



Course Specifications

Course Title:	Translation (1)
Course Code:	TRN 340
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 2
2. Course type a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 6/Year 3
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	20
2	Assignments	20
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	Total	40

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Translation I is taught to 3th Year Students studying for a BA in English. It builds on the language skills that the students developed in writing, reading, and grammar courses in previous levels and prepares them to the more advanced Translation II and Translation III courses. The course introduces students to the notions and characteristics of translation work, dictionary use, different types and genres of texts, etc. Aside from developing the students' translation skills, it contributes to their language skills, i.e. reading, writing, vocabulary, and grammar.

2. Course Main Objective

1. Learn find appropriate equivalents in the Translation language of words, phrases, and idiomatic expressions
2. Learn how to use mono-and-bi-lingual dictionaries to recognise the intended meanings of words and phrases.
3. Learn how to translate sentences and short texts from English into Arabic and vice versa.
4. Learn how to use contextual cues to understand and identify the right or appropriate equivalents in the Translation language.
5. Learn how to translate short texts in a broad spectrum of subjects (religion, literature, science, media, education, etc.) set in different text genres (exposition, narration, description, information, etc.).

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	To acquire new vocabulary, learn the meaning of new words as they appear in the passage	K1
1.2	To learn shades of meaning of new words so they understand that words can carry more than one meaning, then be able to use them in different contexts	K2
2	Skills :	
2.1	To build and develop critical thinking (fluency, originality, and elaboration of ideas and expressions), identifying the theme, predicting, underlining, highlighting and glossing, recalling information.	S1
2.2	Learn translation skills primarily geared towards the conveyance of meaning rather than letter... that it helps them with appropriately phrasing information, vocabulary, and ideas from the source language into the translation language.	S2
2.3	To think creatively and critically a lot of activities take place in the classroom, like analyzing the causes, predicting, paraphrasing, differentiating between facts and opinions, making predictions, making inferences about incomplete texts via utilizing prior knowledge.	S2
2.4	To develop vocabulary using context and structure clues, identifying exact verbs, identifying expressive synonyms, scanning for synonyms and specific terms, recognizing dialectic differences, selecting appropriate adjectives, inferring meaning.	S3
3	Competence:	

CLOs		Aligned PLOs
3.1	Work independently and as part of a team.	C1
3.2	Engage in discussions with peers and with the teacher	C3
3.3	To develop some background socio-cultural or scientific and technological knowledge that contributes to a better understanding of texts whose content is unfamiliar.	C3
3.4	Use software programmes 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).	C2

C. Course Content

No	List of Topics	Contact Hours
1	Definition of translation, What is translation. What do we translate? How do we translate?	2hrs
2	Dictionary use, Dictionary work, Translation of words, phrases, idioms, etc. Translation of short sentences and proverbs, Focus on Meaning rather than Letter,	5 hrs
3	Translation problems	4 hrs
4	Practice with scientific and technological texts	5 hrs
5	Practice with media and news reports texts	4 hrs
6	Practice with Religious texts	5hrs
7	Practice with literary texts	5 hrs
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	To acquire new vocabulary, learn the meaning of new words as they appear in the passage	In-class lecturing, individual-work, pair-work, group-work, class-work, and homework to: 1. Deductive teaching: develop comprehension strategies for translation. 2. Students are encouraged to look up words in dictionary, at home, then compose their own personal dictionary with sentences, synonyms and antonyms; 3. Students are	Quizzes: (optional and in addition to mid-term tests). They ask about identification of dominant text-type, field, tenor, etc. Text translation (of unseen texts from English into Modern Standard Arabic and from Modern Standard Arabic into English)

