هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

2024
TP-153

# Course Specification
## (Bachelor)

**Course Title**: Translation Project

**Course Code**:  TRN4338-3

**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: (Level 7- Year 4)

#### 4. Course General Description:

This course equips BA in Translation students with essential research skills and practical translation experience. Students will develop a strong understanding of qualitative and quantitative research methodologies, ethical data collection, and effective resource utilization, enabling them to critically analyze and address translation challenges.

Building on these research foundations, students will undertake a significant translation project, selecting an untranslated source work that benefits local or English-speaking communities. Through this, they will demonstrate proficiency in managing translation complexities and producing refined translations suitable for potential publication.

#### 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 proficiency in qualitative and quantitative research methodologies, formulate research questions, adhere to research ethics, and systematically collect and analyze language data.
- Retrieve, assess, and utilize information from various credible resources, including online platforms, encyclopedias, and databases, to support academic and translation research.
- Exhibit advanced skills in academic writing, reading comprehension, and research presentation, effectively communicating findings and working collaboratively to achieve research goals.
- Plan, manage, and deliver a translation project that meets professional standards, while analyzing challenges and providing well-supported justifications for decisions based on linguistic, cultural, and contextual factors.

## 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 qualitative and quantitative research methodologies, research questions, research ethics, and data | K1 & K3 | **Lecture:** Introduce students to qualitative and quantitative research methodologies, formulating research questions, ethical considerations in research, and data collection techniques relevant to translation studies.<br><br>Research Methodologies:<br><br>*Qualitative Methods:* Explore methods such as interviews, case studies, and content analysis, emphasizing their application in understanding translation phenomena.<br><br>*Quantitative Methods:* Discuss surveys, experiments, and statistical analysis, | Formative Assessment 1 (5 marks)<br><br>Midterm Exam (20 marks)<br><br>Final Exam (40 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | collection processes. | | highlighting their role in examining translation processes and outcomes.<br><br>Formulating Research Questions: Guide students on developing clear, focused, and researchable questions that address specific aspects of translation studies.<br><br>Research Ethics: Cover topics such as informed consent, confidentiality, and ethical considerations when working with human subjects or sensitive texts.<br><br>Data Collection Processes: Detail various data collection methods, including sampling techniques, data recording, and management strategies pertinent to translation research.<br><br>*Implementation:*<br><br>Case Studies: Present examples of translation research that employ different methodologies, discussing their design, execution, and findings.<br><br>Recommended Reading: Assign chapters from "Research Methodologies in Translation Studies" by Gabriela Saldanha and Sharon O'Brien to provide foundational knowledge.<br><br>**Class Discussion:** Encourage students to critically engage with research methodologies and ethical considerations in translation studies.<br><br>Methodology Evaluation:<br><br>o Divide students into groups, assigning each a research study to analyze.<br>o Have them identify the research questions, methodologies used, ethical | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | considerations, and data collection processes.<br>o Facilitate a class-wide discussion where groups present their analyses and critique the strengths and weaknesses of each study.<br><br>Ethical Dilemmas: Pose hypothetical scenarios involving ethical challenges in translation research. Engage students in debating appropriate responses and solutions, fostering a deeper understanding of research ethics.<br><br>**Group Activity:** Provide hands-on experience in designing a research proposal that incorporates appropriate methodologies, ethical considerations, and data collection strategies.<br><br>Research Proposal Development: Organize students into small groups, assigning each the task of developing a research proposal on a translation-related topic. Instruct groups to:<br><br>▪ Formulate clear research questions.<br>▪ Choose suitable qualitative or quantitative methodologies.<br>▪ Address potential ethical issues and propose mitigation strategies.<br>▪ Outline data collection and analysis plans.