



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Al-Imam Muhammad Bin Saud Islamic University	Date: 7/10/2019
College/Department : Languages and Translation (Department of English Language and Literature)	

A. Course Identification and General Information

1. Course title and code: ENG 430: Translation Project			
2. Credit hours: 4 (X 16 weeks = 64)			
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			
5. Level/year at which this course is offered: 4th year: Level 8: Term 2			
6. Pre-requisites for this course (if any):			
- All translation courses in the preceding levels (3 to 7)			
7. Co-requisites for this course (if any): Not applicable			
8. Location if not on main campus:			
<ul style="list-style-type: none"> • Main Campus (male section) • 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="30"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
f. other	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Monthly workshops</div>	What percentage?	<input type="text" value="40"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

- To equip 8th level students with the necessary research skills for writing a graduation paper (*translation project*) which is relatively error-free, coherent, and in accordance with the academic requirements specified by the college program and this course specifications document.
- More specifically, to train 8th level students to select their project area, do intensive focused readings, produce written academic discourse, document sources according to a given style manual (APA or MLA), and formally defend their project before a jury panel.

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 are two main improvements that can be envisaged. The first one is related to the idea of establishing a *subject directory* listing all the previous project titles and supervisors in order to facilitate traceability and avoid duplication of effort. The second improvement has to do with the marketability of students' project. For instance, the program manager might try to seek partnerships with both the public and private sectors in order to make sure the TP output fits in the national translation needs. For instance, a TP might be focused on the translation of a recently published short story which might be needed by a local publisher. This partnership is likely to motivate TP students and establish a pragmatic connection between students' productions and the translation market.

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

Course Description:

This four-hour weekly course is not based on formal instruction. The *Translation Project* (TP) is designed to facilitate the final year student's task of writing a graduation project. Guided by the nominated supervisor, the student selects a text and translates it into one of the languages of this translation pair: English-Arabic in either direction. The source text has to be original, relevant, and in harmony with the overall Islamic cultural milieu within which our university operates. The text should belong to any of the register types listed herein: Islamic, literary, medical, legal, technical, business, or journalistic. In addition to translating the text, the TP student is expected to write a theoretical section in which he/she accounts for the criteria of ST selection, translation decisions, translation problems, and adopted solutions. The defense procedures are specified below. The total number of contact hours is 64, averaging 4 weekly hours which include advisory input and hands-on corrective feedback given by the instructor/supervisor.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Translation Project Management: Requirements, Information, Managing the Graduation Project, Supervision Style (e.g. Exhibition of Model Translation Projects)	1	4
Introduction to Source Text Selection Process	1	4
Discussing Student's Selected Source Text: Relevance & Feasibility	1	4
Assignment of Translation Section n° 1:	1	4
Seminar on Translation Theory (1): Overview of Techniques (Quiz 1)	1	4
Discussion and Approval of Section n° 1 (TT: Draft n° 1)	1	4
Assignment of Translation Section n° 2	1	4
Discussion and Approval of Section n° 2 (TT: Draft n° 1)	1	4
Seminar on Translation Theory (2): Problems and Solutions (Quiz 1)	1	4
Assignment of Translation Section n° 3	1	4
Discussion and Approval of Section n° 3 (TT: Draft n° 1)	1	4
Writing the Theoretical Section: Problems Encountered and Solutions Adopted	1	4
Discussion and Approval of Theoretical Section (TT: Draft n° 1)	1	4
Final Feedback on Whole Project (Final Draft): Advice on Oral Defense	1	4
Mock-Defense (2): Diagnosis of Deficiencies and Offering Solution Tips	1	4
Oral Defense: Supervisor + External Examiner	1	4
	16	64

2. Course components (total contact hours and credits per semester):								
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total	
Contact Hours	Planned		20 HRS		30 HRS	14 HRS Correspondence (electronic)	64 HRS	
	Actual		20 HRS		30 HRS	14 HRS	64 HRS	
Credit	Planned	4						
	Actual							

