



## Course Specifications

<b>Course Title:</b>	Media and Political Translation
<b>Course Code:</b>	ENG 256
<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 3/ Year 2
<b>4. Pre-requisites for this course (if any):</b> ENG 152
<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	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)	14
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

The course aims at training students to produce error-free translations in two selected linguistic registers: media and political discourse. It contains two interrelated components: (a) minimally required practice-oriented theoretical guidelines and (b) intensive translation practice at various discourse levels (sentence, paragraph, and text). The theoretical component is not an end in itself but it is rather conceived as a facilitator of students' practical translation tasks. Besides, it is not presented independently of the practical translation tasks in the form of abstract theoretical notions, but it is rather incorporated in practice.

### 2. Course Main Objective

The purpose of this course is to equip students to translate effectively media and political texts.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding:</b> <i>By the end of the course, students will be able to:</i>	
1.1	<b>Identify</b> different problems and strategies of media and political translation	<b>K 2</b>
1.2	<b>Mention</b> the principles of media and political translation.	<b>K 3</b>
1.3	<b>Translate</b> different types of media and political texts efficiently	<b>K 4</b>
2	<b>Skills:</b> <i>By the end of the course, students will be able to:</i>	
2.1	<b>Apply</b> the translation strategies on media and political texts.	<b>S 1</b>
2.2	<b>Evaluate</b> their peers' translation output and a number of media and political translated documents both individually and as part of a team	<b>S 2</b>
2.3	<b>Negotiate</b> their own translation decisions confidently but without obstinacy	<b>S 5</b>
3	<b>Values:</b> <i>By the end of the course, students will be able to:</i>	
3.1	Demonstrate independent learning practices through planning, researching, drafting and editing media and political translated documents.	<b>V 1</b>
3.2	Communicate and work effectively when translating number of media and political translated documents both individually and collaboratively within teams.	<b>V 2</b>
3.3	Show a commitment to abide by ethical behavior in performing translation assignments, translation research, and academic work.	<b>V 3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to media and political text type and register in a translational context	2
2	Major stylistic features of media and political texts (Presentations + Quiz)	4
3	Media and Political Translation techniques	4
4	A practical and brief contrastive linguistic analysis of Arabic-English translation of media and political texts.	4
5	Midterm Exam	2
6	Register-bound terminology in media and political discourse	2
7	Translating security and military textual excerpts: English-Arabic	6
8	Translating security and military textual excerpts: Arabic-English	6
<b>Total</b>		<b>30</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	<i>Identify</i> different problems and strategies of media and political translation	- Lecturing - Practical translation tasks - Peer correction	- Tests - Periodic quizzes - PPT presentations
1.2	<i>Mention</i> the principles of media and political translation.	- Discussion of errors - Group and pair work to compare translations	- Assignments - Oral questions
1.3	<i>Translate</i> different types of media and political texts efficiently	- PPT presentations	
<b>2.0</b>	<b>Skills</b>		
2.1	<i>Apply</i> the translation strategies on media and political texts.		- Test - Periodic quizzes
2.2	<i>Evaluate</i> their peers' translation output and a number of media and political translated documents both individually and as part of a team	- Lecturing - Practical translation tasks - Peer correction - Class Discussion of errors - Group and pair work - PPT presentations	- PPT presentations - Assignments - Oral discussions /questions - Monitoring individual performance
2.3	<i>Negotiate</i> their own translation decisions confidently but without obstinacy		- Observation during pair/group work sessions - PPT presentations (especially Q & A time)
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate independent learning practices through planning, researching, drafting and editing media and political translated documents.	- Forming online groups to exchange and compare translations - PPT presentation skills	- Testing presentation skills - Quizzes
3.2	Communicate and work effectively when translating number of media and political translated documents both individually and collaboratively within teams.	- Online search (if applicable) - Using Blackboard - Practical translation tasks	- Oral discussions - Monitoring individual performance - Observation during pair/group work sessions
3.3	Show a commitment to abide by ethical behavior in performing translation assignments, translation research, and academic work.	- Peer correction - Discussion of errors - Group and pair work to compare translations	- PPT presentations (especially Q & A time)

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes	3, 6, 9, 13	10%
2	Midterm	7 or 8	30%
3	PP presentation	3, 6, 9, 13	10%
4	Assignments	4, 7, 10, 12	10%
5	Final	16-17	40%
6	<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 :

- 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

<b>Required Textbooks</b>	<p>Almanna, Ali. (2018). <i>The Nuts and Bolts of Arabic-English Translation: An Introduction to Applied Contrastive Linguistics</i>. Cambridge Scholars Publishing.</p> <p>Elewa, Abdelhamid. (2017). <i>Media Translation</i>. Cairo (Egypt): Qalam for Translation and Publication.</p>
<b>Essential References Materials</b>	<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 &amp; 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>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• Gambier, Yves and Luc van Doorslaer (eds.) (2010-2011-2012). <i>Handbook of translation studies</i>. 3 vols. Amsterdam/Philadelphia: John Benjamins. Online at <a href="http://www.benjamins.com/online/hts/">http://www.benjamins.com/online/hts/</a>.</li> <li>• <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: <a href="http://lafpublications.files.wordpress.com/2011/04/laf-study-literary-translation-from-arabic-into-english-in-the-uk-and-ireland-1990-2010.pdf">http://lafpublications.files.wordpress.com/2011/04/laf-study-literary-translation-from-arabic-into-english-in-the-uk-and-ireland-1990-2010.pdf</a></li> <li>• <a href="http://www.traductionmagazine.com">www.traductionmagazine.com</a> (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 interpreting and translating: A guide to obtaining NAATI credentials</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>National Accreditation Authority for Translators and Interpreters Ltd Canberra,</li> </ul>
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## 2. Facilities Required

Item	Resources
<p><b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> <li>Optimal group size: 15—20</li> <li>Flexible seating arrangement for pair and group work</li> <li></li> </ul>
<p><b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> <li>video projector (data show), whiteboard, Blackboard Interactive Technology, video projection facilities</li> </ul>
<p><b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<ul style="list-style-type: none"> <li>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 journalistic, legal, etc. textual registers as a stage of the translational act (e.g. Text Concordancing or Sharp Text Analyzer are two efficient tools of computer-aided textual analysis.</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>	