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		encouraged to see the effects of replacing the words with others they know on the meaning/idea being discussed;	
1.2	To learn shades of meaning of new words so they understand that words can carry more than one meaning, then be able to use them in different contexts	<p>Individual-work, pair-work, group-work, class-work, and homework for:</p> <p>1. Inductive teaching: Conduct text analysis for translation: title, main idea, angle (writer attitude), lexical choice, syntactic constructions, direct and indirect speech, cohesion, coherence, and cultural nuances and differences. Students are encouraged to infer meaning of words;</p> <p>2. Students are encouraged to find meaning of new words from context, but at the end of class they are encouraged to search for the different shades of meaning and keep a card index for the words and their usage. And test themselves on daily, then monthly bases.</p>	<p>Quizzes: (optional and in addition to mid-term tests). They ask about identification of dominant text-type, field, tenor, etc.</p> <p>Text translation (of unseen texts from English into Modern Standard Arabic and from Modern Standard Arabic into English)</p>
2.0	Skills		
2.1	To build and develop critical thinking (fluency, originality, and elaboration of ideas and expressions), identifying the theme, predicting, underlining, highlighting and glossing, recalling information.	<p>Pair-work, group-work, class-work, and homework for:</p> <p>Reading comprehension strategies for translation: Open-ended questions and guided activities as homework and class work. Students are encouraged to agree/disagree with the different</p>	<p>Quizzes: (optional and in addition to mid-term tests). They ask about identification of dominant text-type, field, tenor, etc.</p> <p>Text translation (Of unseen texts from English into Modern Standard Arabic and from Modern Standard</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		renderings of the instructor or peers of the passage by using specific details for their arguments... they are also encouraged to debate a point in translation. Students are encouraged to go to the internet for further readings to help them phrase their ideas in the Translation language, and help them with the vocabulary they need to express themselves.	Arabic into English).
2.2	Learn translation skills primarily geared towards the conveyance of meaning rather than letter... that it helps them with appropriately phrasing information, vocabulary, and ideas from the source language into the translation language.	Individual-work, pair-work, group-work, class-work, and homework for: Problem solving activities: evaluating attempts, and requesting or suggesting possible improvements (no particular emphasis on, or use of, some technical terms). Students learn that	
2.3	To think creatively and critically a lot of activities take place in the classroom, like analyzing the causes, predicting, paraphrasing, differentiating between facts and opinions, making predictions, making inferences about incomplete texts via utilizing prior knowledge.	Individual-work, pair-work, group-work, class-work, and homework for: In-class translation activities primarily geared for the conveyance of meaning rather than letter... that it helps them with appropriately phrasing information, vocabulary, and ideas from the source language into the translation language.	Translating original texts dealing with current events; Appreciating student-generated translations of the different texts Quizzes and mid-terms Final test
2.4	To develop vocabulary using context and structure clues, identifying exact	Individual-work, pair-work, group-work,	Quizzes: (optional and in addition to mid-term

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	verbs, identifying expressive synonyms, scanning for synonyms and specific terms, recognizing dialectic differences, selecting appropriate adjectives, inferring meaning.	class-work, and homework for: Identification of meaning in context, dictionary work, overall meaning extraction	tests). They ask about identification of dominant text-type, field, tenor, etc. Text translation (Of unseen texts from English into Modern Standard Arabic and from Modern Standard Arabic into English).
3.0	Competence		
3.1	Work independently and as part of a team.	Individual-work, pair-work, group-work, and class-work	
3.2	Engage in discussions with peers and with the teacher	Individual-work, pair-work, group-work, and class-work	
3.3	To develop some background socio-cultural or scientific and technological knowledge that contributes to a better understanding of texts whose content is unfamiliar.	Internet search as home activity.	
3.4	Use software programmes 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).	Brief reminding of uses and misuses and benefits and drawbacks of available electronic tools and software programmes.	Paper or electronic dictionaries are not allowed in tests or exams

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	3	5 %
2	Mid term 1	7	20%
3	Quiz 2	9	5 %
4	Mid term 2	13	20%
5	Final Exam	16	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Guidance and Counselling Unit

