اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Audio Visual Translation (AVT)
Course Code:	ENG 486
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

Table of Contents

A. Course Identification

1. Credit hours:	2 Hours

2. Course type						
a.	University ☐	College ☐	Department ■		Others ☐	
b.		Required ■		Elective ☐		

3. Level/year at which this course is offered:	Level 7 / Fourth Year
4. Pre-requisites for this course (if any):	ENG 384
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	8	25%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other (Lab)	24	75%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	8
2	Laboratory/Studio	24
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 introduce to students' audiovisual translation (AVT) and its place in the field of translation. It is designed to provide students with the necessary knowledge and skills in inter-lingual translation (subtitling, dubbing and voice-over) and intra-lingual translation (audio description for the blind and subtitling for the hard-of-hearing and the deaf) and other related areas from Arabic into English and vice versa. Students will also gain knowledge of the interaction between text and image and the technical issues and constraints involved in creating both monolingual and interlingual subtitles. The course will also cover the linguistic and cultural aspects of AVT, include the practical skills and explore the different issues related to AVT and its strategies, tools and techniques. This course meets the needs of the market where the field of AVT has been expanding.

2. Course Main Objective

The main objective of this course is for students to acquire specialized skills and knowledge needed to translate audiovisual products. This includes:
- Identifying differences in terminology required to describe the audio-visual process in its source
- Recognizing the purpose of AVT and its emergence as a new field.
  Discuss a range of AVT and audio description problems and choose the appropriate strategy for the context in question.
- Demonstrating the ability to use software to create subtitling and dubbing scripts.
- Applying the skills to translate and localize video content especially in relation to the various genres of movies or television programs like documentaries, dramas, comedies, cartoons, variety shows, and feature films.
- Mastering market entry level AVT skills.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** *By the end of the course, students will be able to:*	
1.1	Demonstrate knowledge about concepts and terminology of audio-visual process and its relation to other fields.	**K1**
1.2	Outline the various technologies and software used in subtitling, dubbing and audio description.	**K2**
1.3	Describe a range of AVT types and audio description problems	**K3**
1.4	Identify different purposes of Audio-visual Translation.	**K5**
2	**Skills:** *By the end of the course, students will be able to:*	
2.1	Analyze and critique AVT products produced by others in different genres of media (TV programs, documentaries, movies…etc).	**S2**
2.2	Utilize innovative problem-solving skills for Audio-visual translation for the work place or other relevant environments.	
2.3	Produce real-life AVT tasks (monolingual and interlingual) in relation to the various genres of visual media (TV programs, documentaries, movies…etc.) in their respective appropriate styles.	**S4**
2.4	Apply market entry level Audio-visual translation skills	**S5**
2.5	Assess linguistic and cultural issues that can affect meanings when performing AVT tasks (for instance, taboo words, register, dialects, humor…etc.).	**S6**
3	**Values:** *By the end of the course, students will be able to:*	
3.1	Demonstrate autonomous learning abilities both orally and in writing in discussions, explaining choices and justifying arguments.	**V1**
3.2	Work collaboratively with others.	**V2**
3.3	Carry out AVT projects responsibly and ethically when performing translation assignments, translation research, and academic work.	**V3**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Audio-visual translation: A new dynamic umbrella	2
2	The variety of AVT modes, including accessibility modes for the Deaf and the hard-of-hearing and visually impaired through audio description	
3	**Professional perspectives** Film dubbing: its process and translation Subtitling methods and team-translation	2
4	**AVT Theory** In search of a theoretical framework for the study of audio-visual translation	2
5	**AVT Theory** Synchronization in dubbing: A translational approach Parameters for the classification of subtitles	2
6	**Ideology and AVT** Translation in bilingual contexts: Different norms in dubbing translation	2
7	**Ideology and AVT** Language-political implications of subtitling	2
8	**MIDTERM EXAM**	2
9	**Teaching AVT** A place for film dialogue analysis in subtitling courses Language awareness through training in subtitling	2
10	**Teaching AVT** e-AVT: A perfect match: Strategies, functions and interactions in an on-line environment for learning audio-visual translation	2
11	Technology applications in AVT: Machine Translation in AVT	2
12	**AVT Research** The challenge of research in audio-visual translation Tradaptation cinématographique	2
13	**AVT Research** Myths about documentary translation Closed subtitling in Brazil	2
14	Students' presentations	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 about concepts and terminology of audio-visual process and its relation to other fields.	- Lecturing - Student presentations - Practical translation tasks - Discussion of errors - Group and pair work to compare translations - Tutorials	- Tests - Periodic quizzes - PPT presentations - Assignments - Oral questions
1.2	Discuss a range of AVT types and audio description problems		
1.3	Outline the various technologies and software used in subtitling, dubbing and audio description.		
1.4	Identify different purposes of Audio-visual Translation.		
2.0	**Skills**		
2.1	Analyze and critique AVT products produced by others in different genres of media (TV programs, documentaries, movies…etc).	- 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	- Tests - Peer evaluations - Periodic quizzes - PPT presentations - Assignments - Oral questions
2.2	Utilize innovative problem-solving skills for Audio-visual translation for the work place or other relevant environments.		
2.3	Produce real-life AVT tasks (monolingual and interlingual) in relation to the various genres of visual media (TV programs, documentaries, movies…etc.) in their respective appropriate styles.		
2.4	Apply market entry level Audio-visual translation skills		
2.5	Assess linguistic and cultural issues that can affect meanings when performing AVT tasks (for instance, taboo words, register, dialects, humor…etc.).		
3.0	**Values**		
3.1	Demonstrate autonomous learning abilities both orally and in writing in discussions, explaining choices and justifying arguments.	- Interactive classroom communication - Translation Workshops - Peer teaching technique - Discussion of errors - Group and pair work to compare translations - Self-learning exercises	- Monitoring individual performance using self-evaluations - Observing students' behavior during pair/group work sessions - PPT presentations (especially Q&A time)
3.2	Work collaboratively with others.		
3.3	Carry out AVT projects responsibly and ethically when performing translation assignments, translation research, and academic work.		

