Course Specifications

Course Title:	Translation (2)
Course Code:	TRN 440
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 ☐   College ☐   Department ☑   Others ☐

b.   Required ☑   Elective ☐

3. Level/year at which this course is offered:
7th Level/ 4th Year

4. Pre-requisites for this course (if any)**:** TRNS. 340 (Translation1)

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	15
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	Total	35

*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

Course Description: Translation II is taught to 4th Year Students (Level 7 students) studying for

a BA in English. It builds on the skills that the students developed in Translation I at Level 6. The course introduces students to the notions of text type and register and raises their awareness

as far as the importance these have in determining the process of doing translation. Aside from developing the students' translation skills, the course contributes to their language skills, i.e. reading, writing, vocabulary, and grammar.

2. Course Main Objective

1- To give students further practice in general translation

2– To introduce students to text typology (i.e. texts that are predominantly narrative, expository, descriptive, argumentative, or instructional texts) and register (i.e. field, tenor, and mode).

3– To equip students with strategies and techniques at the syntactic, semantic and pragmatic levels for the translation of texts, while taking into consideration their dominant typological orientations and register characteristics.

3. Course Learning Outcomes

	CLOs	AlignedPLOs
1	**Knowledge:**	
1.1	To understand notions such as Text-Type, Register, Syntactic form, Cohesion, Semantic Field Reported Speech and Direct Speech, and Text-Angle.	K2
1.2	To translate texts and identify differences and similarities between English and Modern Standard Arabic in relation to syntactic form, lexical gaps, semantic and pragmatic differences and nuances, cohesion, coherence, and attitude.	K2
1.3	To develop awareness of socio-cultural differences and similarities as reflected in the two languages.	K2
1.4	To develop background socio-cultural or scientific and technological knowledge that contributes to a better understanding of the text at hand.	K2
2	**Skills :**	
2.1	To be analytical and critical: to be sensitive to degrees of bias and neutrality.	S2
2.2	To identify dominant text- type.	S1
2.3	To envision potential dissections and / or re-orderings of parts of the SL text prior to engaging in the actual translation process.	S2
2.4	To 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.	S3
3	**Competence:**	
3.1	Work independently and as part of a team.	C3
3.2	Engage in discussions with peers and with the teacher.	C1

	CLOs	AlignedPLOs
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	Characteristics of different types of texts, Lexical translation problems at the levels of synonymy, polysemy, collocations, fixed phrases, and technical terms.	6hrs
2	Translation of texts belonging to the following types/fields:	
3	Religious texts from Arabic into English	2hrs
4	Instructional texts from Arabic into English and vice versa	4 hrs
5	Scientific texts from Arabic into English and vice versa	6 hrs
6	Journalistic texts from Arabic into English and vice versa	6 hrs
7	Literary texts from Arabic into English and vice versa	4hrs
8	Legal texts from Arabic into English and vice versa	2hrs
	Total	30

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

Code	Course Learning Outcomes	TeachingStrategies	AssessmentMethods
1.0	**Knowledge**		
1.1	To understand notions such as Text-Type, Register, Syntactic form, Cohesion, Semantic Field Reported Speech and Direct Speech, and Text-Angle.	**In-class lecturing, individual-work, pair-work, group-work, class-work, and homework to**: 1. Deductive teaching: develop comprehension strategies for translation. 2. Inductive teaching: Conduct text analysis for translation: title, main idea, angle (writer attitude), lexical choice, syntactic constructions, direct and indirect speech, cohesion,	**Quizzes**: (optional and in addition to midterm 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	TeachingStrategies	AssessmentMethods
		coherence, and cultural nuances and differences.	
1.2	To translate texts and identify differences and similarities between English and Modern Standard Arabic in relation to syntactic form, lexical gaps, semantic and pragmatic differences and nuances, cohesion, coherence, and attitude.	**Individual-work, pair-work, group-work, class-work, and homework to:** 1. Conduct sentence by sentence translation, evaluate alternatives, and adjust attempts in relation to overall meaning and angle. 2. Review of paragraph-by- paragraph translations and then review of the whole text translation for consistency at the levels of cohesion, coherence and angle.	**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)
1.3	To develop awareness of socio-cultural differences and similarities as reflected in the two languages.	To translate texts bearing some cultural aspects of the two languages.	Quizzes
1.4	To develop background socio-cultural or scientific and technological knowledge that contributes to a better understanding of the text at hand.	Internet search as home activity.	Quizzes
2.0	**Skills**		
2.1	To be analytical and critical: to be sensitive to degrees of bias and neutrality.	1.Reading comprehension strategies for translation: Open-ended questions and guided activities as homework and class work..	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).
2.2	To identify dominant text- type.		Quizzes: (optional and in addition to mid-term tests).

