Course Specifications

Course Title:	Translation Field Project
Course Code:	ENG 488
Program:	Bachelor of Arts in English
Department:	Department of English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	4 Credit Hours

2. Course type

a.	University ☐	College ☐	Department ☑	Others ☐
b.	Required ☑	Elective ☐		

3. Level/year at which this course is offered:	Level 8 / Fourth Year

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

ENG 416 – ENG 485 – ENG 486

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**		
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other (**Field Project**)**	64	100%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	
2	**Laboratory/Studio**	
3	**Tutorial**	16
4	**Others** (Supervisory sessions, independent study & research)	64
	Total	**80**

B. Course Objectives and Learning Outcomes

1. Course Description

This four-hour weekly course is not based on formal instruction. The *Translation Field Project* (TP) is designed to facilitate the final year student's task of writing a graduation project. The student to supervisor ratio for this course is from 4 to 6 students per supervisor. The nominated supervisor guides students to choose from the following options to complete this course successfully:

1.   Either to conduct an in-house translation project based on field-related materials.
2.   Or conduct a field-based translation or interpreting project where the student reports to work in a professional translation organisation.

In both options, the student should select a text (in coordination with his/her TP supervisor and possibly company supervisor) and translates it into one of the languages of this translation pair: English-Arabic in either direction. The source text has to be original, current and relevant, and has not been translated. The text should belong to any of the register types listed herein: Islamic, literary, medical, legal, business, scientific, technical, or journalistic. In addition to translating the text, the TP student is expected to write a theoretical section (reflective report and commentary on his/her translation) in which he/she accounts for the criteria of source text selection, translation decisions, translation problems, and adopted solutions. The TP final draft needs to follow certain writing and binding conventions set by the Department of English Language and Literature outlined in the TP syllabus and manual.

2. Course Main Objective

By the end of this course, students should be able to:
1. To select translation the source text and state the rationale behind choosing it.
2. To recognize the differences between translation strategies and techniques (or procedures).
3. To outline the merits and demerits of available translation strategies, approaches and procedures.
4. To write a coherent, cohesive, error-free target text.
5. Manage their translation project with all its academic and professional aspects professionally.
6. Develop their TP content gradually and professionally light of proofreading symbols and feedback received from their CLT and/or company supervisor.
7. To show signs of ethical and professional behaviour.
8. Defend their TP and its content in a presentation professionally and confidently.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1.0	**Knowledge and Understanding** *By the end of this course students will be able to:*	
1.1	*Describe* comprehensive knowledge and understanding of the features, theories and terminology in English language related to the fields of written translation while translating various types of texts from English into Arabic and vice versa.	**K1**
1.2	*Define* and use with accuracy, knowledge on different social, political, economic, historical, religious, cultural, legal, technical, medical contexts while translating the materials of the translation project to be able to meet the requirements of the target readers.	**K2**
1.3	*Identify* different problems and strategies or procedures of written translation	**K3**
1.4	*Use* the required skills of written translation to complete the translation project successfully.	**K4**
1.5	*Interpret* the linguistic features of various types of texts, selected for the translation project.	**K5**
2.0	**Skills** *By the end of this course students will be able to:*	
2.1	*Use* the acquired knowledge of translation theories to put them into practice while translating.	**S2**
2.2	*Evaluate* language expressions that relate to the society, culture, or history of the source text to deliver appropriate equivalents.	**S3**
2.3	*Apply* the appropriate translation strategies to identify and solve the problems of the source texts.	**S4**
2.4	*Produce* error-free target language recordings when delivering simultaneously various types of speeches.	**S5**
2.5	*Use* appropriate dictionaries to finish the translation project successfully.	**S5/ S6**

	CLOs	Aligned PLOs
2.6	*Develop* an awareness of the philosophical, ideological, the social, and the cultural backgrounds of the source texts to form suitable translations.	**S7**
3.0	**Values:** *By the end of this course students will be able to:*	
3.1	*Demonstrate* self-efficacy through a willingness to question, learn, modify translation decisions on receiving feedback and take challenges independently.	**V1**
3.2	*Communicate* and work effectively on individual tasks.	**V2**
3.3	*Show* a commitment to abide by ethical behavior in research and academic work as well as in various settings—academic, social and professional.	**V3**
3.4	*Demonstrate* adaptability and flexibility skills in training and fieldwork environments.	**V4**