<br><br>Peer Review Session: Have groups present their proposals to the class. Encourage peer feedback focusing on the feasibility, ethical considerations, and methodological soundness of the proposals. | |
| 1.2 | Display advanced knowledge in retrieving, | K3 | **Lecture:** Equip students with advanced skills in information retrieval, critical assessment of sources, and effective | Assignment (5 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | assessing, and utilizing information from various credible resources, including online platforms, encyclopedias, and databases, to effectively support academic and translation research. | | utilization of credible resources pertinent to translation studies.<br><br>Information Retrieval Strategies: Introduce advanced search techniques, including Boolean operators, phrase searching, and truncation, to enhance precision in database queries. Demonstrate the use of specialized databases relevant to translation studies, such as:<br><br>EThOS (Electronic Theses Online Service): A British Library database providing access to UK doctoral theses. uiccn.libguides.com<br><br>GALE Academic OneFile: A comprehensive database offering access to scholarly journals across various disciplines. uiccn.libguides.com<br><br>Critical Assessment of Sources: Discuss criteria for evaluating the credibility and relevance of sources, including authorship, publication date, peer-review status, and publisher reputation. Highlight the importance of cross-referencing information to verify accuracy and reliability.<br><br>• Utilization of Credible Resources: Explore the effective use of online platforms, encyclopedias, and databases to gather information supporting translation research. Introduce resources such as the **Oxford Research Encyclopedias**, which provide peer-reviewed, in-depth articles across various subjects. oxfordre.com<br><br>• Live Demonstration: Conduct live searches using the discussed databases and platforms to illustrate effective information retrieval and assessment techniques. | Research Proposal (10 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
| | | | • <u>Resource Compilation:</u> Provide a curated list of recommended databases, online platforms, and encyclopedias relevant to translation studies for student reference.<br><br>**Class Discussion:** Foster critical thinking and collaborative learning by engaging students in discussions about information retrieval challenges and best practices in translation research.<br><br>• <u>Case Study Analysis:</u> Present a scenario where a translator must gather information on a culturally specific term or concept. Facilitate a discussion on the strategies students would employ to locate, assess, and utilize credible information to inform their translation decisions.<br>• <u>Source Evaluation Exercise:</u> Provide students with a variety of sources on a given topic, including journal articles, encyclopedia entries, and online platform content. In groups, have students assess the credibility and relevance of each source, discussing their evaluations with the class.<br><br>**Group Activity:** Enable students to apply their information retrieval and assessment skills collaboratively in a practical translation research context.<br><br>• <u>Research and Translation Project:</u> Assign groups a translation project that requires extensive background research (e.g., translating a historical document with numerous cultural references).Each group will:<br>  ▪ Identify and retrieve information from credible sources to inform their translation.<br>  ▪ Critically assess the gathered information for credibility and relevance. | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | ▪ Utilize the information to produce an accurate and contextually appropriate translation. | |
| 1.3 | Obtain strong basic knowledge about translation theoretical methods or strategies in dealing with translation projects. | K4 | **Lecture:** Introduce students to key theoretical methods and strategies pertinent to translation projects, providing a solid foundation for practical application.<br><br>Overview of Translation Theories: Discuss major translation theories, including:<br><br>▪ Skopos Theory: Focuses on the purpose of the translation and its function in the target culture.<br>▪ Domestication and Foreignization: Strategies that deal with the degree to which a translation conforms to the target culture or retains elements of the source culture.<br><br>Translation Strategies: Examine various strategies employed in translation, such as:<br><br>▪ Literal Translation: Translating the text word-for-word while maintaining the original structure.<br>▪ Adaptation: Modifying the text to make it culturally relevant to the target audience.<br>▪ Borrowing: Incorporating terms from the source language into the target language without translation.<br>▪ Calque: Directly translating components of a term to create a new term in the target language.<br><br>Application in Translation Projects: Discuss how these theories and strategies can be applied in real-world translation projects, considering factors such as audience, purpose, and cultural context. | Midterm Exam (20 marks)<br><br>Final Exam (40 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