3. Additional private study/learning hours expected for students per week.	4 HRS
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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 <i>By the end of this course, the TP student will be able:</i>		
1.1	To <i>recognize</i> the differences between translation strategies and techniques (or procedures) and identify their merits and demerits	<ul style="list-style-type: none"> Two in-class seminars on translation strategies, problems, and solutions Focused and periodic supervisor's feedback on submitted sections of the translation Focused supervisor's feedback on how to write the theoretical section Consulting exemplary samples of previous translation projects Library visit with supervisor 	<ul style="list-style-type: none"> Periodic supervisor-student interaction to diagnose problems and check student's progress (30 minutes every week) Periodic assignments (section by section translation) Periodic check about whether he/she can understand feedback symbols and implement the required modifications as instructed Quiz after the two proposed seminars on translation techniques and problems (weeks 5 and 9) Final oral defense (20 minutes)
1.2	To <i>write</i> a coherent, cohesive, error-free target text		
2.0	Cognitive Skills <i>By the end of this course, the TP student will be able:</i>		
2.1	To <i>analyze</i> the source text into minimal translation units before its actual transfer into the target language	<ul style="list-style-type: none"> Intensive supervision sessions (one-to-one approach) Interactive approach (discussion of errors and suggestions about corrections) Showing successful models of previous projects realized by peer students Simulating defense scenarios in preparation for the final oral 	<ul style="list-style-type: none"> Periodic seminars Periodic sample correction in light of feedback Constant weekly feedback to reinforce positive habits (corrective feedback) Final oral defense (jury panel)
2.2	To <i>account</i> for his/her translation decisions based on a theory-informed diagnosis of translation difficulties		
3.0	Interpersonal Skills & Responsibility <i>By the end of this course, the TP student will be able:</i>		
3.1	To <i>demonstrate</i> working independently when dealing with supervisor's	<ul style="list-style-type: none"> Explicit instruction (during 	<ul style="list-style-type: none"> Discussion on



	proofreading feedback	supervision sessions)	interpersonal skills, particularly presentation skills (discussing, listing, opinionating...)
3.2	To <i>assume</i> personal responsibility for choosing the source text and the translation approach (guided by supervisor), abiding by ethical rules of composition (copyrights, academic integrity...)	<ul style="list-style-type: none"> Watching videotaped project defense to learn best communicative practices for the final defense Self-study assignments on presentation skills (watching sample presentations on YouTube, etc.) 	<ul style="list-style-type: none"> Organizing a mock-defense session one or two days before the real defense date Explicit Q & A session about how to adopt persuasive strategies and face the public (jury panel)
4.0	Communication, Information Technology, Numerical <i>By the end of this course, the TP student will be able:</i>		
4.1	To <i>communicate</i> effectively, fluently and persuasively during the defense of the graduation project	<ul style="list-style-type: none"> Re-directing students to experts in the field (inside or outside the university) Organizing feedback sessions where both the supervisor and the TP student use their laptops (immediate advice on ICT) 	<ul style="list-style-type: none"> Checking student's manipulation of laptop options during feedback sessions
4.2	To <i>demonstrate</i> a reasonable mastery of numerical techniques (scanning, word-processing, PPT presentation, electronic library resources ...)	<ul style="list-style-type: none"> Teaching TP students the basics of tracking changes options in text editing Teaching TP students the use of automatic style-editing for sorting bibliographic references (if applicable) 	<ul style="list-style-type: none"> Testing student's ICT competence during the mock-defense session (week n° 15)
5.0	Psychomotor <i>By the end of this course, the TP student will be able:</i>		
5.1	NA		
5.2	NA		

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	Quiz on Translation Techniques (1)	5	5%
2	Sample Revision of Text in Light of Feedback (1)	6	5%
3	Sample Revision of Text in Light of Feedback (2)	8	5%
4	Quiz on Translation Techniques (2)	9	5%
5	Final Quiz on Presentation Skills/Tips	14	5%
6	Translation Project & Oral Defense	15	75% [60% Project & 15% Oral Presentation]

