



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: Translation ENG 226			
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: L4 / Second year			
6. Pre-requisites for this course (if any): Principles of Translation – ENG 225			
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:			

B Objectives

1. What is the main purpose for this course?

The course seeks to attain the following goals:

- a. Train students in written translation of religious register.
- b. Introduce students to the basic approaches and methods of translating Islamic texts.
- c. Introduce students to the major problems confronted by the translator rendering the religious source texts into a different target language and culture.
- d. Promote further awareness of linguistic and cultural problems faced by the Islamic translator.
- e. Train them to translate and analyze translations of different Islamic genres, such as Prophetic Traditions, passages from Fiqh (Islamic jurisprudence), and Du'a' and sermons.

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)

- Updating students with the most recent online dictionaries and encyclopedias of Islamic terms and literature.
- Curriculum design teams are formed to revise previous course content and method, using former students' feedback and recent findings in the field as a reference point.

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

Course Description:

This course is designed to introduce and train 4th level students to skills of practical translation from Arabic into English of the texts in the following branches of Islamic Studies: biography of the Prophet (Peace be upon Him), jurisprudence, Da'wah and guidance, Islamic economics and Islamic media. A spectrum of translation approaches and procedures are introduced to enable the student to tackle religious discourse. The course has an integrated nature. It comprises a minimal theoretical component familiarizing the students with basic notions in translation (such as modulation, reduction, explicitation, transposition, functional equivalence , etc.). 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, syntactic, and lexical structures which are likely to present difficulties in translation are covered by the course (e.g. tenses, proper nouns, formulaic structures, clefting, inversion, passive voice, archaic language forms, persuasive rhetoric, specialist terminology, etc.). Students are also trained to develop skills of speed, accuracy, and fidelity. They will also be introduced to specialized dictionaries of direct relevance to stylistic features of religious discourse.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
1-Introduction to the overall course.	1	3
2-Major discourse features of religious (Islamic) discourse per linguistic register in the course	2	3
3- Translating morphological features in Islamic texts: Survey and Practice	3& 4	6
4- Translating syntactic features in Islamic texts: Survey and Practice	5&6	6
5-Sem Translating semantic and pragmatic features in Islamic texts: Survey and Practice	7&8	6
6-Midterm Exam	9	3
7-Translation workshop: Translating Prophetic Traditions	10&11	6
8-Translation workshop: Translating Fiqh	12&13	6
9-Translation workshop: Translating Du'ah and sermons	14&15	6
10-Revision	16	3

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	48					48
	Actual						
Credit	Planned	3					3
	Actual						

3. Additional private study/learning hours expected for students per week.	3
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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 difficulties faced in rendering religious texts from Arabic into English.	-Lectures -In-class Discussions	-Quizzes -Exams
1.2	- To list possible procedures in translating Islamic concepts that have no equivalence in the target language.	-Intensive tutorial practice	- Oral testing (student's class participation)
2.0	Cognitive Skills By the end of the course students will be able:		
2.1	-To analyze lexical, grammatical, syntactic, and semantic difficulties in translation due to differences between Arabic and English.	-Class Lectures -Class Discussion -Oral and written presentations	-Oral presentation of an Islamic text translated by each individual
2.2	-To evaluate different versions of some translated hadith.	-Intensive tutorial practice	-Graded home assignments - Graded regular classroom tasks
3.0	Interpersonal Skills & Responsibility By the end of the course students will be able:		
3.1	-To judge independently and in teams to show an appropriate evidence of understanding the topics and concepts included in the course.	- - Group and pair work moderated by peers	-Assessment of group assignments
3.2	-To demonstrate ethical responsibility in carrying out individual as well as group projects.	-Discussions with students on ethical conduct in translating texts	-Quizzes
4.0	Communication, Information Technology, Numerical By the end of the course students will be able:		
4.1	- To exchange electronic communications effectively with the instructor.	-Sending assignments by email	- Oral presentations
4.2	-To evaluate information and communications technologies of paper and electronic monolingual and bilingual dictionaries correctly.	-Texts for translation in the class -Using PowerPoint Presentations	- Graded actual e-correspondence
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	Midterm 1	7 th week	10 %
2	Home-Assignments	2,4,6,8,10 th week	10%
3	Quizzes	3 & 5 & 9 th week	10 %
4	Midterm 2	12 th week	10 %
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)

- 4 hours per week in the class
- 2 hours per week in the office

E Learning Resources

1. List Required Textbooks

- Elewa, A. 2015. A Textbook of Islamic Translation. Cairo: Qalam

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

Some references on religious translation are needed

- Baker, M. (1992). *In Other Words: A Coursebook on Translation*. London and New York: Routledge.
- Naude, Jacobus. (2010). *Religious Translation*

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

<http://www.egyta.com/DictionariesDirectory.htm>
<https://publications-img.qurancomplex.gov.sa/?p=44>

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

None

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.)
<ul style="list-style-type: none"> - Classrooms equipped with technological facilities, including video projector (data show), whiteboard, Blackboard Interactive Technology, video projection facilities, etc.
2. Technology resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> - Laptop - Data show equipment
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None (for this specific course)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> - Formal, anonymous course evaluations by students towards the end of course - Informal feedback from students at the end of the lectures - Written feedbacks on assignments and exams
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
<ul style="list-style-type: none"> - Peer evaluation through organized classroom observation
3. Processes for Improvement of Teaching
<ul style="list-style-type: none"> - Providing a wide range of selected materials about Islamic literature. - 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)
<ul style="list-style-type: none"> - Applying a standard grading system within the same team (preferably drawn from international testing systems)

- Possibility of getting an external evaluator to assess a random sample of students' papers to detect the existence of divergence and reduce subjectivity

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 teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