|      |                          |                                        | *Implementation:*<br><br>• Case Studies: Analyze examples of translated texts to identify the application of various theories and strategies.<br>• Recommended Reading: Assign readings from key texts, such as Lawrence Venuti's "The Translator's Invisibility," to provide deeper insights into translation strategies.<br><br>**Class Discussion:** Encourage students to critically engage with translation theories and strategies, fostering a deeper understanding through collaborative dialogue.<br><br>Debate: Organize a debate on the merits and drawbacks of domestication versus foreignization in translation, encouraging students to consider the impact of each strategy on the target audience.<br><br>Case Study Analysis: Present a translated text and facilitate a discussion on the strategies used, their effectiveness, and possible alternatives.<br><br>Reflection: Encourage students to share their experiences with translation projects, discussing challenges faced and strategies employed.<br><br>**Pair Activity:** Provide students with practical experience in applying translation theories and strategies through collaborative exercises.<br><br>Translation Exercise: Assign pairs a short text to translate, specifying particular strategies to employ (e.g., literal translation, adaptation). |   |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | Analysis and Presentation: After completing the translation, each pair analyzes their work, identifying the strategies used and discussing the rationale behind their choices. Pairs present their translations and analyses to the class, facilitating a group discussion on the effectiveness of different approaches. | |
| **2.0** | **Skills** | | | |
| 2.1 | Exhibit advanced skills in academic writing, reading comprehension, and research presentation, effectively communicating findings and working collaboratively to achieve research goals. | S7 | **Lecture:** Enhance students' proficiency in academic writing, deepen their reading comprehension, and refine their research presentation skills within the context of translation studies.<br><br>Advanced Academic Writing: Discuss the structure and components of scholarly articles, including abstracts, literature reviews, methodologies, results, and discussions. Emphasize the importance of clarity, coherence, and academic tone in writing. Introduce citation styles commonly used in translation studies, such as APA or MLA.<br><br>Reading Comprehension Strategies: Teach techniques for critical reading, including annotating texts, identifying key arguments, and evaluating evidence. Discuss methods to assess the credibility and relevance of sources.<br><br>Research Presentation Skills: Cover best practices for creating and delivering effective academic presentations, focusing on organization, visual aids, and public speaking techniques. Highlight the importance of tailoring presentations to diverse audiences.<br><br>*Implementation:* | Formative Assessment 2 (5 marks)<br><br>Research Proposal (10 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | Case Studies: Analyze exemplary academic papers and presentations in translation studies to illustrate effective communication of research findings.<br><br>Resource Recommendations: Suggest advanced academic writing courses or workshops, which is designed to help international university professors enhance their academic writing skills.<br><br>**Class Discussion:** Foster a collaborative learning environment where students can critically engage with academic texts and share insights on effective communication strategies.<br><br>Article Critique: Assign students a peer-reviewed article in translation studies to read before class. During the discussion, prompt students to evaluate the author's arguments, methodology, and writing style.<br><br>Peer Review: Have students exchange drafts of their academic writing assignments. In pairs, students will provide constructive feedback on each other's work, focusing on clarity, coherence, and adherence to academic conventions.<br><br>Presentation Feedback: After individual presentations, facilitate a class discussion where peers offer feedback on content delivery, visual aids, and overall effectiveness.<br><br>**Individual Practice:** Provide students with opportunities to apply advanced academic writing, reading comprehension, and research presentation skills independently. | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | Research Paper: Assign a research paper on a topic related to translation studies, requiring students to:<br><br>▪ Conduct a comprehensive literature review.<br>▪ Formulate a clear research question or hypothesis.<br>▪ Present findings in a well-structured and coherent manner.<br><br>Reading Summaries: Require students to submit summaries of assigned readings, highlighting main arguments, methodologies, and conclusions.<br><br>Research Presentation: Have students develop and deliver a presentation based on their research paper, utilizing effective communication strategies discussed in lectures. | |
