in this excerpt? o What cultural references are present, and how have they been handled in the translation? o Do you think the translator's choices effectively convey the original meaning and tone? Why or why not? Debate: Organize a debate on the merits of domestication versus foreignization in translation, encouraging students to consider the impact of each approach on linguistic and cultural fidelity. **Group Activity:** Provide hands-on experience in identifying and addressing linguistic and cultural challenges in literary translation. *Activities:* • Translation Exercise: Assign groups a passage from a literary text rich in cultural references and complex linguistic features. Task:	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			o Translate the passage into the target language. o Identify and document the specific linguistic and cultural challenges encountered. o Discuss the strategies employed to address these challenges and justify your choices. • Presentation: Each group presents their translation and analysis to the class, followed by a Q&A session to explore alternative approaches and solutions.	
1.3	Theoretical methods or strategies for translating literary texts	K4	**Lecture:** Introduce students to key theoretical frameworks and strategies in literary translation. Equivalence and Fidelity: Discuss the concepts of formal and dynamic equivalence, focusing on how translators balance fidelity to the source text with readability in the target language. Domestication and Foreignization: Explore Lawrence Venuti's strategies of domestication (adapting the text to the target culture) and foreignization (retaining elements of the source culture) in translation. Skopos Theory: Introduce the Skopos theory, which emphasizes the purpose of the translation and the importance of the target audience in determining translation strategies. Sense-for-Sense vs. Word-for-Word Translation: Examine the historical debate between sense-for-sense (conveying the meaning) and word-for-word (literal) translation approaches.	Assignment 1 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Implementation:	
			Case Studies: Analyze excerpts from translated literary works, identifying the strategies employed and discussing their effectiveness.	
			Theoretical Readings: Assign foundational texts on translation theory to provide students with a deeper understanding of the concepts discussed.	
			Class Discussion: Encourage students to critically engage with translation theories and reflect on their application in practical scenarios.	
			Debate: Organize a debate on the merits and drawbacks of domestication versus foreignization in literary translation.	
			Comparative Analysis: Present students with multiple translations of the same literary passage and facilitate a discussion on the different strategies used and their impact on the reader's experience.	
			Reflection: Encourage students to share their perspectives on how theoretical frameworks influence their approach to translation tasks.	
			Pair Activity: Provide students with hands-on experience in applying translation theories and strategies collaboratively.	
			Translation Exercise: Assign pairs a passage from a literary text to translate, instructing them to apply specific theoretical strategies discussed in the lecture.	
			Justification Report: After completing the translation, each pair writes a brief report	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			explaining the strategies they employed, the rationale behind their choices, and how these align with the theoretical frameworks studied. Peer Review: Pairs exchange their translations and reports with another pair, providing feedback on the application of translation strategies and the effectiveness of the translation.	
2.0	**Skills**			
2.1	Apply the principles in translating literary texts through translating a variety of literary text types appropriately and accurately from English into Arabic and vice versa.	S7	**Lecture:** Introduce students to the fundamental principles and challenges of translating literary texts between English and Arabic. Equivalence in Translation: Discuss the concepts of formal and dynamic equivalence, emphasizing the balance between literal translation and conveying the intended meaning. Cultural Nuances: Explore the importance of cultural context, idiomatic expressions, and societal norms in both source and target languages. Stylistic Considerations: Examine how to maintain the author's voice, tone, and style during translation. Common Challenges: Identify typical obstacles in literary translation, such as untranslatable terms, cultural references, and maintaining poetic devices. *Implementation:* Case Studies: Analyze excerpts from English and Arabic literary works alongside their translations to illustrate the application of these principles.	Formative Assessment 2 (5 marks) Quiz (10 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Class Discussion; Encourage students to engage critically with the principles of literary translation and share insights based on their experiences. Comparative Analysis: Present students with a short literary passage in English and its Arabic translation (or vice versa). Facilitate a discussion on the translation choices made, focusing on: ▪ How cultural nuances were handled. ▪ The preservation of the author's style and tone. ▪ Challenges encountered and solutions implemented. Peer Sharing: Encourage students to share their own translation experiences, discussing specific challenges and the strategies they employed to overcome them. **Individual Practice:** Provide students with hands-on experience in applying translation principles to various literary text types. Translation Assignment: Assign a selection of literary texts (e.g., poetry, prose, dialogue) for students to translate from English to Arabic and vice versa. Reflective Commentary: Require students to write a brief commentary on their translation, addressing: ▪ The principles they applied. ▪ Challenges faced during the translation process. ▪ Justification for their translation choices.	