



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)





هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Imam Muhammad Ibn Saud Islamic University	Date: 19 Oct 2019
College/Department : College of Languages & Translation	
Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Translation ENG 328			
2. Credit hours: 4			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English Language and Literature			
4. Name of faculty member responsible for the course: To be appointed in due course			
5. Level/year at which this course is offered: Level 6 / Third year			
6. Pre-requisites for this course (if any): Translation ENG 327			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main campus + King Abdullah Female Campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="60%"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			
At King Abdullah Female Campus, students are taught via a telecommunication system connecting the classroom with the instructor's studio if the instructor is male.			

B Objectives

1. What is the main purpose for this course?

The course aims to help to:

- a. Train students to perform almost error-free written translation tasks in a variety of textual registers; namely, political, medical, economic and legal.
- b. Prepare them for translation studies at higher levels of education.
- c. Activate their knowledge of sentence construction rules, lexical connotations, and style variation through translation
- d. Enrich students' lexical repertoire per register (political, medical, economic and legal.)

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

There is an ambitious plan for improving the course by teaching each field in a separate course (eg. Political, economic, medical and legal). Moreover, students can be introduced to the activity of post-editing within the above mentioned fields, in which machine translation output can be given to students to post-edit into publishable quality. It is also hoped that students can have access to some electronic terminological databases to use specific vocabulary related to the textual registers they translate (e.g. medical, political...). This is likely to give them the opportunity to be familiar with authentic texts and standardized register-bound terminology. This project will be soon submitted to the administration for examination and approval. Some logistic problems (such as, Internet connection in lecture halls) should first be resolved.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course is designed to train 6th level students to students to produce error-free translations in a variety of selected linguistic registers: political, economic, medical and legal from Arabic to English and vice-versa. It comprises two interrelated components: theoretical guidelines about translation techniques and translation practice at various discourse levels (sentence, paragraph, and text). The course is essentially meant to train students; therefore, the theoretical component is not an end in itself but it is rather conceived as a facilitator of students' practical translation work. The course is divided into four main parts according to register. At the beginning of each part, students are briefly introduced to an overview of the salient stylistic features characterizing the register at hand. The source texts –which are selected and compiled by the instructor– range from short passages to longer texts derived from authentic sources (e.g. newspapers, contracts, business reports, etc.).

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1- Introduction to the characteristics of technical language, using English and Arabic texts as examples. Literal vs. free	1	2
2- 1- Introduction to approaches and strategies of translation (with particular application on the free approach and strategies used in technical texts)	2	2
3-Major stylistic features of political texts	3	2
4- Application of the free approach to translation and various translation strategies to political news+ translation of headlines: English-Arabic	4	2
5- Translating political texts: Arabic-English	5	2
6-Workshop+ Midterm	6	2
7- Application of the free approach to translation and various translation strategies to medical texts, medical terminology	7	2
8-Translating medical texts: English-Arabic	8	2
9- Translating medical texts: Arabic-English	9	2
10- Application of the free approach to translation and various translation strategies to economic news, and texts	10	2
11- Translating economic texts: English-Arabic	11	2
12- Translating economic texts: Arabic-English + Midterm 2	12	2
13- Major stylistic features of legal discourse	13	2
14- Translating legal texts: English-Arabic , Arabic-English	14	2
15-Revision	15	2
16- Final exam	16	2

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	32					32
	Actual						
Credit	Planned	2					2
	Actual						

3. Additional private study/learning hours expected for students per week.

3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge By the end of the course students will be able:		
1.1	-To label major translation techniques.	- Lectures - Practical translation tasks - Group and pair work to compare translations	- Written tests (midterm & final exam) - Periodic quizzes - Graded PPT presentations
1.2	-To recognize register-specific features of style (e.g. formal vocabulary in legal texts).		
1.3	- To write an error-free translation of political, legal, medical, and business texts.		
2.0	Cognitive Skills By the end of the course students will be able:		
2.1	- To compare textual features in terms of register (e.g. layout in legal vs. business texts).	- Lectures - Practical translation task - Discussion of errors - PPT presentations	- Written test (midterm & final exam) - Periodic quizzes - Home assignments to measure their acquisition of skills - Oral questions during lectures to measure comprehension of input
2.2	- To subdivide the source texts into minimal translation units bearing numeric coding.		
2.3	- To evaluate their peers' translation output after identifying errors and explaining their types.		
3.0	Interpersonal Skills & Responsibility By the end of the course students will be able:		
3.1	- To modify their translation decisions on receiving feedback from peers or instructor.	- Lectures - Group and pair work to compare translations	- Monitoring individual performance - Observing students' behavior
3.2	- To demonstrate team work skills and signs of leadership while involved in group tasks.		
3.3	- To evaluate their own translation decisions confidently but without obstinacy.		

