

Kingdom of Saudi Arabia
**The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

Course Specifications

Institution: King Khalid University	Date
College/Department: Faculty of Languages and Translation, Department of English	

A. Course Identification and General Information

1. Course title and code: TRN 340			
2. Credit hours: 2 hours			
3. Program(s) in which the course is offered: BA in English Language (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Habib Abdesslem			
5. Level/year at which this course is offered: 6th Level/ 3rd Year			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): None			
8. Location if not on main 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="40%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
- Comments:			
The following out-of-class activities are undertaken by students:			
1. Use the Internet to identify meanings of terminology hard to be available in general, non-specialized dictionaries, look for biographical or other information that enriches the information background of the topics or texts of translation;			

2. Use the Internet to collect information on the Translation topic or text where available, utilizing online dictionaries, online encyclopedias, Wikipedia, etc. to improve background knowledge, search for appropriate terminology, phrases, etc.
3. Use online editions of newspapers and news sources to provide co-curricular material for translation to familiarize students with current media language and style;
4. Use computer software/e-dictionaries for enhancing and developing translation material, mainly used to create a database that captures your translations as you work so you never have to translate the same sentence twice, provide a searchable database containing lists of terms and additional term data ensuring consistency within translations, and incorporate a tool that accelerates the technical aspects of localizing User Interfaces, help and documentation files.

B Objectives

1. What is the main purpose for this course?

Students are expected to comprehend and translate from English into Arabic (and vice versa) short texts in a variety of subject areas (religion, literature, media, science, politics, education, etc.) set in any text type (narrative, expository, persuasive, informative, descriptive, biography, interview, newspaper article), of any organizational structure (exposition, cause-effect, comparison-contrast, argumentative, etc.). Students are expected to develop dictionary work skills, but still are encouraged to rely on contextual prompts to infer meanings and shades of meaning of new words or new usages of familiar lexis and be able to find appropriate equivalents in the Translation language.

Course Objectives:

1. Learn find appropriate equivalents in the Translation language of words, phrases, and idiomatic expressions
2. Learn how to use mono-and-bi-lingual dictionaries to recognise the intended meanings of words and phrases.
3. Learn how to translate sentences and short texts from English into Arabic and vice versa.
4. Learn how to use contextual cues to understand and identify the right or appropriate equivalents in the Translation language.
5. Learn how to translate short texts in a broad spectrum of subjects (religion, literature, science, media, education, etc.) set in different text genres (exposition, narration, description, information, etc.).

2. Briefly describe any plans for developing and improving the courses 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).

Reduce the number of students per group (section) into a maximum of 20 students per a class.

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

Course Description: Translation I is taught to 3th Year Students studying for a BA in English. It builds on the language skills that the students developed in writing, reading, and grammar courses in previous levels and prepares them to the more advanced Translation II and Translation III courses. The course introduces students to the notions and characteristics of translation work, dictionary use, different types and genres of texts, etc. Aside from developing the students' translation skills, it contributes to their language skills, i.e. reading, writing, vocabulary, and grammar.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Definition of translation, Introduction to the theory and practice of Translation: Is Translation a science or an art?	1	2 hrs
Dictionary use, Dictionary work, Translation of words, phrases, idioms, etc. Translation of short sentences and proverbs, Focus on Meaning rather than Letter,	2	4 hrs
Building skills of writing correct sentences in English and Arabic, familiarizing students with variations of style, syntactic structures in Arabic and English	2	4 hrs
Practice with scientific and technological texts	3	6 hrs
Practice with media and news reports texts	3	6 hrs
Practice with Religious texts	1	2 hrs
Practice with literary texts	3	6 hrs

2 Course components (total contact hours per semester): 30			
Lecture: 30	Tutorial:	Practical/Fieldwork/Internship:	Other:

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	2 hours a week					
Credit	2 credits					

3. Additional private study/learning hours expected for students per week.	2 hours
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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		
1.1	To acquire new vocabulary, learn the meaning of new words as they appear in the passage	In-class lecturing, individual-work, pair-work,	Quizzes: (optional and