| 2.2 | Plan, manage, and deliver a translation project that meets professional standards, while analyzing challenges and providing well-supported justifications for decisions based on | S3 | **Lecture:** Equip students with the knowledge and skills necessary to effectively plan, manage, and execute translation projects, adhering to professional standards and considering linguistic, cultural, and contextual factors.<br><br>*Content:*<br><br>Project Planning: Define project scope, objectives, and deliverables. Develop timelines and milestones. Allocate resources, including selecting appropriate translation tools and team members.<br><br>Project Management: Implement workflow processes, including task assignment and progress tracking. Utilize project management software tailored for translation projects. Address quality | Minor Translation Project (15 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
| | linguistic, cultural, and contextual factors. | | assurance measures, such as proofreading and editing protocols.<br><br>Delivery and Evaluation: Prepare final deliverables in the required formats. Conduct post-project evaluations to identify lessons learned and areas for improvement.<br><br>Challenges and Decision Justification: Analyze common challenges in translation projects, including linguistic nuances, cultural sensitivities, and contextual relevance. Provide frameworks for making informed decisions and justifying translation choices.<br><br>*Implementation:*<br><br>Case Studies: Present real-world examples of translation projects, highlighting successful strategies and common pitfalls.<br><br>Industry Standards: Introduce relevant standards, such as ISO 17100:2015, which outlines requirements for translation services.<br><br>**Class Discussion:** Encourage students to engage critically with the complexities of managing translation projects and to share insights based on theoretical knowledge and practical experiences.<br><br>Scenario Analysis: Present hypothetical translation project scenarios with specific challenges (e.g., tight deadlines, culturally sensitive content).Facilitate discussions on potential strategies to address these challenges, encouraging students to consider linguistic, cultural, and contextual factors.<br><br>Decision Justification Debate: Organize debates where students must justify their | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
|      |                          |                                        | translation decisions, focusing on how they navigated challenges and adhered to professional standards.<br><br>Reflective Sharing: Encourage students to share personal experiences or insights related to translation projects, fostering a collaborative learning environment.<br><br>**Group Activity:** Provide students with hands-on experience in planning, managing, and delivering a translation project, emphasizing collaboration and practical application of theoretical concepts.<br><br>Mock Translation Project: Divide students into small groups, assigning each a comprehensive translation project that includes:<br><br>▪ A source text requiring translation into a target language.<br>▪ Specific client requirements and expectations.<br>▪ Potential challenges related to linguistic, cultural, or contextual factors.<br><br>Each group will:<br><br>▪ Develop a detailed project plan outlining scope, timeline, resources, and quality assurance measures.<br>▪ Execute the translation, applying appropriate strategies to address identified challenges.<br>▪ Prepare a final deliverable that meets professional standards.<br>▪ Present their project to the class, highlighting challenges faced and justifications for their decisions.<br><br>Peer Review: Facilitate a session where groups review each other's projects, |       |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| | | | providing constructive feedback on project management, translation quality, and decision-making processes. | |
| 2.3 | Negotiate options and alternatives skillfully and constructively when dealing with translation issues encountered during the translation process. | S4 | **Lecture:** Equip students with theoretical knowledge and practical strategies for effectively negotiating translation challenges, emphasizing the importance of flexibility, cultural sensitivity, and collaborative problem-solving.<br><br>*Content:*<br><br>Understanding Negotiation in Translation: Define negotiation within the context of translation, highlighting its role in resolving ambiguities, cultural nuances, and client expectations.<br><br>Common Translation Challenges: Identify typical issues that require negotiation, such as:<br><br>▪ Cultural references and idiomatic expressions.<br>▪ Technical terminology discrepancies.<br>▪ Client-specific preferences versus linguistic accuracy.<br><br>Negotiation Strategies: Introduce key strategies for negotiating translation options:<br><br>▪ Active Listening: Understanding client concerns and perspectives.<br>▪ Clarification: Asking pertinent questions to gather more information.<br>▪ Presenting Alternatives: Offering multiple translation options with explanations.