



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)





Course Specifications

Institution: Imam Muhammad Ibn Saud Islamic University	Date: 19 October 2019
College/Department: College of Languages and Translation/Department of English	

A. Course Identification and General Information

1. Course title and code: Translation ENG-327			
2. Credit hours: 3			
3. Program(s) in which the course is offered.			
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: L5 / Third year			
6. Pre-requisites for this course (if any): L4 Translation ENG226			
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 aims to help students to:

- a. Translate a variety of cultural and literary texts, in as a correct language as possible, from Arabic into English and vice versa.
- b. Identify basic ideas about translation as a general topic.
- c. Explain the meaning and main aspects of culture inherent in language use, and its influence on translation.
- d. Perceive how culture and language are strongly related, and how this relation is reflected in translation.
- e. Grasp the concept of literature and how translating a literary text is different from translating other textual registers.
- f. Identify the main problems that translators of cultural and literary texts face when dealing with these texts.
- g. Use suitable translation strategies and methods in dealing with different problems they face during translating a cultural or a literary text.
- h. Use correct register in Arabic and English when rendering a cultural or a literary text.

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)

This is a new course introduced with the tracking program. Therefore, developments can only be envisaged after its implementation. However, if the point of reference in course development is the previous course bearing almost the same label in the non-tracked BA system (“Cultural and Literary Translation”), the following suggestions can be made:

- a. Introducing a genre-based design in the course (translating fiction, poetry, and drama) instead of dealing with “literary” translation in general;
- b. Guiding course instructors to keep up with recent trends in literary translation (for instance, findings in recent translation research can be both instilled in course content and required as student assignment under the form of classroom presentations)

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

Course Description:

This course is designed to train 5th level students to produce error-free cultural and literary translation from English to Arabic and vice versa. It is integrated in nature (theoretical input accompanied with heavy classroom drilling and home assignments). It focuses on essential literary, cultural and practical aspects of translation and, in so doing, will enable students to grasp some of the key cultural and literary issues in this field. Students will be trained to critically reflect on cultural and literary translation issues encountered in their translation practice. The notions of register, genre, and text type are covered in theory and in practice, as well. The major generic forms of literature are covered by a selection of paragraphs and short passages in the major genres of fiction, poetry, and drama. Cultural texts, on the other hand, include advertising, media, and social media excerpts. A set of translation techniques are introduced in the course to help students solve certain difficulties typically associated with literary and cultural translation.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
1- Introducing course components (chapters, textbook, classroom methods, assessment system)	1	3
2- Overview of culture, and its relation to translation, in reference to the textbook that is designed to the course	2	3
3- Survey of translation approaches and strategies used in dealing with cultural texts, e.g. domestication vs. foreignization; source-oriented vs. target-oriented translation strategies or procedures; Illustration (on textual excerpts from translated literature)	3	3
4- Application on 3 texts from English into Arabic, (with focus on domesticated vs. foreignized approaches)	4	3
5- Application on 3 texts from Arabic into English, with a focus on domesticated vs. foreignized approaches	5	3
6- Quiz 1 & Students' presentations	6	3
7- Brief survey of source-oriented translation strategies (e.g., transference, Arabization, naturalization, literal translation, loan translation, calque, etc.) -Application on 2 cultural texts from English into Arabic and vice-versa	7	3
8-Brief survey of target-oriented translation strategies (e.g. cultural equivalents, cultural substitution, descriptive equivalents, paraphrase, modulation, addition, etc.) -Application on 2 cultural texts from English into Arabic and vice-versa	8	3
9- Mid-Term Exam	9	3

10 - Introduction to literary genres, literary style and devices -Discussion (and presentations) on approaches and strategies (procedures) basically used in translating literature and literary devices; -Survey of some models on translating metaphors, and other rhetorical devices.	10	3
11-Illustration (Description of translated texts with a focus on the domesticating vs. foreignizing strategies used by translators) -Application on 3-4 narrative (novella, Autobiography ...) fiction texts from English into Arabic and vice-versa	11&12	3
12- Application on 3-4 dramatic and poetic (split into two) texts from English into Arabic and vice-versa	13&14	3
13- Quiz 2 & Students' presentations	15	3
14- 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

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 list problematic areas and find relevant solutions to translating cultural and literary texts at phrase,	- Lecturing - Practical translation	-Exams & Quizzes -Mid-terms

	clause, sentence, and text levels.	tasks	-Assignments
1.2	- To describe errors in a given translation and suggest alternatives.	- Peer correction - Discussion of errors - Group and pair work to compare translations - PPT presentations	-Individual and group translation projects
2.0	Cognitive Skills By the end of the course students will be able:		
2.1	- To explain and use basic cultural and literary translation strategies to produce error-free and communicative target language texts.	- Lecturing - Practical translation tasks - Peer correction - Discussion of errors	-Exams & Quizzes -Presentations
2.2	- To write an accurate translation from English into Arabic and vice versa at the sentential and textual levels.	- Group and pair work to compare translations - PPT presentations -Use of specialized dictionaries	-Back translation - Grading errors
3.0	Interpersonal Skills & Responsibility By the end of the course students will be able:		
3.1	-To demonstrate work independently and in teams to give an appropriate translation of cultural and literary texts.	- Instructor's explicit input/feedback - Workshops - Group and pair work to compare translations (with group moderator)	-Group translation projects -Peer review -Exams (for translation quality assessment)
3.2	-To judge translation quality effectively in pairs and groups.	- PPT presentations	
4.0	Communication, Information Technology, Numerical By the end of the course students will be able:		
4.1	-To communicate effectively and fluently in accurate oral and written English to defend their translations.	- - Workshops -Assignments -PPT presentations	-E-projects -E-mailing
4.2	-To demonstrate efficiently the use of word-processing software to find information and conduct assignments.		
5.0	Psychomotor		
5.1	N/A		

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 One	6	5%
2	Quiz Two	15	5%
3	Midterm Exam	9	20%
4	Project	14	5%
5	Home assignments	Throughout the term	5%
6	Final Exam	After week 16	60%
		Total	100%

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)
 - a. 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.
 - b. 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).
 - c. Instructors should be available for electronic contact (i.e., e-mails) by students
 - d. 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).

E Learning Resources

1. List Required Textbooks

- Elewa, A (2015). *Literary and Cultural Translation*, Qalam for Translation and Publication: Cairo.
- Husni, Ronack and Newman, Daniel, L. (2013). *The A-Z of Arabic-English-Arabic Translation*. London: Saqi Books.

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

- Baker, M. (1992). *In Other Words: A Coursebook on Translation*. London and New York: Routledge.
- Ellis, Roger. (2008). *The Oxford history of literary translation in English*. Volume 1: To 1550. Oxford: OUP.
- Ghazala, Hasan S. (2006). *Translation as problems and solutions*. Cairo: Dar Al-Hilal.
- Landers, Clifford E. (2001). *Literary translation: A practical guide*. Cleveland: Multilingual Matters Ltd.
- Lefevere, A. (1992). *Translation, rewriting, and the manipulation of literary fame*. Vol. 4. No. 6. London: Routledge.
- Levy, Jeri. (2011). *The Art of Translation*. Trans. Patrick Corness. Amsterdam/Philadelphia: John Benjamins.
- Zatlin, Phyllis. (2005). *Theatrical Translation and Film Adaptation: A Practitioner's View*. Cleveland: Multilingual Matters Ltd.

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

- Gambier, Yves and Luc van Doorslaer (eds.) (2010-2011-2012). *Handbook of*



translation studies. 3 vols. Amsterdam/Philadelphia: John Benjamins. Online at <http://www.benjamins.com/online/hts/>.

- *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>

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.)

- 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, etc.

2. Technology resources (AV, data show, Smart Board, software, etc.)

- The existing labs could be used in case of special electronic applications (e.g. guided library search for a given translated work or any other computer-operated classroom activity: such as concordances 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 the literary text as a stage of the translational act (e.g. Text Concordance or Sharp Text Analyzer are two efficient tools of computer-aided textual analysis).

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 course assessment questionnaires (hard copy filled in by students). - Completion of student questionnaires on course evaluation (electronic format). - Soliciting 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.
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> - 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).
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - 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.
<p>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)</p> <ul style="list-style-type: none"> - 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).
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - 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: _____

