



Course Specifications

Course Title:	Technical Translation
Course Code:	ENG 259
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Al-Imam Muhammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours:	(2) credit 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 4/ Year 2
4. Pre-requisites for this course (if any):	ENG 256 –ENG 257
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	30	100 %
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	18
2	Laboratory/Studio	
3	Tutorial	
4	Others (Practical,Tests)	14
	Total	32

B. Course Objectives and Learning Outcomes

1. Course Description

This course aims at training students on the translation of specialized/technical texts in a variety of fields, scientific, mathematical, medical, legal, media, economic, etc. this also includes documents produced by technical writers, i.e., owners' manuals, user guides, or texts providing theoretical information and/or application guides to technical processes or sciences as books on computer science, mechanics, engineering, petroleum etc. The course, as such, aims at training students on analyzing the technical and informative language of technical texts, identifying major problems that face a technical translator and selecting translation strategies that help in overcoming these problems. Students will be familiarized with basic technical terminology in the field they translate as well as strategies for dealing with the formal and scientific style of technical texts.

The training process aimed at will also include familiarizing students with the use specialized/technical dictionaries to select the correct technical equivalent.

2. Course Main Objective

This course aims to train students to translate effectively, orally and in writing, technical texts.

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	List major translation techniques in each technical domain	K 2
1.2	Recognize register-specific features of technical style (e.g., lexical, syntactic, semantic)	K 3
1.3	Find specialized terms in dictionaries.	K 4
2	Skills: <i>By the end of the course, students will be able to:</i>	
2.1	Apply translation strategies on technical texts.	S 1
2.2	Evaluate their peers' translation output after identifying errors and explaining their types	S 2
2.3	Subdivide the source texts into minimal translation units bearing numeric coding	S 4
2.4	Research websites specialized in translation to produce consistent translation decisions.	S 5
2.5	Compare the linguistic and stylistic features of each domain of the technical translation.	S 6
3	Values: <i>By the end of the course, students will be able to:</i>	
3.1	Show willingness to question, learn and take challenges independently.	V 1
3.2	Demonstrate team work skills and signs of leadership while involved in group tasks	V 2

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to translation equivalence: Semantic vs. communicative	2
2	Text types/registers	2
3	Major stylistic features of technical texts (Presentations + Quiz)	2
4	Translating technical textual excerpts (biology, physics): English-Arabic	2
5	Translating technical textual excerpts (educational, social, business): Arabic-English	2
6	Translating mathematical texts	2
7	Translating administrative texts	2
8	Midterm Exam	2
9	Translating Specifications and Standards, Patent Documents	2
10	Translating Manuals, Catalogs	2
11	Translating Research and Technical Papers	2

12	Machine	2
13	Electricity	2
14	Industrial Chemistry	2
15	Environment, Security and Quality Control	2
16	Exam	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	<i>List</i> major translation techniques in each technical domain	<ul style="list-style-type: none"> - Lecturing - Practical translation tasks - Peer correction - Discussion of errors - Group and pair work to compare translations - PPT presentations 	<ul style="list-style-type: none"> - Written test - Periodic quizzes - PPT presentations - Home assignments to measure their acquisition of skills. - Oral questions during lectures to measure comprehension of input
1.2	<i>Recognize</i> register-specific features of technical style (e.g., lexical, , syntactic, semantic)		
1.3	<i>Find</i> specialized terms in dictionaries.		
2.0	Skills		
2.1	<i>Apply</i> translation strategies on technical texts.	<ul style="list-style-type: none"> - Lecturing - Practical translation tasks - Peer correction - Discussion of errors - Group and pair work to compare translations - PPT presentations - Form online groups to exchange and compare translations - PPT presentation skills - Classroom demonstrations of online search (if applicable) - Using Blackboard technology to encourage students to improve their digital communication skills 	<ul style="list-style-type: none"> - Oral questions during lectures to measure comprehension of input. - Testing students' presentation skills - Quizzes to measure their acquisition of numerical and communication skills - Oral questions during lectures to evaluate their progress in interpersonal and communication skills
2.2	<i>Evaluate</i> their peers' translation output after identifying errors and explaining their types		
2.3	<i>Subdivide</i> the source texts into minimal translation units bearing numeric coding		
2.4	<i>Research</i> websites specialized in translation to produce consistent translation decisions.		
	<i>Compare</i> the linguistic and stylistic features of each domain of the technical translation.		
3.0	Values		
3.1	<i>Show</i> willingness to question, learn and take challenges independently.	<ul style="list-style-type: none"> - Lecturing - Practical translation tasks - Peer correction - Discussion of errors 	<ul style="list-style-type: none"> - Monitoring individual performance - Observing students' behavior during pair/group work sessions

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	<i>Demonstrate</i> team work skills and signs of leadership while involved in group tasks	- Group and pair work to compare translations - PPT presentations	- PPT presentations (especially Q &A time) - Written test - Periodic quizzes - PPT presentations - Home assignments to measure their acquisition of skills

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Course Work as assigned by the convener/instructor (see D1 Assessment methods).	Throughout the semester	30%
2	Mid-term test	8	30%
3	Final term exam	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.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Byrne, J. (2006). <i>Technical Translation: Usability Strategies for Translating Technical Documentation</i> . Springer: England. Olohan, M. (2015). <i>Scientific and Technical Translation</i> . Routledge: England.
Essential References Materials	Hatim. Basil. (2001). <i>English-Arabic/Arabic-English Translation: A Practical Guide</i> . London: Saqi Books. Farghal, Mohammed and Shunnaq, Abdullah. (1999). <i>Translation with reference to English & Arabic: A Practical Guide</i> . Dar Al-Hilal for Translation: Irbid. Ghazala, Hasan S. (2006). <i>Translation as Problems and Solutions</i> . Cairo: Dar Al-Hilal.

<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 انا 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"> Optimal group size: 15—20 Flexible seating arrangement for pair and group work Classroom equipped with technological facilities, including video projector (data show), whiteboard, Blackboard Interactive Technology, video projection facilities ...
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> 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) 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
<p>Other Resources</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

Item	Resources
(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	treatment of linguistic data in technical texts, textual registers as a stage of the translational act (e.g. Text Concordance or Sharp Text Analyzer are two efficient tools of computer-aided textual analysis.

G. Course Quality Evaluation

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	