5.1. Assessment Policy (supplementary Section)

a. Supervisor's Profile

- The supervisor must be either a PhD holder faculty member or a holder of MA in translation enrolled in the PhD program and having a minimum of three years of experience
- Priority in supervision is given to the Al-Imam Muhammad Ibn Saud Islamic University faculty members
- A Translation Project Committee (TPC) is formed for final admission of projects, nomination of the supervisor, and validation of students' results after the oral defense (success or fail)
- The **Translation Project Committee** is composed of senior supervisors only (PhD holders) and chaired by the Dean or the Vice-Dean

b. Assessment of the Translation Project

- As outlined in the assessment schedule above, midterm evaluation is allotted 25% of the whole grade while 75% goes to the translation project per se. The 75% is in turn divided into 60 % for the written project and 15% for the oral defense before a two-member jury panel.
- The grading details must be reported in a **Supervision Progress Form** (SPF) where the supervisor specifies the sub-totals and records his/her comments on the conduct of the supervisee (punctuality, doing assignments, abiding by supervisory instructions, etc.) (see template below)
- The Translation Project can be submitted after the supervisor expressly declares final approval in writing (see **Project Approval Form** herein)
- All forms of violation of academic integrity (e.g. plagiarism) are penalized by university regulations
- Accordingly, any supervisee found to have submitted plagiarized material for academic credit will be automatically prevented from defending his/her work and by the same token from be awarded the degree.
- The Translation Project Supervisee is subject to all admission, attendance, and exam regulations applicable to students enrolled in the college programs.

c. Oral Defense

- The supervisee will not be allowed admission to oral defense if his/her rate of attendance is less than 75% (see Supervisor's Progress Form attached herein)
- The Jury Panel is composed of two members: the supervisor and another faculty member chosen by the supervisor and approved by the Translation Project Committee (TPC)
- The Jury Panel must have access to the Translation Project under examination at least three (03) weeks in advance (prior to the oral defense date)

5.2. Style Guidelines for the Project

(a) Sections of the Translation Project (optional sections are signaled by an asterisk [*])

1. Title page
2. Acknowledgements [*]
3. Dedication [*]

4. Table of Contents
5. Glossary [*]
6. List of Abbreviations (if needed)
7. Introduction (English):
8. Body of the text (the translation)
9. List of Works Cited (Bibliography)
10. Appendices (namely the source text)

The Introduction represents the **Theoretical Statement** of the project. It is marked out of 15%. Its approximate length is four pages: 1000 words). It provides data on the following points:

- Selection of the source text
- Brief description of the work from which the text is derived (if the source text is a chapter excerpted from a book)
- Translation problems encountered (with authentic bilingual illustration from the project)
- Solutions adopted
- Unresolved problems (if applicable)

(b) General Formatting Guidelines:

- Optimal length of source text: 4500—6000 words
- Expected length of target text: 5000—7000 words
- Font size: 12 (unless otherwise instructed by supervisor)
- Font type: Times New Roman for English and Traditional Arabic for Arabic source texts (unless otherwise instructed by supervisor)
- Recommended style sheet: APA
- Paper size: A4
- Margins: 1.5 inches all sides
- Alignment on both sides
- Spacing: Double
- The running header contains student's name and page number (no punctuation separating them)
- The running header is aligned right
- The running header starts on page n° 1 after the cover page
- Footnotes are formatted automatically and translated in font size 10
- Page numbering must be at top right side of the page
- The source text title is documented in the bibliography section titled "Primary Sources" whereas other works cited are placed in the "Secondary Sources" of the bibliography
- Properly bound hard copy (spiral binding is not accepted)
- An electronic copy of the project must be submitted with the hard copy (CD-ROM bearing student's name and ID)

(c) Cover Page (see college template)

(d) Requirements of the source text to be translated by the TP student:

- The source text must be translated for the first time (library search for any previous translations is mandatory to avoid duplication)

- The source text to be translated is chosen by the TP student or the supervisor
- The supervisor's approval is indispensable
- Minimal text length: 15 printed pages (4500 printed words)
- Maximal text length: 20 pages (6000 printed words)
- The source text can be an entire work (e.g. short story, article, etc.) or a chapter from a book
- All textual genres are acceptable except those not abiding by Islamic rules and values
- The direction of translation can be either from Arabic into English or vice versa
- Regardless of the translation direction, the theoretical commentary section must be written in English

D. Student Academic Counseling and Support

1. 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)

Supervisors should be available according to a preset schedule for periodic meetings with their supervisees. Contact hours are reserved for feedback and discussion of accomplished work because virtual contact (on cyberspace) is insufficient and sometimes ineffective. The supervisee is entitled to have a copy of the supervision schedule (a copy of which is to be forwarded to the Academic Advising Unit at the college for follow-up reasons). The following table is an approximation of the schedule format.

