



Course Specifications

Course Title:	Islamic and Literary Translation
Course Code:	ENG 355
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours:	2 Hours
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 5 / Third Year
4. Pre-requisites for this course (if any):	ENG 258 –ENG 259
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	24	75%
2	Blended	8	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	8
3	Tutorial	8
4	Others (Assignments, tests, practical application)	24
	Total	64

B. Course Objectives and Learning Outcomes

1. Course Description

This course aims to equip students with the skills of practical translation of various types of Islamic and literary texts from English to Arabic and vice versa. The translating tasks include selections of texts from different literary genres as well as texts from the following branches of Islamic studies: the Qur'an, Hadith and tafsir (exegesis). Students will be trained to analyze the rhetorical and expressive language of Islamic and literary texts, identify major problems that face an Islamic or literary translator and, accordingly, select translation strategies that help overcome these problems. Students will also be familiarized with the basic Islamic terms in both English and Arabic; the concept and strategy of Arabization; and other translation strategies that are commonly used in translating cultural expressions, rhetorical devices, and figures of speech.

2. Course Main Objective

The main objective of this course is for students to perform almost error-free written Islamic and literary translation tasks. The sub-objectives below support the main objective as students will be able to:

- Recognize the importance of translating a variety of subjects including Islamic and literary translation for their future careers as translators.
- Identify the concept of Islamic and literary translation, its history, approaches and types.
- Recognize Islamic and literary translational strategies on the level of words.
- Demonstrate knowledge and understanding of vocabulary repertoire in Islamic and literary contexts.
- Translate a variety of Islamic and literary texts.
- Apply the various Islamic and literary translation strategies to overcome translational problems.
- Use bi-directional translation skills.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding <i>By the end of the course, students will be able to:</i>	
1.1	Demonstrate knowledge and understanding of the principles of Islamic and literary translation.	K1
1.2	List the basic terms related to Islamic and literary translation.	K2
1.3	Identify different strategies used to translate Islamic and literary texts.	K3
2	Skills <i>By the end of the course, students will be able to:</i>	
2.1	Conduct efficient dictionary search in quest of register-bound translational equivalence	S1
2.2	Evaluate a variety of translation excerpts for error-analysis.	S2
2.3	Apply the appropriate Islamic and literary translation strategies for each specific translation task, taking into account register distinctions.	S4
2.4	Translate different types of Islamic and literary texts efficiently	S5
3	Values <i>By the end of the course, students will be able to:</i>	
3.1	Demonstrate independent learning abilities through self-editing and proofreading after receiving tutor and peer feedback.	V1
3.2	Demonstrate teamwork skills and signs of leadership while involved in group tasks.	V2
3.3	Show commitment and abide by ethical behavior in performing translation assignments, translation research, and academic work.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to literary and Islamic Translation: Basic Notions (Register, Genre & Text Type)	2
2	Major stylistic features of literary texts (Presentations + Quiz)	2
3	Translating fiction: Novel (English-Arabic)	2
4	Translating drama: Autobiography (Arabic-English)	2
5	Translating drama (English-Arabic/ Arabic-English)	2
6	Translating poetry (English-Arabic/ Arabic-English)	2
7	Problem-Solving Hints on Literary Translation	2
8	MIDTERM EXAM	2
9	Major stylistic features of Islamic texts (Presentations + Quiz)	2
10	Translatability and untranslatability of Islamic terminology: A Case Study	2
11	Translating Religious Speeches: (English-Arabic/ Arabic-English)	2
12	Translating Fatwa: (English-Arabic/ Arabic-English)	2
13	Discussion of Existing Translations of the Prophet's Hadith [PBUH]	2
14	Discussion of Existing Translations of Verses from the Holy Qura'n	2
15	Revision Session	2
16	Revision Session	2
Total		32

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 and Understanding		
1.1	Demonstrate knowledge and understanding of the principles of Islamic and literary translation.	<ul style="list-style-type: none"> - Lecturing - Student presentations - Practical translation tasks - Discussion of errors - Group and pair work to compare translations 	<ul style="list-style-type: none"> - Tests - Periodic quizzes - PPT presentations - Assignments - Oral questions
1.2	List the basic terms used in Islamic and literary contexts in both English and Arabic.		
1.3	Identify different strategies used to translate Islamic and literary texts.		
2.0	Skills		
2.1	Conduct efficient dictionary search in quest of register-bound translational equivalence	<ul style="list-style-type: none"> - Intensive translation drills - Intensive tutorial input - Direct monitoring of student's output in class - Immediate tutor feedback - Interactive peer correction - Problem-solving workshops - Discussion of errors - Group and pair work to compare translations 	<ul style="list-style-type: none"> - Tests - Peer evaluations - Periodic quizzes - PPT presentations - Assignments - Oral questions
2.2	Evaluate a variety of translation excerpts for error-analysis.		
2.3	Apply the appropriate Islamic and literary translation strategies for each specific translation task, taking into account register distinctions.		
2.4	Translate different types of Islamic and literary texts efficiently		
3.0	Values		
3.1	Demonstrate independent learning abilities through self-editing and proofreading after receiving tutor and peer feedback.	<ul style="list-style-type: none"> - Interactive classroom communication - Translation Workshops - Peer teaching technique - Discussion of errors 	<ul style="list-style-type: none"> - Monitoring individual performance using self-evaluations - Observing students' behavior during
3.2	Demonstrate teamwork skills and signs of leadership while involved in group tasks.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Show commitment and abide by ethical behavior in performing translation assignments, translation research, and academic work.	- Group and pair work - Self-learning exercises	pair/group work sessions - PPT presentations (especially Q&A time)