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.2	Use specialized literary dictionaries (paper or online) in the process of translation	S5	**Lecture:** Introduce students to specialized literary dictionaries and demonstrate their application in the translation process. Overview of Specialized Literary Dictionaries: o Introduce key resources such as *The Oxford Dictionary of Literary Terms*, which provides clear and concise definitions of complex literary terms. oxfordreference.com o Discuss the utility of resources like *Brewer's Dictionary of Phrase and Fable* for understanding idiomatic expressions and cultural references. lib.uwaterloo.ca Digital Resources: Highlight online platforms that offer access to a wide range of specialized dictionaries and glossaries, such as the University of Waterloo's compilation of specialized dictionaries and glossaries. lib.uwaterloo.ca Application in Translation: Demonstrate how to effectively utilize these resources to resolve linguistic challenges, such as interpreting idiomatic expressions, understanding archaic language, and grasping cultural references. *Implementation:* • Live Demonstration: Showcase the use of both physical and digital dictionaries in real-time, translating selected literary excerpts to illustrate the process. • Resource List: Provide students with a curated list of recommended specialized literary dictionaries, both in print and online, for their reference.	Assignment 2 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Class Discussion: Encourage students to share experiences and strategies for using specialized dictionaries in literary translation. Case Study Analysis: o Present a translated literary text alongside its original version. o Facilitate a discussion on how specialized dictionaries could have assisted in addressing specific translation challenges within the text. Experience Sharing: Invite students to discuss any difficulties they've encountered in their translation work and how specialized dictionaries aided in overcoming these challenges. **Group Activity:** Provide hands-on experience in utilizing specialized literary dictionaries during the translation process. **Translation Exercise:** o Divide students into small groups and assign each group a complex literary passage rich in idiomatic expressions and cultural references. o Instruct each group to translate the passage into the target language, explicitly using specialized literary dictionaries to inform their choices. • **Presentation and Discussion:** o Have each group present their translated passage to the class, explaining the challenges they faced and how specific dictionary entries guided their translation decisions.	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			o Encourage peer feedback and discussion on the effectiveness of the translations and the use of dictionary resources.	
2.3	Use suitable strategies and procedures in translating literary-related texts	S7	**Lecture:** Introduce students to effective strategies and procedures essential for translating literary texts. • <u>Translation Strategies</u>**:** o <u>Adaptation:</u> Replacing cultural elements from the source text with those more familiar to the target audience to maintain relevance and impact. o <u>Linguistic Amplification:</u> Adding linguistic elements in the target text to convey the same meaning as the source text, often used when a direct translation is insufficient. o <u>Compensation</u>**:** Introducing a stylistic element in the target text at a different place than in the source text when it cannot be reflected in the same position. o <u>Borrowing:</u> Directly incorporating words or expressions from the source language into the target language, often used for terms that lack an equivalent. o • Translation Procedures: o <u>Sense-for-Sense Translation:</u> Focusing on conveying the overall meaning rather than a word-for-word translation to maintain the original text's intent and readability. o <u>Skopos Theory:</u> Emphasizing the purpose of the translation and the target audience's needs, guiding translators to make decisions that fulfill the intended function of the translated text. *Implementation:* <u>Case Studies:</u> Analyze excerpts from translated literary works, discussing the strategies and procedures	Quiz (10 marks) Final Exam (40 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			employed by translators to address specific challenges. Theoretical Frameworks: Present foundational theories in translation studies, such as Eugene Nida's concepts of formal and dynamic equivalence, to provide students with analytical tools. **Class Discussion:** Encourage students to critically engage with various translation strategies and procedures, fostering a deeper understanding through collaborative analysis. • Comparative Analysis: Provide pairs of source and translated texts, prompting students to identify the strategies and procedures used. • Debate: Organize a debate on the merits of different translation approaches, such as literal versus free translation, encouraging students to consider the impact of each on the target audience. **Pair Activity:** Facilitate hands-on practice in applying suitable translation strategies and procedures through collaborative work. Translation Exercise: Assign pairs a passage from a literary text containing cultural references, idiomatic expressions, or stylistic nuances. o Task: Translate the passage into the target language, deliberately applying appropriate strategies and procedures discussed in the lecture. o Justification: Each pair prepares a brief explanation of the strategies and procedures they employed, justifying their choices in the context of the	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			translation's purpose and target audience. <u>Peer Review</u>**:** Pairs exchange their translations with another pair, providing constructive feedback on the effectiveness of the applied strategies and procedures.	