<br>▪ Justification: Providing well-supported reasons for chosen translation approaches. | Minor Translation Project (15 marks) |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | Ethical Considerations: Discuss the ethical implications of negotiation in translation, ensuring fidelity to the source text while accommodating client needs.<br><br>*Implementation:*<br><br>Case Studies: Analyze real-world examples where negotiation was pivotal in resolving translation challenges.<br><br>Best Practices: Share guidelines for effective negotiation, such as maintaining professionalism, being open to compromise, and documenting agreed-upon decisions.<br><br>**Class Discussion:** Encourage students to engage in critical thinking and share experiences related to negotiating translation issues, fostering a collaborative learning environment.<br><br>Scenario Analysis: Present hypothetical translation scenarios that involve potential conflicts or challenges. Facilitate a discussion on possible negotiation approaches, encouraging students to consider various perspectives and solutions.<br><br>Experience Sharing: Invite students to share personal experiences where they had to negotiate translation decisions, discussing the strategies employed and outcomes achieved.<br><br>Debate: Organize a debate on topics such as the balance between literal translation and cultural adaptation, prompting students to defend different negotiation stances.<br><br>**Pair Activity:** Provide students with hands-on experience in negotiating translation | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | options through collaborative exercises, enhancing their practical skills.<br><br>Role-Playing Exercise:<br><br>o Pair students and assign them roles as translator and client.<br>o Provide a text with ambiguous or culturally sensitive content.<br>o The "translator" must propose translation options and negotiate with the "client" to reach a mutually agreeable solution.<br><br>Peer Review and Feedback:<br><br>o After the role-playing exercise, pairs will exchange roles and repeat the activity with a different text.<br>o Following the exercises, each pair will present their negotiation process and outcomes to the class, receiving feedback from peers and the instructor. | |
| 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 critically reflect on their translation experiences, share insights, and collaboratively explore strategies for ongoing professional development.<br><br>Reflective Sharing: Initiate discussions where students recount recent translation tasks, focusing on challenges faced, solutions implemented, and lessons learned. Encourage peers to ask questions and provide feedback, fostering a deeper understanding through diverse perspectives.<br><br>Thematic Debates: Organize debates on topics such as the role of cultural context in translation or the balance between literal | 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 |
|---|---|---|---|---|
| | | | and adaptive translation approaches. These debates prompt students to articulate their viewpoints, consider alternative perspectives, and refine their communicative skills.<br><br>Case Study Analysis: Present real-world translation scenarios or projects for collective analysis. Facilitate discussions on the strategies employed, potential pitfalls, and alternative approaches, encouraging students to reflect on how they might handle similar situations.<br><br>**Observation:** Utilize observation as a tool for self-assessment and peer learning, enabling students to identify areas for improvement and strategies for skill enhancement.<br><br>Peer Review Sessions: Pair students to review each other's translation work, focusing on aspects such as accuracy, cultural appropriateness, and stylistic consistency. Observers provide constructive feedback, highlighting strengths and suggesting areas for improvement.<br><br>Live Translation Exercises: Conduct live translation sessions where a student translates a text in real-time while peers observe. Following the exercise, observers share their observations, discussing effective strategies and potential enhancements.<br><br>Reflective Observation: Encourage students to maintain journals where they document their translation processes, decisions made, and reflections on outcomes. Periodically, students can share excerpts from their | |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | | | journals in class, promoting a culture of reflective practice.<br><br>**Group Activity:** Foster collaborative learning through group activities that require collective problem-solving, decision-making, and reflection, thereby enhancing both translation competence and communicative abilities.<br><br>Collaborative Translation Projects: Assign groups a complex translation project that necessitates collaboration. Groups must plan, execute, and review the translation collectively, reflecting on group dynamics, decision-making processes, and the final output.<br><br>Workshops on Reflective Practices: Organize workshops where groups explore different reflective practices, such as maintaining dialogue journals or engaging in peer mentoring. Groups can present their findings and experiences, discussing the efficacy of various reflective methods in enhancing translation competence.<br><br>Simulation of Client-Translator Interactions: Create role-play scenarios where groups simulate interactions between translators and clients, focusing on negotiating translation briefs, managing feedback, and delivering revisions. After the simulation, groups reflect on their communicative strategies, challenges encountered, and lessons learned. | |