Session N°	Supervision Focus	Date & Time	Venue	Assignment Due
1.				
2.				
3.				
4.				
5.				
6.				
7.				

E Learning Resources

1. List Required Textbooks

El-Farahaty Hanem. (2015). *Arabic-English-Arabic Legal Translation*. New York: Routledge.

Husni, Ronack and Newman, Daniel, L. (2013). *The A-Z of Arabic-English-Arabic Translation*. London: Saqi Books.

Lahlali, Al Mustapah. (2014). *Advanced English-Arabic Translation: A Practical Guide*. Edinburgh: Edinburgh University Press.

2. List Essential References Materials (Journals, Reports, etc.)

The TP student is expected to consult a number of references which are likely to facilitate both the

translation task and the writing up of the theoretical statement. The following useful titles are suggested:

- Bassnett, Susan. (2014). *Translation Studies*. 4th ed. New York: Routledge.
- Boase-Beier, Jean; Fawcett, Antoinette; Wilson, Philip (eds.). (2014). *Literary Translation: Redrawing the Boundaries*. New York: Palgrave Macmillan.
- Dickins, James; Herve, Sándor G. J.; and Higgins, Ian. (2013). *Thinking Arabic Translation*. London: Routledge.
- Faiq, Said. (2004). *Cultural Encounters in Translation from Arabic*. Cleveland: Multilingual Matter Ltd.
- Ghazala, Hasan. (2006). *Translation as Problems and Solutions: A Course Book for University Students and Trainee Translators*. Dar Al-Hilal.
- , (2012). *A Textbook of Literary Translation*. Dar Al-Hilal.
- Gill, Paul, (ed). (2009). *Translation in Practice*. British Centre for Literary Translation, Arts Council England. Champaign and London: Dalkey Archive Press.
- Hatim, Basil & Munday J. (2004). *Translation: An Advanced Resource Book*. London: Routledge.
- Massardier-Kenney, Françoise; James Baer, Brian and Tymoczko, Maria. (Eds.). (2016). *Translators Writing, Writing Translators*. Kent, Ohio: The Kent State University Press.
- Munday, Jeremy (2016). *Introducing Translation Studies. Theories and Applications*. Second edition. London/New York: Routledge.
- Robinson, Douglas (2003): *Becoming a translator: An Introduction to The Theory and Practice of Translation*. London: Routledge.
- Russi, David, and Schneider, Rebecca. (2016). *A Guide to Translator Project Manager*. The Comet Program. Available online: Legal Notice: https://www.meted.ucar.edu/about_legal_es.php.

Useful Periodicals:

- *Target* (International Journal of Translation Studies) (editors: [Dirk Delabastita](#), University of Namur & [Sandra L. Halverson](#), <https://benjamins.com/#catalog/journals/target/main>).
- *Translation & Interpreting. The international Journal of Translation and Interpreting Research*
- *Translation Journal* (Digital Online Journal): <http://www.translationjournal.net/>
- *Babel : International Journal of Translation* (<https://benjamins.com/#catalog/journals/babel/main>)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

The supervisor may want to train supervisees to check whether the selected source text has been already translated. The following document may be useful in this regard.

