COURSE CODE | Eng 327  
COURSE TITLE | Introduction to Translation  
COURSE LEVEL & YEAR | Level 5, Year 3  
CREDIT HOURS | 3 hours a week.  
PRE-REQUISITES | None  
CO-REQUISITES | None  
DURATION OF COURSE | One semester  
TOTAL STUDENT STUDY TIME | 45 hours  
AIMS
This course aims at equipping the students with sufficient Islamic vocabulary in English to be able to use it for the Call to Islam, and explaining the qualities and advantages of this divine religion to non-Muslim. Students can achieve this goal by being able to understand and transfer Islamic terminology and Islamic texts from Arabic into English and vice versa. In this connection, the students will be able to understand the difference between a faithful and a free approach to translation. This course is meant to raise the awareness of the students to the importance of the pragmatic/functional or communicative approach to translation as an essential method of religious and literary translation. To enable students to adapt texts from one language to another, they need to set up their own terminology. This course will focus on Islamic, literary and medical fields of translation. Texts to be translated in this course will focus on these fields because of their importance to the students’ future careers. Students will learn how to analyze a text before translation, and how to edit and criticize their own and their colleagues’ translations.

INTENDED LEARNING OUTCOMES
1- Enhancing basic skills in written translation.
2- Intensive training in written translation of Islamic, literary and scientific register, from Arabic into English and vice versa.
3- Introducing the student to the major problems and pitfalls confronted by the Islamic, literary and scientific translators.
4- Introducing the student to the pragmatic/functional approach to translation as an essential method of literary translation.
5- Training the student to the various translational strategies, methods and transformations.
6- Introducing the student to the different methods of rendering Islamic, literary and scientific register.

LEARNING/TEACHING METHODS
1. Lectures;
2. Class discussion;
3. Students are sometimes required to read and search for some information at home to be prepared for the class discussion
4. Group assignments;
5. Translation workshops;
6. Use of power point presentations.

ASSESSMENTS
- Group and individual work
- Workshops- per month

Assessment
Midterm exam I: 15
Midterm exam II : 15
Activity work: 10
Activity work includes class power point presentations and discussions on translations’ problems and strategies : 5 marks
Home Assignments : 5 marks

SYLLABUS PLAN

<table>
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<tr>
<th>Week #</th>
<th>Topics Covered (Detailed Information)</th>
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| Week 1 | • Introducing course components (chapters, textbook, classroom methods, assessment system).  
• Levels of Translation  
• Using Dictionaries  
| Week 2 | • Overview of culture, and its relation to translation, in reference to the textbook that is designed to the course.  
• Discuss source-oriented translation strategies (e.g., transference, Arabization, naturalization, literal translation, loan translation, calque, etc.) |
- Discuss target-oriented translation strategies (e.g. cultural equivalents, cultural substitution, descriptive equivalents, paraphrase, modulation, addition, etc.)
- English Translation of Chinese Culture with a focus on Newmark’s translation Procedures.
- Home Assignment English text about the Cultures of South America

### Week 3
- Discuss students’ home assignments.
- Discussing translation approaches and strategies used in dealing with cultural texts, e.g. domestication vs. foreignization; source-oriented vs. target-oriented translation strategies or procedures;
- Illustration (on textual excerpts from translated literature).
- English Translation of Eskimo Culture with a focus on domesticated vs. foreignized approaches.
- Arabic Translation: Culture of Saudi Arabic
- Home Assignment English text about Japanese Culture, and Arabic text about marriage in Saudi Arabia.

### Week 4
- Discuss students’ home assignments
- Discussing levels of translation, translation syntactical, semantic, and pragmatic problems and solutions
  - English Text and Italian Culture, and Arabic text Saudi Folklore
  - Home Assignment: English texts about Asian Cultures, and Arabic texts about Gulf clothe, and Madaen Saleh.

### Week 5
- Mid-term I (2 hours)
  - Students translate two short culturally-based passage from English-Arabic and vice versa, select 3 translation problems, and the strategies they apply to solve the problems.
- 1 hour to discuss students’ home assignments

### Week 6
- Discuss students’ performance in Mid-term I
  - Review source-oriented translation strategies (e.g., transference, Arabization, naturalization, literal translation, loan translation, calque, etc.)
  - Introduce literary texts and their characteristics

### Week 7
- Discuss target-oriented translation strategies (e.g. cultural equivalents, cultural substitution, descriptive equivalents, paraphrase, modulation, addition, etc.)
- Introduce Newmark’s strategies of translating metaphors.
- Discuss literary genres, styles, and devices.
  - Translate English literary text into Arabic Text selected from James and the Giant Peach by Roald Dahl.
  - Translate a selected passage from E.M. Forster The Road from Colonus
  - Discuss problems and strategies for translating the selected text.
  - Home Assignment: (Group work: Students select a short story and translate it, marking the translation problems and the strategies they use to solve the problems).

### Week 8
- Discuss students’ home assignments
  - Introduce Lefevere’s strategies for translating literary texts
  - Translate from English into Arabic a short story selected from English literature.
  - Translate selected passages from Jane Austin’s Pride and Prejudice
  - Translate selected passages from Saad El-Deen Wahba
  - Home Assignment: Arabic translation Texts about Spring, and Wisdom from the Arab land

### Week 9
- Discuss students’ home assignments
  - Discussion more approaches and strategies used in translating literature (e.g. Chesterman)
  - Review some models on translating metaphors, symbols, and other rhetorical devices.
  - Translation of C.S. Lewis’ The Lion
  - Translate from Arabic into English selected passage from Najeeb Mahfouz.
  - Home Assignment: Translate Selected passages from Great Charles Dickens’ Great Expectations.
  - Translate Arabic passage from Mahfouz.

### Week 10
- Discuss students’ home assignments
  - Introduction to literary genres, literary style and devices
  - Discussion (and presentations) on approaches and strategies (procedures) basically used in translating literature and literary devices;
  - Translate selected passages from Jane Austin’s Pride and Prejudice
  - Translate selected passages from Saad El-Deen Wahba
  - Home Assignment: Arabic translation Texts about Spring, and Wisdom from the Arab land

### Week 11
- Discuss students’ home assignments
  - Application on 3-4 narrative fiction texts from English into Arabic and vice-versa application on
| Week 12 | - Discuss students’ home assignments  
- Review problems and strategies of translating literary texts  
- Application on 3-4 narrative fiction in class  
- Home Assignment: Students practice at home for mid-term II |
| Week 13 | - Mid-Term II (3 hours)  
Students translate two short literary passages from English-Arabic and vice versa, select 3 translation problems, and the strategies they apply to solve the problems. |
| Week 14 | - Discuss students’ mid-tee II performance  
- Discuss a comparison between the problems and solutions of culturally-based texts and literary texts.  
- Home Assignment: 2 poems describing nature from English and Arabic and vice versa. |
| Week 15 | - Students’ Power Point Presentations on Translation Problems and Strategies |
| Week 16 | - Revision, focusing on a comparison between culturally-based texts and literary texts’ characteristics, and methods of translation. |

**Required Texts**

Selected Literary and Cultural Passages for Level 5  