



## Course Specifications

<b>Course Title:</b>	Media and Political Translation
<b>Course Code:</b>	ENG 152
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Al-Imam Muhammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b> (2) credits
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> Level 2/ Year 1
<b>4. Pre-requisites for this course (if any):</b> ENG 109 ENG 108 ENG 105 ENG 111
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	34	100%
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	
3	Tutorial	10
4	Others (specify)	
	<b>Total</b>	34

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course aims at familiarising students with the basics of translation skills at phrase, sentence, and paragraph levels. In their first contact with translation as an instructional tutorial activity, students are introduced to a set of elementary techniques of translating a variety of sentence types: simple, compound, and complex. A number of structural patterns in the translation pair Arabic-English are included in the course, such as voice, conditional types, major tenses, subordination, coordination, inversion, modifiers, indirect speech, and focus patterns. This practice-bound approach is determined by the purely didactic purpose of the course where translation is not taught for professional ends but rather for enhancing learners' lexical and syntactic repertoire in both languages and equipping them with a set of basic translation strategies and procedures needed at this level of academic achievement (e.g. transposition, idiomatic translation, functional equivalence, etc.). Translation is bi-directional (Arabic-English and English-Arabic). In addition to actual translation tasks, students are equally trained to do lexical search in paper and electronic documents (dictionaries and thesauri). The textual material used in the course is derived from non-specialist sources.

## 2. Course Main Objective

The main purpose of the course is for students to translate effectively texts from Arabic to English and English to Arabic using the basic translation skills.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding:</b> <i>At the end of the course, the student is expected to be able to:</i>	
1.1	Recognize the basic methods and procedures of translation at sentential level.	<b>K 1</b>
1.2	Recall translation concepts and their use.	<b>K 2</b>
1.3	Identify a set of established patterns of structural equivalence between Arabic and English (e.g. word derivation, tenses, word order...).	<b>K 3</b>
2	<b>Skills:</b> <i>At the end of the course, the student is expected to be able to:</i>	
2.1	Demonstrate an ability to contextualize the translation strategies to apply them on English to Arabic and Arabic to English translations.	<b>S 1</b>
2.2	Use the appropriate translation procedures to solve translation problems.	<b>S 3</b>
2.3	Produce error-free target language materials when translating source text (at lexical, syntactic, and semantic levels).	<b>S 5</b>
3	<b>Values:</b> <i>At the end of the course, the student is expected to be able to:</i>	
3.1	Show independent learning abilities through questioning, accepting constructive criticism and completing assigned tasks.	<b>K 1</b>
3.2	Communicate and work effectively on collaborative tasks within teams.	<b>K 2</b>

## C. Course Content

No	List of Topics	Contact Hours
Note: Tutorials are included within each topic's contact hours		
1	General Introduction: - Definition/s of Translation - Basic Terms of Translation	2
2	Difference between Translation Methods and Translation Procedures	2
3	Dictionary Use: - Use of Bilingual Dictionaries (BDs) - Use of Monolingual Dictionaries (MLs) and their great value in translation, as opposed to BDs.	4
4	Theoretical Hints on Translation: Basic Translation Procedures: Catford, Vinay & Darbelnet, Larson, Newmark	4
5	Translation Practice (1): translation at word and phrase levels - A/E-E/A	4
6	Translation Practice (2): Translation at sentential level (the simple sentence)	4
7	Translation Practice (3): Translation at sentential level (the complex sentence)	4
8	Translation Practice (3): Translation at sentential level (the complex sentence)	4
9	Translation Practice (4): Translation at semantic level (advanced texts).	4
10	Cohesion and coherence in translation at word, phrase, and sentence levels	2
<b>Total</b>		<b>34</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Recognize the basic methods and procedures of translation at sentential level.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class Discussions</li> <li>• Collaborative participations</li> <li>• Exercises</li> <li>• Group work tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor feedback.</li> <li>• Tests and Quizzes</li> <li>• In class assignments</li> <li>• Home assignments</li> <li>• Midterm and final Exams</li> </ul>
1.2	Recall translation concepts and their use.		
1.3	Identify a set of established patterns of structural equivalence between Arabic and English (e.g. word derivation, tenses, word order...).		
<b>2.0</b>	<b>Skills</b>		
2.1	Demonstrate an ability to contextualize the translation strategies to apply them on English to Arabic and Arabic to English translations.	<ul style="list-style-type: none"> <li>• Class lectures</li> <li>• Analysis of translated texts</li> <li>• Exercises</li> <li>• Peer correction activities</li> <li>• Class discussions</li> <li>• Group work tasks</li> <li>• Team Assignments</li> </ul>	Tests and Quizzes In class assignments Home assignments Midterm exams Final Exam Evaluation Forms
2.2	Use the appropriate translation procedures to solve translation problems.		
2.3	Produce error-free target language materials when translating source text (at lexical, syntactic, and semantic levels).		
<b>3.0</b>	<b>Values</b>		
3.1	Show independent learning abilities through questioning, accepting constructive criticism and completing assigned tasks.	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Team Assignments</li> <li>• Exercises</li> <li>• Peer and Group work tasks</li> <li>• Participation</li> <li>• PPT presentation</li> <li>• Using Online Platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Home assignments</li> <li>• Instructor Observation</li> <li>• Peer or group work</li> <li>• Quizzes</li> <li>• Written assignments</li> <li>• Midterm exams</li> <li>• Final Exam</li> </ul>
3.2	Communicate and work effectively on collaborative tasks within teams.		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm 1	6-7	20 %
2	Midterm 2	11-12	20 %
3	Course Work	4, 10, 13	15%
4	Presentation	11/12	5%
5	Final	16/17	40%
<b>Total</b>			<b>100%</b>

\*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:

- Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- Regular academic advising (it is recommended that each group be assigned to their regular instructor because this will spare them extra psychological barriers or communicative obstacles due to contact with unfamiliar advisers).
- 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 available for weekly office hours to answer students' questions.
- 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

<p><b>Required Textbooks</b></p>	<ul style="list-style-type: none"> <li>• Attia, Mohammed. (2009). <i>The Translation Manual</i>. [Downloadable in PDF format].</li> <li>• Elewa, Abdelhamid (2018). <i>Levels of Translation</i>. Qalam for Translation and Publication.</li> <li>• Ghazala, Hasan. (2008). <i>Translation as Problems and Solutions: A Textbook for University Students and Trainee Translators</i>. Special Edition. Beirut (Lebanon): Dar El-Ilm Lilmalayin.</li> <li>• كتاب فن الترجمة للطلاب و المبتدئين. مدونة الرضوان، ط. الخامسة (٢٠١٦) (الرابط الإلكتروني: <a href="https://www.the-rad1.com/2016/04/pdf.html">https://www.the-rad1.com/2016/04/pdf.html</a>)</li> <li>• 4محاضرات في الترجمة العامة. محمد يحي أبو ريشة (٢٠١٢). المجمع العربي للمترجمين المحترفين (الرابط الإلكتروني/ <a href="http://www.mediafire.com/file/8f2ar7gzl5jz6rb/">http://www.mediafire.com/file/8f2ar7gzl5jz6rb/</a>)</li> </ul>
<p><b>Essential References Materials</b></p>	<ul style="list-style-type: none"> <li>• Baker, M. (Ed.). (2009). <i>Routledge encyclopedia of translation studies</i>. London, England: Routledge.</li> <li>• Baker, M. (2011). <i>In other words: A coursebook on translation</i> (2nd ed.). New York: Routledge.</li> <li>• Catford, J. C. (1965). <i>A linguistic theory of translation: An essay in applied linguistics</i>. London, England: Oxford University Press.</li> <li>• Newmark, P. (1981). <i>Approaches to translation</i>. Oxford, England: Pergamon.</li> <li>• Newmark, P. (1988). <i>A textbook of translation</i>. New York: Prentice Hall.</li> <li>• Nida, E. A. (1964). <i>Toward a science of translating</i>. Leiden, Netherlands: E. J. Brill.</li> <li>• Nida, E., &amp; Taber, C. (1969). <i>The theory and practice of translation</i>. Leiden, Netherlands: E. J. Brill.</li> <li>• Venuti, L. (1995). <i>The translator's invisibility: A history of translation</i>. London, England: Routledge.</li> <li>• Venuti, L. (1998). <i>The scandals of translation: Towards an ethics of difference</i>. London, England: Routledge.</li> </ul>
<p><b>Electronic Materials</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.Traductionmagazine.com">www.Traductionmagazine.com</a> (www.جسور) المجلة الدولية لعلوم الترجمة واللغة)</li> <li>• <a href="http://www.arabswata.org">www.arabswata.org</a> الجمعية الدولية للمترجمين واللغويين العرب</li> <li>• <a href="http://www.arabswata.info">www.arabswata.info</a> مجلة وانا للترجمة واللغات</li> <li>• <a href="http://atida.org/main.php">http://atida.org/main.php</a> جمعية الترجمة العربية وحوارات الثقافة (عتيدة)</li> <li>• List of online dictionaries: <a href="http://www.egyta.com/DictionariesDirectory.htm">http://www.egyta.com/DictionariesDirectory.htm</a></li> </ul>

<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>• <i>Ethics of translating: A guide to obtaining NAATI credentials.</i></li> <li>• National Accreditation Authority for Translators and Interpreters Ltd Canberra,</li> </ul>
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## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• Optimal group size: 15—20</li> <li>• Flexible seating arrangement for pair and group work</li> <li>• Classroom equipped with technological facilities, including video projector (data show), whiteboard, Blackboard Interactive Technology, video projection facilities ...</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• The university's official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a> gives access to faculty and students to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc)</li> <li>• Blackboard</li> <li>• Cisco Webex</li> <li>• Classroom technological tools (Data show/whiteboard/AV)</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Classrooms' Internet connection can help students get access to online dictionaries, and websites that help them enhance their translation skills.</li> </ul>

## 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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	