		<p>group-work, class-work, and homework to:</p> <ol style="list-style-type: none"> 1. Deductive teaching: develop comprehension strategies for translation. 2. Students are encouraged to look up words in dictionary, at home, then compose their own personal dictionary with sentences, synonyms and antonyms; 3. Students are encouraged to see the effects of replacing the words with others they know on the meaning/idea being discussed; 	<p>in addition to mid-term tests). They ask about identification of dominant text-type, field, tenor, etc.</p> <p>Text translation (of unseen texts from English into Modern Standard Arabic and from Modern Standard Arabic into English)</p>
1.2	To learn shades of meaning of new words so they understand that words can carry more than one meaning, then be able to use them in different contexts	<p>Individual-work, pair-work, group-work, class-work, and homework for:</p> <ol style="list-style-type: none"> 1. Inductive teaching: Conduct text analysis for translation: title, main idea, angle (writer attitude), lexical choice, syntactic constructions, direct and indirect speech, cohesion, coherence, and cultural nuances and differences. Students are encouraged to infer meaning of words; 2. Students are encouraged to find meaning of new words from context, but at the end of class they are encouraged to search for the different shades of meaning and keep a card index for the words and their usage. And test themselves on daily, then monthly bases. 	<p>Quizzes: (optional and in addition to mid-term tests). They ask about identification of dominant text-type, field, tenor, etc.</p> <p>Text translation (of unseen texts from English into Modern Standard Arabic and from Modern Standard Arabic into English)</p>
2.0	Cognitive Skills		

2.1	To build and develop critical thinking (fluency, originality, and elaboration of ideas and expressions), identifying the theme, predicting, underlining, highlighting and glossing, recalling information.	<p>Pair-work, group-work, class-work, and homework for: Reading comprehension strategies for translation: Open-ended questions and guided activities as homework and class work. Students are encouraged to agree/disagree with the different renderings of the instructor or peers of the passage by using specific details for their arguments... they are also encouraged to debate a point in translation. Students are encouraged to go to the internet for further readings to help them phrase their ideas in the Translation language, and help them with the vocabulary they need to express themselves.</p> <p>1.</p>	<p>Quizzes: (optional and in addition to mid-term tests). They ask about identification of dominant text-type, field, tenor, etc.</p> <p>Text translation (Of unseen texts from English into Modern Standard Arabic and from Modern Standard Arabic into English).</p>
2.2	Learn translation skills primarily geared towards the conveyance of meaning rather than letter... that it helps them with appropriately phrasing information, vocabulary, and ideas from the source language into the translation language.	<p>Individual-work, pair-work, group-work, class-work, and homework for: Problem solving activities: evaluating attempts, and requesting or suggesting possible improvements (no particular emphasis on, or use of, some technical terms). Students learn that</p>	
2.3	To think creatively and critically a lot of activities take place in the classroom, like analyzing the causes, predicting, paraphrasing, differentiating between facts and opinions, making predictions, making inferences about incomplete texts via utilizing prior knowledge.	<p>Individual-work, pair-work, group-work, class-work, and homework for: In-class translation activities primarily geared for the conveyance of meaning rather than letter... that it</p>	<p>Translating original texts dealing with current events; Appreciating student-generated translations of the different texts</p>

		helps them with appropriately phrasing information, vocabulary, and ideas from the source language into the translation language.	Quizzes and mid-terms Final test
	To develop vocabulary using context and structure clues, identifying exact verbs, identifying expressive synonyms, scanning for synonyms and specific terms, recognizing dialectic differences, selecting appropriate adjectives, inferring meaning.	Individual-work, pair-work, group-work, class-work, and homework for: Identification of meaning in context, dictionary work, overall meaning extraction.	Quizzes: (optional and in addition to mid-term tests). They ask about identification of dominant text-type, field, tenor, etc. Text translation (Of unseen texts from English into Modern Standard Arabic and from Modern Standard Arabic into English).
3.0	Interpersonal Skills & Responsibility		
3.1	Work independently and as part of a team	Individual-work, pair-work, group-work, and class-work	
3.2	Engage in discussions with peers and with the teacher		
4.0	Communication, Information Technology, Numerical		
4.1	- To develop some background socio-cultural or scientific and technological knowledge that contributes to a better understanding of texts whose content is unfamiliar.	5. Internet search as home activity.	
4.2	- Use software programmes to have access to electronic dictionaries, produce preliminary translations, and produce enhanced translations. - Develop a glossary (a list of words and their equivalents) for texts belonging to the same field (e.g. science, economics, and media).	6. Brief reminding of uses and misuses and benefits and drawbacks of available electronic tools and software programmes.	Paper or electronic dictionaries are not allowed in tests or exams.
5.0	Psychomotor		
5.1	N.A.	N.A.	N.A.
5.2	N.A.	N.A.	N.A.

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s

across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2	1.3	2.1	2.3	3.1	3.2	4.1	
1.1			V						
1.2			V			V	V		
2.1				V		V			
2.2					V				
2.3									
3.1					V				
3.2									
4.1							V		
4.2								V	

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Topics	weeks	Contact hours.
2	Definition of translation, Introduction to the theory and practice of Translation: Is Translation a science or an art?	3	6
3	Dictionary use, Dictionary work, Translation of words, phrases, idioms, etc. Translation of short sentences and proverbs, Focus on Meaning rather than Letter,		
4	Building skills of writing correct sentences in English and Arabic, familiarizing students with variations of style, syntactic structures in Arabic and English	2	6
5	Practice with scientific and technological texts	2	6
6	Practice with media and news reports texts	3	6
7	Practice with Religious texts	3	6
	Total	15	30

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)

Tutor provides individual students with assistance and advice on academic matters

Office hours: 8 to 10 hours per week

E Learning Resources

1. List Required Textbooks:

References

No particular reference book is required as a set book, as texts are selected from different sources and technical terms are introduced and explained in class. Students are however recommended to refer to the following textbooks and articles:

Ghazala, H. (2004). *Translation as Problems and Solutions: a Course Book for University Students and Trainee Translators*. Beirut: Dar Al Maktabat Al Hilal.

Hatim, B. (1989). Text linguistics in the didactics of translation: the case of the verbal and nominal clause types in Arabic. *International Review of Applied Linguistics*, (20) 2, 137-144.

Hatim, B. (2004). *English-Arabic/Arabic-English Translation: A Practical Guide*. Edinburgh: Herriot-Watt.

Hatim, B. and Mason, I. (1991). *Discourse and the Translator*. London: Longman.

Jabak, Omar Osman (2014). Translation shifts in English and Arabic. *King Saud University*.
<http://www.translationdirectory.com/articles/article2501.php>

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

No reference material is essential for this course, but students may wish to consult the following.

Baker, M. (2014). *In Other Words: A Coursebook on Translation*, 2nd ed. London: Routledge.

Ali, Ahmed (2002). *Art of Translation*. Abha: Sarawat Printing House.

Alkhuli, M. (2001a). *General Translation: from English into Arabic*. Amman: Dar Al-Falah.

Alkhuli, M. (2001b). *Science Translation*. Amman: Dar Al-Falah.

Alkhuli, M. (2001c). *Legal Translation from English into Arabic*. Amman: Dar Al-Falah.

<p>Alkhuli, M. (2001d). <i>Mass Media Translation from English into Arabic</i>. Amman, Jordan: Dar Al-Falah.</p> <p>Alkhuli, M. (2001e). <i>Literary Translation from English into Arabic</i>. Amman, Jordan: Dar Al-Falah.</p> <p>Hatim, Basil & Munday, Jeremy (2004). <i>Translation: an advanced resource book</i>. Oxon: Routledge.</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>Students may wish to explore the internet to find relevant online journals:</p> <p>Examples of online journals:</p> <p>http://translationjournal.net/journal/</p> <p>www.ccsenet.org/ijel</p> <p>www.erudit.org.</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>Students are motivated to explore the internet to find relevant websites:</p> <p>Examples of websites:</p> <p>https://translate.google.com/</p> <p>imtranslator.net/translation/arabic/to-english/translation/</p> <p>www.searchtruth.com/dictionary/arabic_english_dictionary.</p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>N.A.</p>

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.)

Lecture room that accommodates a maximum of 15 students
2. Computing resources (AV, data show, Smart Board, software, etc.) Translation texts and materials can be displayed via data shows available in classrooms.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Access learning resources over the Internet.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">Confidential completion of standard course evaluation questionnaire by the students at the end of each semesterStudent-faculty meetings to gauge students' feedback
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">Tutor emphasizes to the students that teaching-learning is a joint enterprise.Tutor explains at the beginning of the semester that students' success reflects his success and invites them to feel free to comment on the teaching style and strategies he adopts.Tutor observes students' non-linguistic behavior as the lesson unfolds.Tutor welcomes students' individual reactions in office hours.
3. Processes for Improvement of Teaching <ul style="list-style-type: none">Course allocation takes into consideration tutor's academic profile and disposition.Adequate orientation for tutors who are to teach the course for the first time or have not taught it over more than two semesters.Mutual checking of random samples of examination papers by teachers of the same course.

<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">• Exchange of midterm tests and quizzes among instructors• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards.• Mutual checking of random samples of examination papers by teachers of the same course.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">• A beginning of term, a midterm, and an end of term coordination meeting between the teachers of different sections of the same course.• A beginning of term and an end of term coordination meeting between the coordinators of the language skills teachers.• Department Council meetings to discuss proposals made by the Curriculum Review Committee.

Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator: Habib Abdesslem

Signature: _____ Date Received: _____