



Course Specifications

Course Title:	Medical Translation
Course Code:	ENG 258
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	16
2	Laboratory/Studio	
3	Tutorial	
4	Others (Practical, Tests)	14
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

This course aims at training students on the translation of specialized medical texts from English into Arabic and vice versa, which qualifies them to meet the communication needs in the field of medicine and health care. The course, as such, aims at training students on analyzing the scientific and informative language of medical texts, identifying major problems that face a medical translator on both the semantic and syntactic levels, and selecting translation strategies that help in overcoming these problems. Students will be familiarized with basic medical terminology, Latin origin of key medical terms, and word formation rules or affixes (prefixes and suffixes) associated with medical terms. The training process aims to familiarize students with related terminology as titles of doctors, names of diseases, body parts, clinical terminology, hospital sections, kinds of scopes and X rays, etc. To achieve the aim of the course, students will be trained on translating medical text types such as medical articles, medical reports, medical history information templates and questionnaires, medical and health care

pamphlets and templates, television commercials and package inserts for medicines as painkillers.

2. Course Main Objective

This course aims to train students to translate effectively, orally and in writing, scientific and medical 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 techniques and formats for handling scientific and medical translation.	K 2
1.2	Recall the features, theories and terminology used in medical and scientific contexts such as medical reports, diagnosis, and medical procedures.	K 3
1.3	Translate scientific and medical texts on a variety of subjects.	K 4
2	Skills: <i>By the end of the course, students will be able to:</i>	
2.1	Apply translation strategies on scientific and medical texts.	S 1
2.2	Evaluate scientific and medical translation outputs of their peers or other sources after identifying errors and explaining their types.	S 2
2.3	Solve most problems involved in transferring information from specialist and non-specialist texts in one language into texts for a non-specialist reader of the other language.	S 4
2.4	Research websites specialized in translation to produce consistent translation decisions.	S 5
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 medical text type and register in a translational context	2
2	Major stylistic features of medical texts	2
3	Medical Translation strategies problems	4
4	Translating scientific and medical textual excerpts: English-Arabic	4
5	Translating scientific and medical textual excerpts: Arabic-English	4
6	Techniques and formats for handling scientific and medical translation;	4
7	Translating scientific and medical terminology and phraseology.	2
8	Modes of scientific and medical language and translation.	2
9	Scientific and medical Text types and typologies	2
10	Tools and resources for translating scientific and medical texts	2
11	Tests	2
Total		30

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> techniques and formats for handling scientific and medical translation.	- Lecturing - Practical translation tasks	- Written test - Periodic quizzes - PPT presentations
1.2	<i>Recall</i> the features, theories and terminology used in medical and scientific contexts such as medical reports, diagnosis, and medical procedures.	- Peer correction - Discussion of errors - Group and pair work to compare translations	- Home assignments to measure their acquisition of skills. - Oral questions during lectures to measure comprehension of input
1.3	<i>Translate</i> scientific and medical texts on a variety of subjects.	- PPT presentations	
2.0	Skills		
2.1	<i>Apply</i> translation strategies on scientific and medical texts.	- Lecturing - Practical translation tasks	- Oral questions during lectures to measure comprehension of input.
2.2	<i>Evaluate</i> scientific and medical translation outputs of their peers or other sources after identifying errors and explaining their types.	- Peer correction - Discussion of errors - Group and pair work to compare translations - PPT presentations	
2.3	<i>Solve</i> most problems involved in transferring information from specialist and non-specialist texts in one language into texts for a non-specialist reader of the other language.	- Form online groups to exchange and compare translations - PPT presentation skills - Classroom demonstrations of online search (if applicable)	- Testing students' presentation skills - Quizzes to measure their acquisition of numerical and communication skills
2.4	<i>Research</i> websites specialized in translation to produce consistent translation decisions.	-Using Blackboard technology to encourage students to improve their digital communication skills	- Oral questions during lectures to evaluate their progress in interpersonal and communication skills
3.0	Values		
3.1	<i>Show</i> willingness to question, learn and take challenges independently.	- Lecturing - Practical translation tasks - Peer correction - Discussion of errors	- Monitoring individual performance - Observing students' behavior during pair/group work sessions - PPT presentations (especially Q &A time)
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	- 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	<p>Ghazala, H. (2006). <i>Translation as Problems and Solutions: A Course Book for University Students and Trainee Translators</i>. Dar Al-Hilal for Translation: Irbid.</p> <p>Elewa, E. (2016). <i>Scientific and Medical Translation</i>. Qalam for Translation and Publication. Cairo: Egypt.</p>
Essential References Materials	<p>Hatim. Basil. (2001). <i>English-Arabic/Arabic-English Translation: A Practical Guide</i>. London: Saqi Books.</p> <p>Farghal, Mohammed and Shunnaq, Abdullah. (1999). <i>Translation with reference to English & Arabic: A Practical Guide</i>. Dar Al-Hilal for Translation: Irbid.</p> <p>Ghazala, Hasan S. (2006). <i>Translation as Problems and Solutions</i>. Cairo: Dar Al-Hilal.</p>
Electronic Materials	<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-

	<p>translation-from-arabic-into-english-in-the-uk-and-ireland-1990-2010.pdf</p> <ul style="list-style-type: none"> • www.Traductionmagazine.com (www.جسور) المجلة الدولية لعلوم الترجمة واللغة) • www.arabswata.org الجمعية الدولية للمترجمين واللغويين العرب • www.arabswata.info مجلة وانا للترجمة واللغات • http://atida.org/main.php جمعية الترجمة العربية وحوارات الثقافة (عتيدة) • List of online dictionaries: http://www.egyta.com/DictionariesDirectory.htm
Other Learning Materials	<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)
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</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 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. • 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

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	