F. Learning Resources and Facilities

1.Learning Resources

<p>Required Textbooks</p>	<p>1. List Required Textbooks</p> <p>References</p> <p>No particular reference book is required as a set book, as texts are selected from different sources and technical terms are introduced and explained in class. Students are however recommended to refer to the following textbooks and articles:</p> <p>Ghazala, H. (2004). <i>Translation as Problems and Solutions: a Course Book for University Students and Trainee Translators</i>. Beirut: Dar Al Maktabat Al Hilal.</p> <p>Hatim, B. (1989). Text linguistics in the didactics of translation: the case of the verbal and nominal clause types in Arabic. <i>International Review of Applied Linguistics</i>, (20) 2, 137-144.</p> <p>Hatim, B. (2004). <i>English-Arabic/Arabic-English Translation: A Practical Guide</i>. Edinburgh: Herriot-Watt.</p> <p>Hatim, B. and Mason, I. (1991). <i>Discourse and the Translator</i>. London: Longman.</p> <p>Jabak, Omar Osman (2014). Translation shifts in English and Arabic. <i>King Saud University</i>. http://www.translationdirectory.com/articles/article2501.php</p>
<p>Essential References Materials</p>	<p>1. List Essential References Materials (Journals, Reports, etc.)</p> <p>No reference material is essential for this course, but students may wish to consult the following.</p> <p>Baker, M. (2014). <i>In Other Words: A Coursebook on Translation</i>, 2nd ed. London: Routledge.</p> <p>Ali, Ahmed (2002). <i>Art of Translation</i>. Abha: Sarawat Printing House.</p> <p>Alkhuli, M. (2001a). <i>General Translation: from English into Arabic</i>. Amman: Dar Al-Falah.</p> <p>Alkhuli, M. (2001b). <i>Science Translation</i>. Amman: Dar Al-Falah.</p> <p>Alkhuli, M. (2001c). <i>Legal Translation from English into Arabic</i>. Amman: Dar Al-Falah.</p> <p>Alkhuli, M. (2001d). <i>Mass Media Translation from English into Arabic</i>. Amman, Jordan: Dar Al-Falah.</p> <p>Alkhuli, M. (2001e). <i>Literary Translation from English into Arabic</i>. Amman, Jordan: Dar Al-Falah.</p> <p>Hatim, Basil & Munday, Jeremy (2004). <i>Translation: an advanced resource book</i>. Oxon: Routledge.</p>
<p>Electronic Materials</p>	<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>Students may wish to explore the internet to find relevant online</p>

	<p>journals:</p> <p>Examples of online journals:</p> <p>http://translationjournal.net/journal/</p> <p>www.ccsenet.org/ijel</p> <p>www.erudit.org.</p>	
Other Learning Materials	<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>N.A.</p>	

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	Lecture room that accommodates a maximum of 15 students
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	Translation texts and materials can be displayed via data shows available in classrooms.
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	Access learning resources over the Internet.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> Confidential completion of standard course evaluation questionnaire by the students at the end of each semester Student-faculty meetings to gauge students' feedback 	Students and Faculty	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> • Tutor emphasizes to the students that teaching-learning is a joint enterprise. • Tutor explains at the beginning of the semester that students' success reflects his success and invites them to feel free to comment on the teaching style and strategies he adopts. • Tutor observes students' non-linguistic behavior as the lesson unfolds. • Tutor welcomes students' individual reactions in office hours. 	<p>Program Leaders or Faculty</p>	<p>Direct & Indirect</p>
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> • Course allocation takes into consideration tutor's academic profile and disposition. • Adequate orientation for tutors who are to teach the course for the first time or have not taught it over more than two semesters. • Mutual checking of random samples of examination papers by teachers of the same course. 	<p>Faculty</p>	<p>Direct & Indirect</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check</p>	<p>Peer Reviewers</p>	<p>Direct & Indirect</p>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none"> • Exchange of midterm tests and quizzes among instructors • Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards. <p>Mutual checking of random samples of examination papers by teachers of the same course.</p>		
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> • A beginning of term, a midterm, and an end of term coordination meeting between the teachers of different sections of the same course. • A beginning of term and an end of term coordination meeting between the coordinators of the language skills teachers. • Department Council meetings to discuss proposals made by the Curriculum Review Committee. 	<p>Faculty</p>	<p>Direct & Indirect</p>

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee