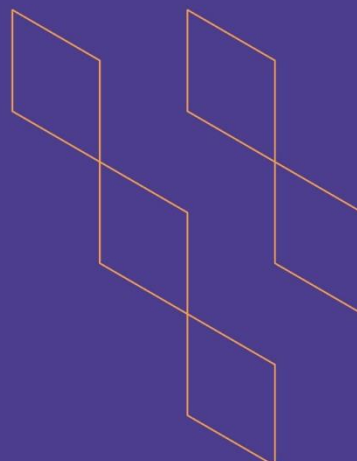




T-104

## Course Specification



<b>Course Title:</b> Translation of Scientific and Technical Texts
<b>Course Code:</b> ENG26393
<b>Program:</b> BA, English
<b>Department:</b> Department of English
<b>College:</b> College of Arts
<b>Institution:</b> Bisha University
<b>Version:</b> 1444
<b>Last Revision Date:</b> 20-3-2023



## Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	4
2. Contact Hours (based on the academic semester)	
B. Course Learning Outcomes (CLOs), Teaching Strategies and <b>Assessment Methods</b>	5
C. Course <b>Content</b>	6
D. Student Assessment Activities	7
E. Learning Resources and <b>Facilities</b>	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	8





F. Assessment of Course Qualit

8

G. Specification Approval **Data**

9





## A. General information about the course:

### Course Identification

1. Credit hours: 2 hours

#### 2. Course type

a. University  College  Department  Track  Others

b. Required  Elective

3. Level/year at which this course is offered:

**Level-6/Year-3**

#### 4. Course general Description

Translation of Scientific and Technical Texts (ENG6393) course aims at providing students with sufficient knowledge about the distinctive features of scientific and technical texts that differentiate them from other kinds of texts. The students will be taught the various techniques and strategies that govern the translation of these texts. It helps the students practice translating various texts from Arabic into English and vice versa which consequently will enrich their vocabulary in these fields. It also focuses on developing problem-solving skills that help students overcome the various difficulties encountered by them.

5. Pre-requirements for this course (if any):

ENG6271 Introduction to Translation

6. Co- requirements for this course (if any):

None

#### 7. Course Main Objective(s)

By the end of the course, learners will be able to:

1. Show understanding of the basic principles and strategies of translation and dictionary use introduced in Introduction to Translation.
2. Recognize the different features of scientific and technical texts that differentiate them from other translation domains.
3. Recognize the main problems they encounter when translating scientific and technical texts.
4. Demonstrate skills that enable them produce accurate translation of different scientific or technical texts from Arabic into English or vice versa.
5. Analyze the source language texts to help them reproduce texts with no major errors in the target language.



6. Select appropriate vocabulary, expressions, idioms etc. in their translation and consult dictionaries when necessary.
7. Apply the available solutions to overcome translation problems and difficulties that stem from the lack of equivalence.
8. Work individually, in pairs or in groups to translate texts within a limited time.
9. Revise and edit (self or peer editing) their translation to produce target language texts free of spelling, punctuation and grammar errors.

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	24	80%
2.	E-learning	6	20%
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4.	Distance learning		

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	<b>Total</b>	<b>30</b>





## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Show understanding of the basic principles and strategies of translation and dictionary use introduced in Introduction to Translation.		Lecturing Presentation Discussion Pair/Group Work Cooperative Learning	Quizzes Assignments Activities (Classroom or Online) Midterm Exam Final Exam
1.2	Recognize the different features of scientific and technical texts that differentiate them from other translation domains.			
1.3	Recognize of the main problems they encounter when translating scientific and technical texts.			
2.0	Skills			
2.1	Demonstrate skills that enable them produce accurate translation of different scientific or technical texts from Arabic into English or vice versa.		Task based activities Lecturing Presentation Discussion Pair/Group Work Flipped Classroom Eclectic Method	Quizzes Assignments Activities (Classroom or Online) Midterm Exam Final Exam
2.2	Analyze the source language texts to help them reproduce texts with no major errors in the target language.			





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.3	Use suitable strategies and procedures in translating these genres			
3.0	Values, autonomy, and responsibility			
3.1	Reflect on your own learning experience and explore options to continuously develop your competence as translators and communicators.		Discussion Demos Presentation	Activities Assignments
3.2	Communicate appropriately, accurately, and effectively while involved in group tasks.			
3.3	Work ethically and professionally as part of a team or independently.			

## C. Course Content

No	List of Topics	Contact Hours
1.	Orientation	3
2.	Definition of Scientific Translation Scientific Translation Strategies Scientific Translation Problems	6
3	Technical Translation (Definition; Importance of Technical Translation; Some Misconceptions; The Reality of Technical Translation; The Aim of Technical Translation)	6





4	Assorted texts on various recent technical and scientific topics for the purpose of translation practice such as: natural sciences texts, medical and health care texts, agricultural texts, computer texts, engineering and technology texts, social sciences texts, historical and archeological texts.	15
<b>Total</b>		<b>30</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	-----	10%
2.	Midterm	6-7	20%
3.	Activities (class online)	-----	10%
4.	Assignments	-----	5%
5.	Participation	-----	5%
6.	Final Exam	11 <sup>th</sup>	50%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	<ol style="list-style-type: none"> <li>1. Lahlai E. &amp; Hatab W. (2014). Advanced English–Arabic Translation: A Practical Guide. Edinburgh: Edinburgh University Press Ltd. (Module:4)</li> <li>2. Byrone J. (2006). Technical Translation: Usability Strategies for Translating Technical Documentation. The Netherlands: Springer. (Chapter:1 - Pages:1-15)</li> <li>3. Supplementary Materials.</li> </ol>
<b>Supportive References</b>	<ol style="list-style-type: none"> <li>1. Ghazala, Hassan. (ed. 2008). Translation as Problems and Solutions: A Coursebook for University Students and Trainee Translators. Beirut: Dar El-Ilm Lil-Malayin.</li> <li>2. Newmark, Peter. (1988). A Textbook of Translation. London: Prentice Hall.</li> <li>3. Baker, M. (1992). In Other Words: A Coursebook on Translation. London and New York: Routledge.</li> </ol>







	4.نجيب عز الدين. (2005) . أسس الترجمة من الانجليزية إلى العربية والعكس. القاهرة: مكتبة ابن سينا.
Electronic Materials	<a href="http://www.turjuman.com">www.turjuman.com</a> <a href="http://www.arabtranslators.org">www.arabtranslators.org</a> <a href="http://www.atida.org">www.atida.org</a> Students are also asked to use the internet to find out other relevant websites.
Other Learning Materials	

## 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Teacher</li> <li>Program Coordinator</li> <li>Peer Reviewers</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires.</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> <li>Course and program reports.</li> </ul>
Effectiveness of students assessment	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> </ul>



		<ul style="list-style-type: none"> <li>• Course and program reports.</li> <li>• Exam paper evaluation</li> </ul>
Quality of learning resources	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire.</li> <li>• Course and program reports.</li> </ul>
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Exam results analysis.</li> <li>• Course and program reports.</li> </ul>
Effectiveness of improvement plans	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Course and program reports.</li> </ul>

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