Code	Course Learning Outcomes	TeachingStrategies	AssessmentMethods
			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).
2.3	To envision potential dissections and / or re-orderings of parts of the SL text prior to engaging in the actual translation process.		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).
2.4	To 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.	Problem solving activities: evaluating attempts, and suggesting improvements (no particular emphasis on, or use of, technical terms).	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).
3.0	**Competence**		
3.1	Work independently and as part of a team.	Individual-work, pair-work, group-work, and class-work	Participation
3.2	Engage in discussions with peers and with the teacher	Individual-work, pair-work, group-work, and class-work	Participation
3.3	To develop some background socio-	Internet search as home	Participation

Code	Course Learning Outcomes	TeachingStrategies	AssessmentMethods
	cultural or scientific and technological knowledge that contributes to a better understanding of texts whose content is unfamiliar.	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 drawbaks 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	5	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

Required Textbooks	1. List Required Textbooks **References** **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:** Ghazala, H. (2004). *Translation as Problems and Solutions: a Course Book for University Students and Trainee Translators*. Beirut: Dar Al Maktabat Al Hilal. Hatim, B. (1989). Text linguistics in the didactics of translation: the case of the verbal and nominal clause types in Arabic. *International Review of Applied Linguistics*, (20) 2, 137-144. Hatim, B. (2004). *English-Arabic/Arabic-English Translation: APractical Guide*. Edinburgh: Herriot-Watt.

	Hatim, B. and Mason, I. (1991). *Discourse and the Translator*. London: Longman. Jabak, Omar Osman (2014). Translation shifts in English and Arabic. *King Saud University*. http://www.translationdirectory.com/articles/article2501.php
Essential References Materials	1. List Essential References Materials (Journals, Reports, etc.) **No reference material is essential for this course, but students may wish to consult the following.** Baker, M. (2014). *In Other Words: A Coursebook on Translation*, 2nd ed. London: Routledge. Ali, Ahmed (2002). *Art of Translation*. Abha: Sarawat Printing House. Alkhuli, M. (2001a). *General Translation: from English into Arabic*. Amman: Dar Al-Falah. Alkhuli, M. (2001b). *Science Translation*. Amman: Dar Al-Falah. Alkhuli, M. (2001c). *Legal Translation from English into Arabic*. Amman: Dar Al-Falah. Alkhuli, M. (2001d). *Mass Media Translation from English into Arabic*.Amman, Jordan: Dar Al-Falah. Alkhuli, M. (2001e). *Literary Translation from English into Arabic*. Amman, Jordan: Dar Al-Falah. Hatim, Basil &Munday, Jeremy (2004). *Translation: an advanced resource book*. Oxon: Routledge.
Electronic Materials	3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. Students may wish to explore the internet to find relevant online journals: Examples of online journals: http://translationjournal.net/journal/ www.ccsenet.org/ijel www.erudit.org. **Students are motivated to explore the internet to find relevant websites**: Examples of websites: https://translate.google.com/ im**translator**.net/**translation/arabic/to-english/translation/** www.searchtruth.com/**dictionary/arabic_english_dictionary**.
Other Learning Materials	4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. **N.A.**

2. Facilities Required

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

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching • Confidential completion of standard course evaluation questionnaire by the students at the end of each semester • Student-faculty meetings to gage students' feedback	Students and Faculty	Direct
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department • 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.	Program Leaders or Faculty	Direct & Indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
• Tutor observes students' non-linguistic behavior as the lesson unfolds. • Tutor welcomes students' individual reactions in office hours.		
3. Processes for Improvement of Teaching • 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.	Faculty	Direct & Indirect
4. Processes for Verifying Standards of Student Achievement (e.g. check 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) • Exchange of midterm tests and quizzes among instructors • Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards. Mutual checking of random	Peer Reviewers	Direct & Indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
samples of examination papers by teachers of the same course.		
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. • 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.	Faculty	Direct & Indirect

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