

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

**T6. Course Specifications
(CS)**

**Translation II
Level 7**

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: Translation II TRN 440			
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: Level 7 (4th Year)			
6. Pre-requisites for this course (if any): TRN 340 (translation 1)			
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="100 %"/>
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 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:			
<ul style="list-style-type: none"> • Internet search to gather background socio-cultural or scientific and technological information that contributes to a better understanding of the text at hand. 			

- Use of software programmes to have access to electronic dictionaries, produce preliminary translations, and enhance preliminary translations.
- Students are not allowed to use dictionaries or electronic equipments in class.

B Objectives

1. What is the main purpose for this course?

- To give students further practice in general translation
- To introduce students to text typology (i.e. texts that are predominantly narrative, expository, descriptive, argumentative, or instructional texts) and register (i.e. field, tenor, and mode).
- To equip students with strategies and techniques at the syntactic, semantic and pragmatic levels for the translation of texts, while taking into consideration their dominant typological orientations and register characteristics.

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) to a maximum of **15**

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

Course Description: Translation II is taught to 4th Year Students (Level 7 students) studying for a BA in English. It builds on the skills that the students developed in Translation I at Level 6. The course introduces students to the notions of text type and register and raises their awareness as far as the importance these have in determining the process of doing translation. Aside from developing the students' translation skills, the course contributes to their language skills, i.e. reading, writing, vocabulary, and grammar.

1. Topics to be Covered

Topics	weeks	Contact hours
a. Characteristics of different types of texts b. Lexical translation problems at the levels of synonymy, polysemy, collocations, fixed phrases, and technical terms.	3	6
Translation of texts belonging to the following types/fields:		
Instructional texts from Arabic into English and vice versa	2	4
Scientific texts from Arabic into English and vice versa	2	4
Journalistic texts from Arabic into English and vice versa	3	6
Literary texts from Arabic into English and vice versa	3	6
Legal texts from Arabic into English and vice versa	2	4
Total:	15	30 hours

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

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 understand notions such as Text-Type, Register, Syntactic form, Cohesion, Semantic Field Reported Speech and Direct Speech, and Text-Angle.	In-class lecturing, individual-work, pair-work, group-work, class-work, and homework to: 1. Deductive teaching: develop comprehension strategies for translation. 2. 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.	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)

1.2	<p>-To translate texts and identify differences and similarities between English and Modern Standard Arabic in relation to syntactic form, lexical gaps, semantic and pragmatic differences and nuances, cohesion, coherence, and attitude.</p> <p>- To develop awareness of socio-cultural differences and similarities as reflected in the two languages.</p>	<p>Individual-work, pair-work, group-work, class-work, and homework to:</p> <p>1. Conduct sentence by sentence translation, evaluate alternatives, and adjust attempts in relation to overall meaning and angle.</p> <p>2. Review of paragraph-by-paragraph translations and then review of the whole text translation for consistency at the levels of cohesion, coherence and angle.</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>
1.3	- To develop background socio-cultural or scientific and technological knowledge that contributes to a better understanding of the text at hand.	3. Internet search as home activity.	
2.0	Cognitive Skills		
2.1	<p>- To be analytical and critical: to be sensitive to degrees of bias and neutrality.</p> <p>- To identify dominant text type.</p> <p>-To envision potential dissections and / or reorderings of parts of the SL text prior to engaging in the actual translation process.</p>	1. Reading comprehension strategies for translation: Open-ended questions and guided activities as homework and class work.	<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	- To solve translation difficulties at various levels, e.g. word order, tense use, sentence length, verbosity and conciseness, denotations, connotations, metaphors, modality, lexical gaps, idiomatic expressions, presuppositions, and implicatures.	2. Problem solving activities: evaluating attempts, and suggesting improvements (no particular emphasis on, or use of, technical terms).	
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	c. Characteristics of different types of texts d. Lexical translation problems at the levels of synonymy, polysemy, collocations, fixed phrases, and technical terms.	3	6

3	Translation of texts belonging to the following types/fields:		
4	Instructional texts from Arabic into English and vice versa	2	4
5	Scientific texts from Arabic into English and vice versa	2	4
6	Journalistic texts from Arabic into English and vice versa	3	6
7	Literary texts from Arabic into English and vice versa	3	6
8	Legal texts from Arabic into English and vice versa	2	4
	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 of Required References

References:

No particular reference book is required, as texts are selected from different sources and technical terms are introduced and explained in class. However, students may wish to consult the following books 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.

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.

Alkhuli, M. (2001d). *Mass Media Translation from English into Arabic*. Amman, Jordan: Dar Al-Falah.

Alkhuli, M. (2001e). *Literary Translation from English into Arabic*. Amman, Jordan: Dar Al-Falah.

Hatim, Basil & Munday, Jeremy (2004). *Translation: an advanced resource book*. Oxon: Routledge.

3. List of Recommended Textbooks and Reference Materials (Journals, Reports, etc)

Students may wish to explore the internet to find relevant online journals:

Examples of online journals:

<http://translationjournal.net/journal/>

www.ccsenet.org/ijel

www.erudit.org.

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

Students are motivated to explore the internet to find relevant websites:

Examples of websites:

<https://translate.google.com/>

imtranslator.net/translation/arabic/to-english/translation/

www.searchtruth.com/dictionary/arabic_english_dictionary.

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

N.A.

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.)

N.A.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N.A.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Confidential completion of standard course evaluation questionnaire by the students at the end of each semester
- Student-faculty meetings to gage students' feedback

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Tutor emphasises 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 behaviour as the lesson unfolds.
- Tutor welcomes students' individual reactions in office hours.

3. Processes for Improvement of Teaching

- 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.

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)

- 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.

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

- 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: _____