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	4,7, 10,12	10%
5	Final	16	40%
		Total	**100%**

*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	1. Orero, P. (2004). Topics in Audiovisual Translation. Benjamins Translation Library. 2. Baños Piñero, R and Díaz Cintas, J (2015). *Audiovisual Translation in a Global Context: Mapping an ever-changing Landscape*. London: Palgrave Macmillan.
Essential References/ Materials	1. Cronin, M (2013). *Translation in the Digital Age*. Oxton and New York: Routledge. 2. Díaz Cintas, J and Remael, A (2007). *Audiovisual translation: Subtitling*. Manchester: St. Jerome. 3. Díaz Cintas, J. (2013). "Subtitling: Theory, practice and research". In Millán, C. and Bartrina, F. (eds.), *The Routledge Handbook of Translation Studies*. London: Routledge, pp. 273-287. 4. Esser, A., Bernal-Merino, M. and Smith, I (2015). *Media across borders: localizing TV, film, and video games*. New York: Routledge. 5. O'Hagan, M. (2013). "The Impact of New Technologies on Translation Studies: A technological turn?" In Millán, C. and Bartrina, F. (eds.), *The Routledge Handbook of Translation Studies*, pp. 521-536.

	6. O'Sullivan, C (2010). *Translating popular film and the intercultural imagination*. Basingstoke: Palgrave Macmillan. 7. Pérez-González, L (ed), (2014). *Audiovisual translation: theories, methods and issues*. London: Routledge. 8. Pérez-González, L (ed), (2019). *The Routledge Handbook of Audiovisual Translation*. Abingdon and New York: Routledge.
Electronic Materials	• Glossary of Translation and Interpreting Terminology, http://trans-k.co.uk/glossary.html • جسور المجلّة 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
Other Learning Materials	• *Ethics of interpreting and translating: A guide to obtaining NAATI credentials.* • National Accreditation Authority for Translators and Interpreters Ltd Canberra,

2. Facilities Required

Item	Resources
Accommodation Classrooms, laboratories,) (.demonstration rooms/labs, etc	Classrooms Main Library King Abdullah City Campus Library Computer Labs
Technology Resources AV, data show, Smart Board,) (.software, etc	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple **Microsoft Office 365** applications such as OneDrive, Teams, SharePoint, Kaizala …etc. • Blackboard • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • Internet Access The existing labs could be used for special electronic applications (e.g., guided library search for a given translated work or any other computer-operated classroom activity: such as Concordancer or special software designed for a stylistic analysis of literature before its translation)
Other Resources Specify, e.g. if specific laboratory) equipment is required, list (requirements or attach a list	Intranet system allowing students in the same lab to share the master screen (operated by the instructor).

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
Extent of achievement of course learning outcomes	Program Leaders Accreditation Reviewers Coordinators Conveners	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders Curriculum Committee Coordinators Conveners	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	