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| **Course Title**: Translation 3 |
| **Course Code**: TRN441-2 |
| **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 8 - Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| TRN441-2 Translation 3 focuses on the specialized field of translating Islamic texts, an area that requires a unique blend of linguistic skill and cultural sensitivity. The course takes a comprehensive look at the Islamic genre of translation, delving into the particular characteristics and examples that set it apart. Students will be equipped to identify and analyze the linguistic and cultural challenges inherent in translating Islamic texts and become proficient in recognizing terms and concepts that are specific to Islam but may be foreign to the English language. With an emphasis on both theoretical understanding and practical application, this course prepares students to navigate the complexities of translating Islamic texts with accuracy, respect, and insight. | | | | | | |
| 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 primary objective of TRN441-2 Translation 3 is to develop students' expertise in the Islamic genre of translation, nurturing both their theoretical knowledge and practical skills. Through a systematic exploration of the characteristics of Islamic texts, students will learn to identify and resolve the linguistic and cultural challenges specific to this field. The course emphasizes the development of translation skills that honor the unique aspects of Islamic terminology, utilizing specialized Islamic paper and electronic dictionaries. By the end of the course, students should be able to translate a variety of Islamic text types proficiently and accurately between English and Arabic, demonstrating a deep understanding of the principles and nuances of Islamic translation. | | | | | | |