| 3.2 | Communicate appropriately, accurately and effectively | V2 | **Individual Consultation:** Provide personalized guidance to students, addressing their specific communication challenges within group settings and enhancing their collaborative skills. | The course coordinator will decide the specific details of this assessment, |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
|  | while involved in group tasks. |  | Personalized Feedback Sessions: Schedule one-on-one meetings to discuss each student's experiences in group tasks, focusing on their communication strengths and areas for improvement. Review recordings or transcripts of previous group interactions to identify patterns and provide targeted advice.<br><br>Communication Skill Development: Offer tailored exercises to improve active listening, clarity in expression, and non-verbal communication cues. Recommend resources such as articles or workshops on effective team communication strategies.<br><br>**Observation:** Assess students' communication dynamics within group activities to provide constructive feedback and facilitate self-awareness.<br><br>Group Task Monitoring: Observe groups during collaborative translation projects, noting instances of effective communication and areas needing improvement. Use structured observation checklists to ensure consistent evaluation across different groups.<br><br>Peer Observation:Implement a system where students observe each other's group interactions, guided by specific criteria, to foster peer learning and self-reflection.<br><br>**Reflective Observation Reports:** After observations, have students write reflective reports on their communication styles, challenges faced, and strategies for improvement.<br><br>**Group Work:** Enhance students' collaborative communication skills through | 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 |
|---|---|---|---|---|
| | | | structured group activities that simulate real-world translation projects.<br><br>Collaborative Translation Projects: Assign groups a translation task that requires collective decision-making, such as translating a culturally nuanced text. Encourage the use of collaborative translation platforms to facilitate real-time communication and document sharing.<br><br>Role-Playing Scenarios: Design scenarios where students must navigate client-translator interactions, focusing on negotiating translation briefs and managing feedback. Rotate roles within groups to ensure each student practices different aspects of communication.<br><br>Communication Workshops: Conduct workshops that focus on specific communication skills, such as conflict resolution, persuasive communication, and constructive feedback. Incorporate activities like "information gap" exercises, where students must communicate effectively to complete a task. | |
| 3.3 | Display a commitment to the learning process by consistently attending classes, actively participating in discussions and | V3 | **Attendance Tracking:** Monitor and encourage consistent class attendance, emphasizing its importance in the learning process.<br><br>Digital Attendance Systems: Implement digital attendance monitoring systems that allow students to notify instructors in advance of attendance issues.<br><br>Regular Attendance Monitoring: Regularly track attendance to identify students who | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | activities, and showing respect for diverse opinions and perspectives. | | may be at risk of disengaging, enabling timely interventions.<br><br>**Observation:** Assess and enhance student engagement, participation, and respect for diverse perspectives during class activities.<br><br>Class Participation Assessment**:** Observe and evaluate student involvement in discussions and activities, noting contributions and interactions.<br><br>Peer Observation: Encourage students to observe each other's participation, providing constructive feedback on engagement and respect for differing viewpoints.<br><br>Reflective Observation**:** Have students reflect on their participation and interactions, identifying areas for improvement in engaging with diverse perspectives.<br><br>**Group Work:** Promote active participation and respect for diverse opinions through collaborative projects.<br><br>Diverse Team Formation: Form groups with diverse backgrounds to encourage a broad spectrum of ideas and perspectives.<br><br>Inclusive Collaboration Norms: Establish norms that foster open communication, active participation, and respect for diverse opinions.<br><br>Structured Group Activities: Design group tasks that require input from all members, ensuring active engagement and appreciation of different viewpoints. | results are measured. |