C. Course Content

No	List of Topics	Contact Hours
1	Discus with students the requirements and the manual of the translation project to help them chose the materials of the projects, and discus strategies and methods of translation. The requirements include translating 5000-6000 words from English into Arabic or vice versa. Discus the assessment card of the project.	4
2	Translation of the first part of the project (500 words).	4
3	Translation of the second part of the project (500 words).	4
4	Translation of the third second part of the project (500 words).	4
5	Translation of the fourth part of the project (500 words).	4
6	Translation of the fifth part of the project (500 words).	4
7	Translation of sixth part of the project (500 words).	4
8	Translation of seventh part of the project (500 words).	4
9	Translation of eighth part of the project (500 words).	4
10	Translation of ninth part of the project (500 words).	4
11	Translation of tenth part of the project (500 words).	4
12	First draft submission of all translated parts.	4
13	Follow the writing and binding conventions set by the Department of English Language and Literature outlined in the TP syllabus and manual.	4
14	Prepare the final draft of the translation including the reflective report and commentary on the project and prepare for final presentation.	4
15	Revision + Project Presentation + Final submission.	4
16	Revision + Project Presentation + Final submission.	4
	Total	**64**

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	**Describe** comprehensive knowledge and understanding of the features, theories and terminology in English language related to the fields of written translation while translating various types of texts from English into Arabic and vice versa.	• Discussions with individual students	• Weekly assignments
1.2	**Define** and use with accuracy, knowledge on different social, political, economic, historical, religious, cultural, legal, technical, medical contexts while translating the materials of the translation project to be able to meet the requirements of the target readers.	• Discussions with individual students	• Self-assessment • Weekly assignments.
1.3	**Identify** different problems and strategies or procedures of written translation	• Discussions	• Weekly assignments
1.4	**Use** the required skills of written translation to complete the translation project successfully.	• Intensive translation practices. • Exposure to successful translation and interpreting previous projects..	• Assessment card
1.5	**Interpret** the linguistic features of various types of texts, selected for the translation project.	• Written translation	• Weekly assignments • Project presentation
2.0	**Skills**		
2.1	**Use** the acquired knowledge of translation theories to put them into practice while translating.	• Discussion • Written translation	• Feedback on individual performance
2.2	**Evaluate** language expressions that relate to the society, culture, or history of the source text to deliver appropriate equivalents.	- Discussion -Written translation	• Instructor feedback
2.3	**Apply** the appropriate translation strategies to identify and solve the problems of the source texts.	-Discussions - Written translation	• Weekly assignments
2.4	**Produce** error-free target language recordings when delivering simultaneously various types of speeches.	-Written translation -Discussion	• Instructor feedback • Assessment card
2.5	**Use** appropriate dictionaries to finish the translation project successfully.	-Written translation -Discussion	• Assessment card
2.6	**Develop** an awareness of the philosophical, ideological, the social, and the cultural backgrounds of the source texts to form suitable translations.	-Written translation -Discussion	• Weekly assignments • Instructor feedback • Assessment card • Project presentation

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	**Values**		
3.1	*Demonstrate* self-efficacy through a willingness to question, learn and take challenges independently	-Discussions -Team Assignments Discussions Team Assignments Discussions Team Assignments Translation Project Presentation	Weekly assignments Instructor feedback Final Exam Project presentation
3.2	*Communicate* and work effectively on individual tasks.		
3.3	*Modify* translation decisions on receiving feedback from instructors.		
3.4	*Show* a commitment to abide by ethical behavior in research and academic work as well as in various settings—academic, social and professional.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Weekly Translation Assignments	2-11	20%
2	Complete First Draft of the Translation	12	10%
4	Translation Project Presentation	15	10%
5	Translation Project Final Draft	16	60%
	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).