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 share and reflect on their learning experiences, fostering a collaborative environment where insights and strategies for continuous development are exchanged. • <u>Reflective Sharing</u>: Initiate a discussion where students recount recent translation challenges they've encountered and the strategies they employed to overcome them. • <u>Peer Feedback</u>: Encourage classmates to provide constructive feedback, suggest alternative approaches, and share similar experiences, promoting a culture of collective learning. • <u>Resource Exchange</u>**:** Facilitate a session where students share useful resources, such as specialized dictionaries, online forums, or workshops, that have aided their development as translators. **Observation:** Provide students with the opportunity to observe professional translation practices and reflect on their observations to identify areas for personal growth. <u>Guest Speaker Session</u>: Invite a professional translator to demonstrate their workflow, decision-making processes, and problem-	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
			solving strategies during a live translation task. Reflective Journaling: After the session, have students write a reflective journal entry analyzing the techniques observed, comparing them to their own practices, and identifying areas for improvement. Class Debrief: Conduct a follow-up discussion where students share their reflections and discuss how they can incorporate observed strategies into their own translation processes. **Group Activity:** Engage students in collaborative translation projects that require collective problem-solving, encouraging them to reflect on group dynamics and their individual contributions to the team's success. Collaborative Translation Project: Assign groups a complex literary text to translate, ensuring it includes cultural nuances and linguistic challenges that necessitate discussion and joint decision-making. Process Documentation: Require each group to maintain a log of their translation process, noting discussions, decisions made, challenges faced, and how they were addressed. Group Presentation: Have each group present their translated text along with a summary of their collaborative process, highlighting key learning points and strategies employed. Peer Review: Facilitate a session where groups review each other's work and provide feedback, focusing on both the	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			quality of the translation and the effectiveness of the collaboration.	
3.2	Communicate appropriately, accurately and effectively while involved in group tasks	V2	**Individual Consultation:** Provide personalized feedback to students, focusing on their communication skills within group settings and their translation competencies. Scheduled Meetings: Arrange regular one-on-one sessions to discuss each student's experiences in group tasks, addressing any challenges they face in communication and collaboration. Skill Assessment: Evaluate the student's strengths and areas for improvement in both translation and interpersonal communication. Personalized Strategies: Offer tailored advice and strategies to enhance their participation and effectiveness in group activities. **Observation:** Assess students' interactions during group tasks to identify communication patterns and areas needing improvement. Active Monitoring: Observe group activities, noting how students convey ideas, listen to peers, and manage discussions. Feedback Collection: Gather data on each student's communicative behavior, such as their clarity, conciseness, and responsiveness. Reflective Feedback: Use observations to provide constructive feedback during	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
			individual consultations, highlighting specific instances to illustrate points. **Group Work:** Facilitate collaborative translation projects that require effective communication and teamwork. Project Assignment: Assign complex literary texts for groups to translate, ensuring tasks necessitate discussion and joint decision-making. Role Rotation: Encourage students to take on different roles within the group (e.g., lead translator, editor, cultural consultant) to experience various aspects of the translation process and group dynamics. Peer Review: Implement a system where groups critique each other's translations, focusing on both the quality of the translation and the effectiveness of the communication within the group.	
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 perspectives	V3	**Attendance Tracking:** Ensure students consistently attend classes, recognizing that regular attendance is crucial for mastering complex literary translation concepts. Digital Attendance Systems: Utilize digital tools to monitor attendance efficiently. For instance, the University of Glasgow employs the SafeZone app to track student attendance, ensuring compliance with institutional requirements. Automated Alerts: Implement systems that send automatic notifications to students who miss classes, emphasizing the importance of attendance and prompting them to stay engaged.	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
			Observation: Assess student engagement and participation to provide targeted feedback and support. Class Participation Monitoring: Observe and note student involvement during discussions and activities, focusing on their contributions and interactions. Reflective Feedback: Provide individualized feedback based on observations, highlighting strengths and areas for improvement in participation and collaboration. **Group Work:** Promote collaborative learning, encouraging students to engage with diverse perspectives and enhance their understanding of literary translation. Diverse Group Formation: Organize students into diverse groups, ensuring a mix of backgrounds and viewpoints to enrich discussions and collaborative tasks. Structured Collaborative Activities: Design group assignments that require collective problem-solving and decision-making, such as translating complex literary texts or analyzing case studies. Peer Evaluation: Incorporate peer assessment to encourage accountability and provide insights into group dynamics, fostering mutual respect and constructive feedback.	

