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| **Course Title**: Translation 2 |
| **Course Code**: TRN440-2 |
| **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 7 - Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| TRN440-2 Translation 2 is an advanced course focusing on the intricacies of translating between Arabic and English. It encompasses the recognition and understanding of linguistic and cultural challenges encountered in translation, alongside the socio-cultural nuances reflected in both languages. Students will explore various types of texts to be translated, delving into their unique characteristics and the linguistic and non-linguistic features that contribute to comprehensive understanding. Furthermore, the course integrates modern technology, encouraging the use of software programs to access electronic dictionaries, produce preliminary and enhanced translations, and develop glossaries for specialized fields. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| TRN340-2 Translation 1 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of TRN440-2 Translation 2 is to equip students with the ability to proficiently translate diverse genres, including religious, instructional, scientific, journalistic, literary, and legal texts, between Arabic and English. This entails applying the principles and methods of translation, ensuring accuracy and appropriateness, and utilizing digital resources. The course also emphasizes the analysis and resolution of translation difficulties across various linguistic levels. By focusing on these aspects, students will emerge with a holistic and professional understanding of translation, proficient in addressing the complexities and subtleties of translating between these two linguistically and culturally rich languages. | | | | | | |

**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 | Recognize the most salient linguistic and cultural problems when translating between Arabic and English | K1 | Facilitate discussions around common pitfalls in Arabic-English translation. Use real-world translation examples and have students identify issues, then discuss solutions. | Formative Assessment 1 (5 Marks) |
| 1.2 | Recognize and match the socio-cultural differences and similarities as reflected in the two languages | K1 | Organize a compare-and-contrast activity, where students work with paired texts (original and translation) to pinpoint cultural nuances and reflections. | Formative Assessment 2 (5 Marks) |
| 1.3 | Define the characteristics of the different types of texts to be translated with examples | K2 | Introduce students to various text genres through a gallery walk, where examples of each genre are displayed. Students observe and discuss characteristics in pairs or small groups. | Assignment 1 (5 Marks) |
| 1.4 | Identify the linguistic and non-linguistic features that contribute to a better understanding of the text at hand | K3 | Use a close-reading session, where students delve deeply into a given text, highlighting and annotating linguistic and non-linguistic features, followed by a class discussion. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply the principles and methods in translating different genres | S1 | Set up a rotating workshop, where students move through stations focused on different genres, applying specific translation principles and methods to each. | Midterm Exam (30 Marks) |
| 2.2 | Write an error-free translation of religious, instructional, scientific, journalistic, literary, and legal texts | S4 | Facilitate peer-review sessions where students swap translations, critique based on a provided checklist, and refine their work accordingly. | Midterm Exam (30 Marks) |
| 2.3 | Use software programs to have access to electronic dictionaries, produce preliminary translations, and produce enhanced translations and develop a glossary (a list of words and their equivalents) for texts belonging to the same field (e.g., science, economics, and media) | S5 | Organize a hands-on software tutorial, walking students through the features of the translation software, followed by practice sessions where they use the software to create glossaries for specific fields. | Assignment 2 (5 Marks) |
| 2.4 | Analyze and solve translation difficulties at various levels, e.g., word order, tense use, sentence length, verbosity and conciseness, denotations, connotations, metaphors, modality, lexical gaps, idiomatic expressions, presuppositions, and implicatures | S6 | Present students with complex translation challenges and have them work in pairs or small groups to dissect and solve the problems, followed by group presentations and discussions. | Final Exam (40 Marks) |
| 2.5 | Translate a variety of text types appropriately and accurately from English into Arabic and vice versa | S7 | Organize timed translation exercises where students rotate through various text types, focusing on accuracy and appropriateness. Provide feedback after each rotation. | Final Exam (40 Marks) |