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes	3, 6, 9, 13	10%
2	Midterm	8	30%
3	PP presentation	3, 6, 9, 13	10%
4	Assignments / Class work	4, 7, 10, 12	10%
5	Final	16	40%

*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:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ol style="list-style-type: none"> 1. Elewa, E. (2017). <i>Literary and Cultural Translation</i>. Qalam for Translation and Publication. Cairo: Egypt. 2. Elewa, E. (2017). <i>Textbook of Islamic Translation</i>. Qalam for Translation and Publication. Cairo: Egypt. 3. Mohammed, A. A. A. (2020). <i>Translating Islamic texts into English: A Practical and Theoretical Guide for Students of Translation</i>. [e-Book] 4. <i>Translation Booklet or Manual*</i> <p>*Instructors design tailor-made materials geared to the specific needs of the course. Both the theoretical guidelines and the texts selected for translation in this manual should strictly abide by the requirements of the course specifications.</p>
Essential References	<ol style="list-style-type: none"> 1. Farghal, Mohammed and Shunnaq, Abdullah. (1999). <i>Translation with reference to English & Arabic: A Practical Guide</i>. Dar Al-Hilal for Translation: Irbid. 2. Ghazala, Hasan S. (2012). <i>A Textbook of Literary Translation</i>. Cairo: Dar Al-Hilal. 3. Ghazala, Hasan S. (2006). <i>Translation as Problems and Solutions</i>. Cairo: Dar Al-Hilal. 4. Ghazala, Hasan S. (2014). <i>Translating Islamic Texts A Textbook</i>. Cairo: Dar Al-Hilal. 5. Hatim. Basil. (2001). <i>English-Arabic/Arabic-English Translation: A Practical Guide</i>. London: Saqi Books.

<p>Electronic Materials</p>	<ul style="list-style-type: none"> Gambier, Yves and Luc van Doorslaer (eds.) (2010-2011-2012). <i>Handbook of translation studies</i>. 3 vols. Amsterdam/Philadelphia: John Benjamins. Online at http://www.benjamins.com/online/hts/. <i>Literary translation from Arabic into English in the United Kingdom and Ireland, 1990-2010</i> (a report prepared by Alexandra Büchler and Alice Guthrie with research assistants Barbora Černá and Michal Karas) September 2011. Available online: http://lafpublications.files.wordpress.com/2011/04/laf-study-literary-translation-from-arabic-into-english-in-the-uk-and-ireland-1990-2010.pdf المجلة الدولية لعلوم الترجمة واللغة (www.Traductionmagazine.com) الجمعية الدولية للمترجمين واللغويين العرب www.arabswata.org مجلة واتا للترجمة واللغات www.arabswata.info جمعية الترجمة العربية وحوارات الثقافة (عتيدة) http://atida.org/main.php List of online dictionaries: http://www.egyta.com/DictionariesDirectory.htm
<p>Other Learning Materials</p>	<ul style="list-style-type: none"> <i>Ethics of interpreting and translating: A guide to obtaining NAATI credentials.</i> National Accreditation Authority for Translators and Interpreters Ltd Canberra,

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> Lecture rooms Optimal group size: 15—20 Flexible seating arrangement for pair and group work Laboratory equipped with technological facilities, including video projector (data show), whiteboard, Blackboard Interactive Technology, and video projection facilities.
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> Laboratories need to be installed in order to be used for practices. Laboratory equipment that includes software such as concordance, software note-taking, or special software designed for conference interpreting. Imam University official cloud server cloud.imamu.edu.sa Access to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc. Blackboard Cisco Webex AV Data show overhead projector electronic whiteboard course book software Internet Access
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<ul style="list-style-type: none"> Intranet system allowing students in the same lab to share the master screen (operated by the instructor). This is useful in tasks requiring the automatic treatment of linguistic data in conference interpreting.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

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	
Reference No.	
Date	