			during pair/group work sessions
4.0	Communication, Information Technology, Numerical By the end of the course students will be able:		
4.1	- To research websites specialized in translation.	- Encourage students to form online groups to exchange and compare translations - Classroom demonstrations of online search (if applicable) - Using Blackboard technology to encourage students to improve their digital communication skills	- 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
4.2	- To calculate the frequency of translation errors in a text per category (e.g. syntactic errors listed on an Excel sheet).		
4.3	- To demonstrate retrieving data about specialized terminology from register-specific online glossaries, dictionaries, and term bases.		
5.0	Psychomotor By the end of the course students will be able:		
5.1	- To simultaneously manipulate two texts (paper or electronic) while performing written translation: source and target texts.	- Monitor students' handling of paper work (and even posture) during the act of translating - Training them to manage their attention while revising and editing their final draft (dealing with two texts: ST and TT simultaneously) - Tutor's corrective and interactive feedback to encourage students to change their undesirable habits during translation (e.g. excessive focus on source text, partial instead of reading the integral source text)	- Tutor's observation of students' psycho-motor behavior
5.2	- To demonstrate self-monitor of their attention during the act of translating (reading the source text, using dictionaries, reflecting over alternatives, starting the target text draft, making prompt modifications, editing the first draft, and producing the final draft).		
5.3	- To diagram the source text to visualize its minimal translation units and then code them		

	numerically in preparation for transfer to the target language.		
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5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes	3,6,9,13 th weeks	5%
2	Midterm	8 th week	25%
3	PP presentation	3,6,9,13 th weeks	5%
4	Assignments	4,7,10,12 th weeks	5%
5	Final	16 th week	60%
	Total		100%

D. Student Academic Counseling and Support

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)

- 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
- 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 should be available for electronic contact (e-mail) by students
- The possibility of setting up a cyberspace for instructor-student interaction about academic issues relating to the course in general (e.g. Google Discussion Group or any other special application facilitating such fruitful interaction)
- The instructor has 2 office hours each week in which students are welcome to obtain any information regarding the course.

E Learning Resources

1. List Required Textbooks

<ul style="list-style-type: none"> - Ghazala, Hasan. (2006). <i>Translation as Problems and Solutions: A Course Book for University Students and Trainee Translators</i>. Dar Al-Hilal for Translation: Irbid. - Lahlali, El Mustapha and Abu Hatab, Wafa. (2014). <i>Advanced English-Arabic Translation: A Practical Guide</i>. Edinburgh: Edinburgh University Press.
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <ul style="list-style-type: none"> - Hatim. Basil. (2001). <i>English-Arabic/Arabic-English Translation: A Practical Guide</i>. London: Saqi Books. - El-Farahaty Hanem. (2015). <i>Arabic-English-Arabic Legal Translation</i>. New York: Routledge. - 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>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</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/. - www.traductionmagazine.com (المجلة الدولية لعلوم الترجمة واللغة) - www.arabswata.org الجمعية الدولية للمترجمين واللغويين العرب - www.arabswata.info مجلة انا للترجمة واللغات - http://atida.org/main.php جمعية الترجمة العربية وحوارات الثقافة (عتيدة) - List of online dictionaries: http://www.egyta.com/DictionariesDirectory.htm
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</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, 2013.

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)</p>
<p>1. 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>2. 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)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- 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).

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Completion of course assessment questionnaires (hard copy filled in by students)
- Completion of student questionnaires on course evaluation (electronic format)
- Eliciting direct feedback from students (encouraging them to express their opinion about the degree of content assimilation and their learning progress)
- Scientific analysis of students' grades (drawing curves and graphs)

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer observation technique (the instructor may arrange for a series of mutual observation sessions with peers to exchange ideas about the strengths and the weaknesses of course content and teaching method).

3. Processes for Improvement of Teaching

- Organising study days and workshops to explore other teaching styles from inside or outside the university
- The instructor may attend special training sessions held in the Kingdom or abroad in order to exchange views about how to improve course quality and teaching methods, especially through the introduction of new educational technology, efficient classroom management, and appropriate materials design
- Keeping up with recent publications in the area of teaching methodology

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Applying a standard grading system within the same team (preferably drawn from international testing systems)
- Double marking a sample of students' papers to discover whether there is a discrepancy in evaluation and diagnose the sources of divergence (if applicable)
- Systematic re-marking of the highest and lowest grade in the group
- Possibility of getting an external evaluator to assess a random sample of students' papers to detect the existence of divergence and reduce subjectivity

- Calculating the mean value of student performance by drafting a Grade Ranking Diagram (for a more objective representation of student achievement)

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Periodic updating of existing course content and methodology
- Courses must be systematically revised on a biennial basis (every 2 years)
- Students' feedback in the assessment questionnaire (hard and electronic format) must be taken into account when courses are redesigned or even partially modified

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____