Course Specifications

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	• Matis, N. (2014) *How to Manage your Translation Projects*. EdiPro: Belgium. • http://www.translation-project-management.com/sites/translation-projectmanagement.com/files/NM_Book_Excerpts/ExcerptHow%20to%20manage%20your%20translation%20projects.pdf • Buffagni, Claudia; Garzelli, Beatrice; and Zanotti, Serenella. (2011). *The Translator as Author: Perspectives on Literary Translation. (Proceedings of the international conference, Universita Per Stranieri of Siena, 28-29 May 2009)*. Berlin: LIT Verlag Münster. • Faiq, Said. (2004). *Cultural Encounters in Translation from Arabic*. Cleveland: Multilingual Matter Ltd. • Gambier, Y. and van Doorslaer L. (eds.) (2010) *Handbook of Translation Studies*, Amsterdam and Philadelphia: John Benjamins, available online: http://benjamins.com/online/hts/. • Ghazala, Hasan. (2006). *Translation as Problems and Solutions: A Course Book for University Students and Trainee Translators*. • Robinson, Douglas (2003): *Becoming a translator: An Introduction to The Theory and Practice of Translation*. London: Routledge
Essential References Materials	• Bell, R. T. (1991). *Translation and translating: Theory and practice*. London and New York: Longman. • Catford, J. C. (1965). *A linguistic theory of translation*. London: Oxford University Press. • Charmaz, K. (2006). *Constructing grounded theory*. Thousand Oaks, CA: Sage. • Chesterman, A. (1993). *Translation as theory*. New York, NY: Routledge. • Chesterman, A. (1997). *Memes of translation*. Amsterdam: John Benjamins Publishing Company. • Chesterman, A. (1998). *Contrastive functional analysis* (Pragmatics & Beyond New Series)**.** New York: John Benjamins Publishing Company. • Gile, D. (2000). *Issues in inter disciplinary research into conference interpreting: Language processing and simultaneous interpreting*. Amsterdam: John Benjamins Publishing Company. • Kelly, D. (2005). *A handbook for translator trainers*. Manchester: St. Jerome. • Newmark, P. (1981). *Approaches to translation.* Oxford, UK: Pregamon Press. • Newmark, P. (1988). *A textbook of translation.* New York, NY: Prentice hall. • Nida, E. A. (1964). *Toward a science of translating*. Leiden, Netherlands: E. J. Brill. • Lefevere, A. (1992). *Translation, rewriting and the manipulation of literary fame*. London: Routledge. • Venuti, L. (1995). *The translator's invisibility: A history of translation*. Abingdon, Oxon: Routledge.
Electronic Materials	• الجمعية الدولية للمترجمين واللغويين العرب ww.arabswata.org • www. Traductionmagazine.com (جسور) المجلة الدولية لعلوم الترجمة واللغة) • 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.URL: https://books.google.com.sa/books/about/Ethics_of_Interpreting_and_Translating.html?id=tXLMwQEACAAJ&redir_esc=y • National Accreditation Authority for Translators and Interpreters(NATI).URL • https://thetranslationcompany.com/translation-directory/translation-associations/naati-national-accreditation-authority-for-translators-and-interpreters/ • Routledge Audiovisual translation: https://www.routledge.com/Audiovisual-Translation-Dubbing-1st-Edition/Chaume/p/book/9781905763917

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• Lecture rooms • Optimal group size: 15—20 students • 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.
Technology Resources (AV, data show, Smart Board, software, etc.)	• Laboratories ned 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 Learn • Cisco Webex • AV • Data show • Overhead projector • Electronic whiteboard • Internet Access
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). This is useful in tasks requiring the automatic treatment of linguistic data in conference interpreting.
Item	**Resources**
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• 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.
Technology Resources (AV, data show, Smart Board, software, etc.)	• Laboratories ned to be installed in order to be used for practices. • Laboratory equipment should include software such as concordance, software note-taking, or special software designed for conference interpreting.

Item	Resources
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). 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 instructor supervision and assessment	Students	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching/supervision	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	Department Council
Reference No.	Meeting No. 28
Date	12/8/1440