(i) Tracing translated literary works into English

Literary translation from Arabic into English In the United Kingdom and Ireland, 1990-2010 (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-translation-from-arabic-into-english-in-the-uk-and-ireland-1990-2010.pdf>

(i) Translation ethics (useful links)

- *Ethics of interpreting and translating: A guide to obtaining NAATI credentials*. National Accreditation Authority for Translators and Interpreters Ltd Canberra, 2013.
- ATA Code of Ethics
 - http://www.atanet.org/aboutus/code_of_professional_conduct.php
- Institute of Linguists Code of Professional Conduct
 - <http://www.iol.org.uk/Charter/CLS/CodeofProfConductCouncil17Nov07.pdf>
- ATIA Code of Ethics
 - <http://www.atia.ab.ca/ethics.htm>
- AUSIT Code of Ethics
 - <http://server.dream-fusion.net/ausit2/pics/ethics.pdf>
- FIT The Translator's Charter
 - <http://www.fit-ift.org/en/charter.php>
- United Nations recommendation on the legal protection of translators and translations and the practical means to improve the status of translators
 - http://portal.unesco.org/en/ev.php-URL_ID=13089&URL_DO=DO_TOPIC&URL_SECTION=201.html

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

A range of automatic tools can be used by both the TP supervisor and the student to manage the consecutive stages of the translation project. The use of any of them is restrictively recommended by the TP supervisor. Here are some of them:

- Grammar checkers, either built into word processing software, or available as add-on programs.
- Terminology managers, which allow translators to manage their own terminology bank in an electronic form (e.g. SDL MultiTerm, LogiTerm, Termex,).
- Electronic dictionaries, either unilingual or bilingual, also known as dictorobotary
- Terminology databases, either on the host computer or accessible through the Internet, such as TERMIUM Plus
- Full-text search tools (or indexers), which allow the user to query already translated texts or reference documents of various kinds (e.g. ISYS Search Software)
- Concordancers, which are programs that retrieve instances of a word or an expression and their respective context in a monolingual, bilingual or multilingual corpus, such as a bitext or a translation memory
- Bitext aligners: tools that align a source text and its translation which can then be analyzed using a full-text search tool or a concordancer
- Project management software that allows linguists to structure complex translation projects in a form of chain of tasks (often called "workflow"), assign the various tasks to different people, and track the progress of each of these tasks

© https://en.wikipedia.org/wiki/Computer-assisted_translation. Retrieved on 7 May, 2019.

F. Facilities Required

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>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • A specially designed room for supervision is highly recommended • Its use is made possible through a booking system • It must be equipped with modern technological facilities (Blackboard Technology, Data Show, etc.) • Library services geared to the needs of TP students
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • The supervisee uses his/her own laptop • In addition, a computer connected to the web is necessary in the proposed Supervision Room (to do onsite library search aided by supervisor). • Webinar facilities to organize periodical electronic forums with supervisees to discuss practical translation problems and envisage solutions
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> • Webinar facilities to organize periodical electronic forums with supervisees to discuss practical translation problems and envisage solutions (this is very practical with supervisees living far away from the university: e.g. other cities)

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • Completion of confidential course evaluation questionnaire specially designed for the Translation Project • Direct feedback from supervisee
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> • Consultations between supervisors • Peer observation during one supervision session (with prior arrangement) • The <i>Supervision Progress Form</i> is a piece of objective evidence for evaluating teacher performance
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> • Organizing periodical seminars for all Translation Project supervisors under the auspices of the Quality Development Assurance Unit at the college. A minimum of three seminars per academic year is required. • The details of this event (date, content, duration, etc.) will be determined by the supervisors jointly with the Translation Project Committee • Exchanging sample translation projects with other BA programs in order to standardize benchmarking and upgrade the quality of translation projects



هيئة تقويم التعليم
Education Evaluation Commission

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)

- The oral defense system is the ideal guarantee of independent external assessment
- Peer correction (sample translation assignment assessed by examiner from the English department)
- Peer correction (sample translation assignment assessed by external examiner from other academic institutions in the Kingdom)
- Restricted sample extracted from the final translation project is sent to a professional translation evaluator (maximum two pages) for feedback

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

- First, the **Translation Project Committee (TPC)** takes the initiative to organize periodic workshops or meetings where supervisors exchange views, discuss problems, and propose recommendations to be reported to the TPC committee and the Head of Department.
- Second, in addition to this internal activity, the **Translation Project Committee** may envisage the possibility of inter-university events to standardize project requirements and revise quality norms
- Third, the university can organize joint events with professional translation agencies to exchange expertise and instill the translation project (which is purely academic) with a professional spirit which might enhance the marketability of students' projects/translation output in the future.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

