



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Al-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: Introduction to Translation - ENG 225			
2. Credit hours: 2			
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, Literature and Translation			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered:L3/ Second year			
6. Pre-requisites for this course (if any): ENG102, ENG104, ENG112, ENG119			
7. Co-requisites for this course (if any):			
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:			

B Objectives

1. What is the main purpose for this course?

The course aims to help students to:

- a. Differentiate the basic translation strategies and techniques at paragraph level
- b. Use those strategies in textual context
- c. Identify the characteristics of a good translation
- d. Use paper and electronic resources correctly and properly (monolingual and bilingual dictionaries, databases, glossaries)
- e. Compare different translations of the same source text/paragraph
- f. Evaluate translations by peers
- g. Apply relevant translation techniques when dealing with certain lexical and syntactic specificities in the language pair Arabic/English
- h. Explain and apply professional and ethical translation standards

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)

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

Course Description:

This course is designed to introduce 3rd level students to the mechanics of translation at various discourse levels, starting from the phrase and reaching the text. A spectrum of translation approaches and procedures are introduced to enable the student to tackle translation tasks in a variety of text types. The course has an integrated nature. It comprises a minimal theoretical component familiarizing the students with basic notions in translation (such as transposition, modulation, compensation...). It equally contains a whole range of hands-on tutorial tasks aiming at helping the learner to master a set of strategies and techniques used in translation at the phrase, sentence, and text levels. A set of morphological and syntactic structures which are likely to present difficulties in translation are covered by the course (e.g. tenses, coordinate and subordinate structures, idioms, metaphors, etc.). Students are also trained to adopt a sound methodology regarding the steps of translation: close reading, bilingual transfer, and self-editing.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
1- General Introduction: -Definition/s of Translation -Basic Terms of Translation	1	2
2- Difference between Translation Method and Translation Procedure	2&3	4
3-Dictionary Use: - Use of Bilingual Dictionaries (BDs) - Use of Monolingual Dictionaries (MLs) and their great value in translation, as opposed to BDs.	4&5	4
4-Micro Translation: - Equivalence at the word level	6&7	4
5-Translation Practice (too late: weeks 8-10) : translation of words types and Phrases A/E-E/A -Nouns, Adjectives, Verbs, Adverbs, Sentences and Sentence Types	8-10	6
6-Translation Practice: Basic Translation Procedures - Catford vs. Vinay & Darbelent	11&12	4
7-Equivalence: Formal, Dynamic, Functional	13	2
8-Translation Practice: Translation of short Paragraphs - Coordination and Subordination	14 & 15	4
9-General Revision: Getting ready for 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.	2
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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 By the end of the course students will be able:		
1.1	To recognize the basic terms of translation.	-Class lectures	-Tests & Quizzes
1.2	To recall the differences between methods and procedures.	-In-class discussion	- Home Assignments
1.3	To state the key characteristics needed in a good translation.	-Exercises	
2.0	Cognitive Skills By the end of the course students will be able:		
2.1	To explain the similarities and differences between Arabic and English sentence structure in translation.	-Class lectures -Analysis of translated texts	-Tests & Quizzes -Home Assignments
2.2	To analyze the basic translation procedures for solving problems of non-equivalence.	- Exercises	
3.0	Interpersonal Skills & Responsibility By the end of the course students will be able:		
3.1	To demonstrate the professional and ethical standards required for professional translators.	-Oral Presentations by students	-Oral assessment
3.2	To write in groups to co-edit their translation.	-Role-playing	
4.0	Communication, Information Technology, Numerical By the end of the course students will be able:		
4.1	To demonstrate the use information and communication technologies of paper and electronic monolingual and bilingual dictionaries in a correct manner.	-Using the podium PPT presentation	-Oral and written presentation
4.2	To demonstrate the exchange of electronic communications effectively with the instructor.	-PPT presentation - Instructor's feedback	Receiving assignments by email
5.0	Psychomotor		

5.1	N/A		
5.2			

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	4 th week	5%
2	Midterm	8 th week	20%
3	Home Assignment (more assignments are needed)	2 nd , 4 th , 8 th , 10 th , 12 th weeks	10%
4	Presentation	11/12 th weeks	5%
5	Final	16 th week	60%

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)
2 hours per week

E Learning Resources

1. List Required Textbooks

- Elewa, A. 2015. Levels of Translation. Cairo. Qalam.
- Any other textbooks that the course instructor deems appropriate.

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

- The Linguist
- Al-Turjuman (الترجمان)
- Any other Periodicals and Journals that the course instructor judges fit for his/her course.

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

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

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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Technology-equipped classrooms
2. Technology resources (AV, data show, Smart Board, software, etc.) - Laptop - Data show equipment
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None (for this particular course)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Formal, anonymous course evaluations by students towards the end of course - Informal feedback from students at the end of the lectures
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Peer evaluation (Organized classroom observation)
3. Processes for Improvement of Teaching -The instructor may attend special training sessions in order to exchange views about how to improve course quality and teaching methods. - Webinars - Specialized seminars (inside and outside the university)
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) - Checking the improvement of student marks throughout the course - Double-grading by another faculty member teaching the same course
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. -Course specifications to be reviewed periodically in line with course evaluations by students, course reports by instructors, feedback from host institutions, and program reviews.



Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