C. Course Content

No	List of Topics	Contact Hours

No		
1.	A theoretical introduction to the characteristics of literary terminologies and texts; Abridged translation	4
2.	English and Arabic literary discourse and literary translation.	5
3.	Features of English and Arabic literary discourse.	6
4.	Analysis of Arabic–English–Arabic literary texts: the lexical level & the syntactic level.	6
5.	Translating poetry.	6
6.	Translating novels and short stories. .	6
7.	Translating drama and plays.	6
8.	Translating literary criticism.	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 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 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%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
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. Be aware that 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.

Required Textbooks	**A comprehensive course notebook, compiled and approved by the Translation Department**, contains curated

	literary texts, key theoretical concepts, and practical activities drawn from a variety of relevant sources to support the course content.
Essential References	Instructors and students are, however, recommended to refer to the following textbooks: • Lahlali, E. M., & Abu Hatab, W. (2022). Advanced English-Arabic translation: A practical guide (2nd ed.). Edinburgh University Press. (Chapter 2) • Elewa, A. (2020). Levels of translation. Qalam for Translation and Publication. (Chapter 21) • Wright, C. (2016). Literary Translation. London: Routledge. • Baalbaki, M. (2009). Al-Mawrid: English-Arabic, Arabic-English dictionary (Arabic ed.). Dar El Ilm Lilmalayin.
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 • Academic citation tool: https://www.citethisforme.com • https://routledgetextbooks.com/textbooks/978113891 2557/student.php

2. Required Facilities and equipment

Items	Resources
FACILITIES	• Standard Classrooms (Capacity 25-30 students) • Specialized labs • Multimedia rooms • Study areas
TECHNOLOGY EQUIPMENT	• Computer and internet connection for instructors • Projectors • Smart boards • Subject-specific softwares • Audio-visual devices
OTHER EQUIPMENT	• 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
Efficacy of Pedagogical Approaches	❖ Principal Instructor ❖ Academic Peer Review Panel ❖ Student Evaluation Subcommittee	❖ Principal Instructor ❖ Academic Peer Review Panel ❖ Student Evaluation Subcommittee
Integrity and Effectiveness of Student Assessments	❖ Principal Instructor ❖ Independent Academic Auditors ❖ Extern Advisory Board	❖ Assessment Tool Validation through Quantitative and Qualitative 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:

Assessment Areas/Issues	Assessor	Assessment Methods
		First Level: An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome before the assessments are conducted. ❖ **Second Level:** After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes. **2. Program Learning Outcome Surveys:** Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes. **3. Course Satisfaction Surveys:** Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels. **4. Alignment and Quality Committee Oversight:** Each Course Learning Outcome is meticulously aligned with a corresponding Program Learning Outcome. Both are documented in the course specification and must be adhered to. A separate analysis on this alignment is conducted by the Program Level Quality Committee to ensure compliance and effectiveness. It is imperative that all instructors duly

Assessment Areas/Issues	Assessor	Assessment Methods
		complete this alignment as outlined.

G. Specification Approval

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