## C. Course Content

| No | List of Topics | Contact Hours |
|---|---|---|
| 1. | **Foundations of Research in Translation Studies:** Overview of qualitative and quantitative research methods. | 8 |
| 2. | **Effective Information Retrieval and Source Evaluation:** Strategies for finding information from diverse resources, including online platforms, encyclopedias, and databases. | 3 |
| 3. | **Research Ethics in Translation Studies:** Ethical principles in data collection and their importance in translation projects. | 6 |
| 4. | **Setting Research Objectives and Hypotheses:** Techniques for formulating clear, actionable research aims and questions. | 8 |
| 5. | **Data Collection and Analytical Approaches:** Methods for systematically collecting translation-related data. | 6 |
| 6. | **Advanced Reading, Writing, and Commentary Skills for Translation Research:** Strategies for advanced reading comprehension to critically analyze source texts within the context of translation studies. | 6 |
| 7. | **Preparing and Executing an Untranslated Translation Project:** Selecting a source text, setting translation goals, and addressing linguistic, cultural, and contextual challenges. Developing a strategy for translation, annotation, and commentary. | 8 |
| **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** | 4 | 5% |
| 3. | **Assignment  (5 Marks)** **CLO Measured: 2.2** | 5 | 5% |
| 4. | **Midterm Exam (20 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 | 20% |
| 5. | **Research Proposal (10 Marks)** **CLO Measured: 1.1** Directly assesses knowledge and application of research methodologies, ethics, and data collection. | 10 | 10% |
| 6. | **Minor Translation Project (15 Marks)** **CLO measured: 1.2** | 13 | 15% |
| 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% |

### 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 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.

## 1. References and Learning Resources

| Required Textbooks | - Saldanha, G. & O'Brien, S. (2014). Research Methodologies in Translation Studies. Taylor and Francis. https://doi.org/10.4324/9781315760100 |
|---|---|
| Essential References | **Students may wish to consult the following references for the required tasks for this course:**<br>- Zanettin, F., & Rundle, C. (Eds.). (2022). The Routledge Handbook of Translation and Methodology. Routledge.<br><br>- Almanna, A. (2016). The Routledge Course in Translation Annotation: Arabic-English-Arabic. Routledge.<br><br>- Angelelli, C.v. & Baer, B. J. (2016). Researching Translation and Interpreting. Routledge. https://doi.org/10.4324/9781315707280<br><br>- Mellinger, D.M. & Hanson, T. A. (2017). Quantitative Research Methods in Translation and Interpreting Studies. Routledge. https://doi.org/10.4324/9781315647845<br><br>- Munday, J. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). Routledge.<br><br>- Williams, J. & Chesterman, A. (2002). The Map: A Beginner's Guide to Doing Research in Translation Studies. Taylor and Francis. https://doi.org/10.4324/9781315760513 |
| Electronic Materials | - https://www.matecat.com/<br>- https://www.almaany.com/<br>- https://rasaif.com/<br>- https://www.lexicool.com/ |
| Other Learning Materials | - Saudi Digital Library https://sdl.edu.sa/sdlportal/en/publishers.aspx<br>- Academic citation tool https://www.citethisforme.com/<br>- Academic honesty https://courses.lumenlearning.com/collegesuccesslumen/chapter/academic-honesty/ |

## 2. Required Facilities and equipment

| Items | Resources |
|---|---|
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)<br>• ADEQUATE LIGHTING AND VENTILATION<br>• SUITABLE SEATING ARRANGEMENTS<br>• WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR<br>• DATA PROJECTOR<br>• SPEAKERS<br>• OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS<br>• NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES<br>• OPTIONAL: AUDIO EQUIPMENT<br>• 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 |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| 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>❖ **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. |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| | | **2. Program Learning Outcome Surveys:** Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes.<br><br>**3. Course Satisfaction Surveys:** Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels.<br><br>**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** |