| 2.6 | Research websites specializing in translation | S9 | Assign a web-research task where students locate, evaluate, and present on various translation-specialized websites, sharing their findings and insights with the class. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Develop an ethical framework for translation work, respecting the socio-cultural nuances and original intent of the text, while demonstrating autonomy in decision-making and responsibility for one's translations | V1 | Utilize small group discussions to explore ethical dilemmas in translation, focusing on real-life cases that involve cultural and ethical nuances. | 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 | Demonstrate the ability to independently identify challenges and apply appropriate translation strategies without external guidance | V2 | Incorporate peer-reviewed translation exercises where students independently tackle complex texts and then hold each other accountable through structured feedback sessions. | 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 | Exhibit accountability for the accuracy and fidelity of one's translations, considering both linguistic quality and cultural respectfulness | V3 | Incorporate peer-reviewed translation exercises where students independently tackle complex texts and then hold each other accountable through structured feedback sessions. | 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** |
|  | CHARACTERISTICS OF DIFFERENT TYPES OF TEXT | 3 |
|  | TRANSLATION OF SYNONYMY + INSTRUCTIONAL TEXTS | 3 |
| **3.** | POLYSEMY AND SEMANTICALLY COMPLEX WORDS. | 3 |
| **4.** | TRANSLATION OF COLLOCATIONS AND PHRASES | 3 |
| **5.** | TRANSLATION OF SPECIAL FIXED PHRASES | 3 |
| **6.** | INSTRUCTIONAL TEXTS (Arabic into English) | 3 |
| **7.** | SCIENTIFIC TEXTS (Arabic into English) | 3 |
| **8.** | JOURNALISTIC TEXTS | 3 |
| **9.** | LITERARY TEXTS | 3 |
| **10.** | LEGAL TEXTS | 3 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Recognize linguistic and cultural problems in translating between Arabic and English.**  Reasoning: This assessment, aligned with CLO 1.1, evaluates students' ability to identify key linguistic and cultural challenges in translation between Arabic and English. It includes comprehensive course content including but not limited to this CLO, as determined by the course teaching team, covering the nuances of interlingual translation.  **Description: Researching Translation-Specialized Websites** **Objective:** To augment the understanding of linguistic and cultural translation challenges between Arabic and English by leveraging digital resources. This segment requires students to identify, analyze, and summarize insights from websites that specialize in translation. The aim is to expose students to the practical tools and scholarly resources available online, fostering a deeper comprehension of translation practices and methodologies. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.2 Recognize socio-cultural differences and similarities between Arabic and English.**  Reasoning: Aligned with CLO 1.2, this assessment tests students' understanding of socio-cultural variations as reflected in the two languages. It encompasses cumulative course content including but not limited to the CLO, reflecting the comprehensive curriculum plan.  **Description: Translation from Arabic into English** **Objective:** To deepen students' practical translation skills by applying their understanding of socio-cultural differences and similarities in a hands-on translation exercise. This component requires students to translate texts from Arabic into English, focusing on accurately conveying not only the linguistic message but also the cultural nuances and contexts inherent in the original texts. The goal is to enhance students' ability to navigate the intricacies of socio-cultural contexts within translation practice, bridging linguistic and cultural gaps between Arabic and English. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.3 Define characteristics of different text types to be translated.**  Reasoning: Focusing on CLO 1.3, this assignment assesses students’ ability to define and exemplify characteristics of various text types. 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)**  **2.3 Use software programs for translation and glossary development.**  Reasoning: Targeting CLO 2.3, this assignment evaluates students' skills in utilizing software tools for translation tasks. 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)**  **1.4 Identify linguistic and non-linguistic features for text comprehension.**  Reasoning: This quiz, aligned with CLO 1.4, assesses students' understanding of various features contributing to text comprehension. It covers cumulative course content including but not limited to this CLO, in accordance with the course's scope and sequence.  **Description:**  **Translate Special Fixed Phrases:** This section requires students to translate specialized fixed phrases from Arabic into English, highlighting the importance of context, cultural nuances, and the precision needed in translation.  **Choose the Proper Translation:** Students will be presented with multiple translation options for a given text or phrase and must select the most accurate translation based on linguistic and cultural understanding. This task assesses their ability to discern subtleties in language and meaning.  **Analyze and Solve Translation Difficulties at Various Levels:** This component challenges students to identify and resolve complex translation issues, ranging from lexical to syntactic and cultural levels. Students will analyze specific texts, identify translation difficulties, and propose effective solutions, demonstrating their comprehensive understanding of the translation process. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs 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 principles and methods in translating different genres.**  **2.2 Write error-free translations of diverse texts.**  Reasoning: The midterm exam, focusing on CLOs 2.1 and 2.2, evaluates students' ability to apply translation principles to various genres and produce error-free translations. It includes comprehensive content including but not limited to these CLOs, as decided by the course teaching team.  **Description:**  **Translate from English into Arabic and Vice Versa:** This section of the exam requires students to actively translate texts between English and Arabic, demonstrating their proficiency in both languages and their ability to maintain the integrity of the original text while adapting it to the target language's cultural and linguistic context.  **Identify the Mistranslation:** Students will be given translations with intentional errors and tasked with identifying and correcting these mistakes. This tests their attention to detail, understanding of the source and target languages, and their ability to critically evaluate translations.  **Multiple Choice Questions (MCQs):** This segment includes MCQs that cover theoretical aspects of translation, principles, methods, and practical scenarios. It assesses students' knowledge and understanding of translation theory and practice in a structured format.  **True/False (T&F) Questions:** Students will answer T&F questions related to translation techniques, strategies, and common pitfalls. This portion is designed to quickly assess students' grasp of fundamental concepts and misconceptions in translation studies. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with certain CLOs 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 Analyze and solve translation difficulties at various levels.**  **2.5 Translate a variety of text types accurately from English into Arabic and vice versa.**  **2.6 Research websites specializing in translation.**  Reasoning: Aligned with CLOs 2.4, 2.5, and 2.6, the final exam tests students' ability to solve complex translation issues and accurately translate different text types. The exam encompasses comprehensive course content including but not limited to these CLOs, offering a cumulative assessment of translation skills.  **Description:**  **Translate from English into Arabic and Vice Versa:** This critical section requires students to perform translations in both directions, showcasing their ability to handle a variety of texts and maintain accuracy and cultural sensitivity in their translations.  **Identify the Mistranslation:** In this part, students are presented with purposely mistranslated segments to identify and correct, testing their critical evaluation skills and understanding of nuanced language differences.  **Multiple Choice Questions (MCQs):** This segment includes MCQs that assess students' theoretical knowledge and practical understanding of translation principles, methodologies, and challenges encountered in the translation process.  **True/False (T&F) Questions:** Through T&F questions, students' comprehension of key concepts, common practices, and potential errors in translation is quickly evaluated, reinforcing their foundational knowledge.  **Matching Questions:** Students will match terms, definitions, text types, or translation strategies with their correct counterparts. This section is designed to test their knowledge of terminology, understanding of specific translation techniques, and ability to recognize appropriate applications of these techniques in various contexts. | 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. Abdelaal, N. (2020). Translation between English and Arabic: A textbook for translation students and educators. Palgrave Macmillan. 3. Hassan, B. (2019). Working with different text types in English and Arabic: Translation in practice. 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** | **No reference material is essential for this course; however, students may find the following resources beneficial for consultation:**  Zidan, A.B. (2015). A linguistic analysis of some problems of Arabic-English translation of legal texts, with special reference to contracts. Cambridge Scholars Publishing.  Dickinsm J., Hervey, S., and Higgins, I. (2017). Thinking Arabic Translation: A course in translation method: Arabic to English (2nd edit.). Routledge.  Mughazy, M. (2016). The Georgetown guide to Arabic–English translation. Georgetown University Press.  Farahaty, H. (2015). Arabic–English–Arabic legal translation. Routledge. |
| **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** |