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

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

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

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

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Define the characteristics of the Islamic genre of translation and give examples | K2 | Conduct a lecture introducing the characteristics specific to the Islamic genre of translation, followed by providing and discussing concrete examples from both Quranic and Hadith texts. Supplement the lecture with handouts detailing these characteristics. | Formative Assessment 1 (5 Marks) |
| 1.2 | Identify the most salient linguistic and cultural problems in translating Islamic texts | K3 | Organize a discussion session where students are presented with challenging translation excerpts. Facilitate a group dialogue about the difficulties these excerpts present, making a list on the board. Provide a reference handout summarizing common linguistic and cultural challenges. | Formative Assessment 2 (5 Marks) |
| 1.3 | Identify terms and concepts unique to Islamic discourse that pose challenges for direct translation into English | K3 | Introduce a list of Islamic terms that don't have direct English equivalents. Discuss their meanings, origins, and contexts of use. Assign readings that dive deeper into these terms, and perhaps facilitate a simple quiz to test understanding. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Implement the core principles when translating Islamic terminology and texts to ensure accuracy and authenticity | S7 | Conduct a session where students are given short Islamic texts to translate. Afterwards, review these translations as a class, focusing on the application of core translation principles. Provide feedback on preserving the accuracy and authenticity of the translated content. | Midterm Exam (30 Marks)  Assignment 1 (5 Marks) |
| 2.2 | Translate a variety of Islamic text types appropriately and accurately from English into Arabic and vice versa | S7 | Assign different types of Islamic texts (Quranic verses, Hadith, Fiqh rulings, historical narratives) for students to practice translating. Facilitate peer review sessions where students evaluate each other's translations, focusing on accuracy and appropriateness. | Assignment 2 (5 Marks) |
| 2.3 | Use specialized Islamic paper and electronic dictionaries | S7 | Organize a hands-on dictionary workshop. Introduce students to trusted Islamic dictionaries, both paper-based and electronic. Allow them to practice looking up terms and concepts, highlighting the advantages and limitations of each resource. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Respect the spiritual and cultural significance of Islamic texts, understanding the need for sensitivity and authenticity in translation | V1 | Engage students in discussions about the importance of preserving the essence and respect for Islamic texts during the translation process. | 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 | Cultivate a self-driven approach to deepening one's knowledge of Islamic culture and language, recognizing the nuances essential for translation | V2 | Arrange student-led discussions where participants share insights from their independent research on specific Islamic terms, texts, or cultural contexts. | 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 | Maintain a strong commitment to the ethical standards of translating Islamic texts, ensuring that translations are true to the original intent | V3 | Organize sessions in which students discuss the ethical responsibilities of a translator, emphasizing the importance of maintaining the integrity of the original text. | 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** |
| **IDENTIFYING AND UTILIZING CLASSIFICATIONS OF CHALLENGES IN TRANSLATING ISLAMIC TEXTS** | | | Integrated into Relevant Course Segments |
| **1.** | | AN INTRODUCTION TO THE CHARACTERISTICS OF ISLAMIC TERMS AND TEXTS | 4 |
| **2.** | | TRANSLATING QURANIC TEXTS | 10 |
| **3.** | | TRANSLATING TEXTS FROM THE SUNNAH | 10 |
| **4.** | | TRANSLATING FROM THE BIOGRAPHY OF THE PROPHET (PBUH) AND HIS COMPANIONS | 4 |
| **5.** | | TRANSLATING ISLAMIC LEGISLATIVE TEXTS (FIQH) | 2 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Define characteristics of the Islamic genre of translation and provide examples.**  Reasoning: This assessment, aligned with CLO 1.1, evaluates students' ability to define the unique characteristics of Islamic translation and cite relevant examples. It includes comprehensive course content including but not limited to this CLO, as determined by the course teaching team, covering the nuances of Islamic translation genre. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.2 Identify linguistic and cultural problems in translating Islamic texts.**  Reasoning: Aligned with CLO 1.2, this assessment tests students' skills in identifying key linguistic and cultural challenges specific to Islamic text translation. It encompasses cumulative course content including but not limited to the CLO, reflecting the comprehensive curriculum plan. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **2.1 Implement core principles in translating Islamic terminology and texts for accuracy and authenticity.**  Reasoning: Focusing on CLO 2.1, this assignment assesses students’ ability to apply core principles in the translation of Islamic texts, ensuring accuracy and authenticity. 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)**  **2.2 Translate various Islamic text types accurately between English and Arabic.**  Reasoning: Targeting CLO 2.2, this assignment evaluates students' proficiency in translating a range of Islamic text types between English and Arabic. It incorporates cumulative course content including but not limited to this CLO, following the curriculum set by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.3 Identify unique Islamic terms and concepts challenging for direct translation.**  Reasoning: This quiz, aligned with CLO 1.3, assesses students' understanding of Islamic terms and concepts that are difficult to translate directly into English. It covers comprehensive course content including but not limited to this CLO, in accordance with the course's scope and sequence. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLOs to evaluate the nuanced application of translation principles and techniques.**  **2.1 Implement core principles in translating Islamic terminology and texts.**  Reasoning: The midterm exam, focusing on CLO 2.1, evaluates students' application of principles in translating Islamic texts. It includes comprehensive content including but not limited to this CLO, as decided by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLOs to assess the holistic ability to navigate cultural, linguistic, and contextual complexities in translation tasks.**  **2.3 Use specialized Islamic dictionaries for translation.**  Reasoning: Aligned with CLO 2.3, the final exam tests students' ability to use specialized Islamic dictionaries effectively in translation tasks. The exam encompasses comprehensive course content including but not limited to this CLO, offering a cumulative assessment of translation skills in Islamic contexts. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | The compilation of texts for this course has been carefully approved by the Department and encompasses selections from a diverse range of authoritative sources. These include the Holy Qur'an, the Holy Sunnah (i.e., Prophetic Tradition), books detailing the Biography of the Prophet (PBUH) and His Companions, writings on Islamic legislative (Fiqh), and other respected publications within the domain of Islamic studies. These selections collectively cover a wide array of topics, reflecting the richness and depth of the tradition. |
| **Essential References** | Translations of the Holy Qur'an and Collections of Hadith, including Sahih al-Bukhari, Sahih Muslim, Sunan Abu Dawood, Sunan Ibn Majah, Musnad Ahmad, Muwatta Malik, Sunan al-Tirmidhi, and Sunan al-Darimi. |
| **Electronic Materials** | Students are encouraged to explore the internet for relevant websites that can augment their learning. Notably, various translations of the Qur'an are available online from an array of distinguished translators, including but not limited to George Sale, J.M. Rodwell, G. Margoliouth, Alexander Ross, A. Reyer, E.H. Palmer, and A.J. Arberry. Below is a curated list of some prominent translators along with their respective websites:   1. **Abdullah Yusuf Ali** [Website](http://www.sacred-texts.com/isl/yaq/index.htm) 2. **Mohammed Marmaduke Pickthall** [Website](https://www.sacred-texts.com/isl/pick/) 3. **J.M. Rodwell** [Website](http://www.sacred-texts.com/isl/qr/index.htm)   This list serves as a resource for translations that could be valuable in broadening students' understanding of Islamic texts. |
| **Other Learning Materials** | Materials as Directed by Instructor: Additional readings, case studies, articles, or multimedia content may be introduced throughout the course at the discretion of the instructor to enrich the learning experience. |

**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**

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