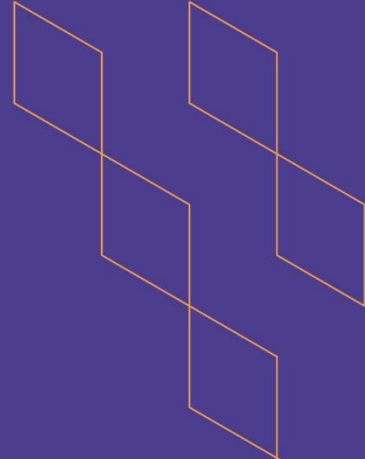




T-104

Course Specification



Course Title: Translation Project
Course Code: ENG26482
Program: BA, English Language
Department: Department of English
College: College of Arts
Institution: University of Bisha
Version: 1444
Last Revision Date: 21.8.1444



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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level-8/Year-4
4. Course general Description	
<p>This course is designed to engage students in advanced translation and enable them to put translation theory into practice. It aims at developing and enhancing their translation skills under the guidance of their supervisor. Student are supposed to translate from English into Arabic or vice versa a text that has not been translated before. They can select any text: scientific, Islamic, literary, legal, medical, etc. that must be approved by the supervisor. The minimum number of words of the text to be translated should be 4000. Students can work in groups on a joint project to translate a book or a series of articles of the same field.</p>	
5. Pre-requirements for this course (if any): ENG6479	
6. Co- requirements for this course (if any): NA	
7. Course Main Objective(s)	
The main objectives for this course are as follows:	
<ol style="list-style-type: none"> 1. To provide students with the necessary skills to translate from Arabic into English or vice versa. 2. To help students to gain understanding of translation techniques and strategies. 3. To familiarize students with the various translation tools and technologies such as CAT tools and machine translation software. 4. To develop students' critical thinking so that they can analyze source language texts and produce high-quality translations. 	



1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom		
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		
5.	Translation Practicum	45	100%

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify): Translation Practicum	45
Total		45

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	To identify translation strategies, methods and skills that are required to translate accurately.	K3	Discussion Presentation	Continuous assessment
1.2	To recognize the cultural differences between the source language and the target language.	K3	Follow-up Sessions	Final assessment of the project



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	To analyze the source language text to convey high-quality target language text.	S4	Discussion Presentation Follow-up Sessions	Continuous assessment Final assessment of the project
2.2	To apply translation strategies and technologies to translate various kinds of texts.	S4		
2.3	To produce a coherent and cohesive target language text.	S4		
3.0	Values, autonomy, and responsibility			
3.1	To demonstrate independence when they choose the source language text.	V1	Presentation Follow-up Sessions	Continuous assessment Final assessment of the project
3.2	To develop cultural competencies when dealing with culturally-bound expressions in their translation.	V3		

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the course objectives, assessment methods etc. and general revision of translation theories, methods and strategies.	4.5
2.	Guidelines for translation and providing students with the following: <ul style="list-style-type: none"> concepts such as research methods in translation studies and translation annotation to enable them produce high-quality translation, 	9





	<ul style="list-style-type: none"> ideas on how to choose a text, the most useful dictionaries and CAT tools and how to use them appropriately, the common translation problems they face providing some illustrations for that and suggesting suitable strategies to cope with each problem. 	
3.	Consultation session when the students submit the selected texts to be translated.	4.5
4.	Following-up session concerning pre-translation process and problems students might face.	4.5
5.	Following-up session for reviewing and evaluating the first part completed by each student.	4.5
6.	Following-up session for reviewing and evaluating the second part completed by each student.	4.5
7.	Following-up session for reviewing and evaluating of the third part completed by each student.	4.5
8.	Assessment of the pre-final drafts and providing the students with feedback for the final touches to be added.	4.5
9.	Submitting the final draft and final assessment of the projects.	4.5
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Attendance and Participation	-----	5%
2.	Presentations in Following-up Sessions	-----	10%
3.	Final Assessment of the Project	11	85%

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







E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	NA
Supportive References	<p>Zanettin, F., & Rundle, C. (Eds.). (2022). <i>The Routledge Handbook of Translation and Methodology</i>. Routledge</p> <p>Almanna, A. (2016). <i>The Routledge Course in Translation Annotation: Arabic-English-Arabic</i>. Routledge</p> <p>Munday, J. (2016). <i>Introducing Translation Studies: Theories and Applications</i> (4th ed.). Routledge.</p> <p>Ghazala, H. (2008). <i>Translation as Problems and Solutions</i>. Dar Alelm Lilmalayen</p> <p>Hatim, B. and Munday, J. (2004) <i>Translation: an Advanced Resource Book</i>. Routledge</p> <p>Venuti, L. (1995). <i>The Translator's Invisibility: A History of Translation</i>. Routledge: UK. Douglas Robinson (2003).</p> <p>Dickins, J. et al. (2002). <i>Thinking Arabic Translation: A Course in Translation Method: Arabic to English</i>. Routledge: UK.</p> <p>Bell, R. (1991). <i>Translation and Translating: Theory and Practice</i>. Longman. Peter</p> <p>محاضرات في الترجمة العامة: محمد أبو ريشة مرشد المترجم: د. محمد عناني دليل المترجم: ماجد سليمان دودين</p>
Electronic Materials	<ol style="list-style-type: none"> 1- translationjournal.net/journal/41culture.htm 2- http://www.drshadiabanjar.blogspot.com/2010/12/translationstrategies.html 3- https://www.freetranslation.com 4- https://www.bing.com/translator 5- https://translate.google.com 6- http://www.systransoft.com 7- https://www.online-translator.com
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	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to





Items	Resources
(projector, smart board, software)	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"> Students Teacher Program Coordinator Peer Reviewers 	<ul style="list-style-type: none"> Questionnaires. Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports. Course and program reports.
Effectiveness of students assessment	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaires Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports. Course and program reports. Exam paper evaluation
Quality of learning resources	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaire. Course and program reports.
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Exam results analysis. Course and program reports.
Effectiveness of improvement plans	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Course and program reports.

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL
/COMMITTEE





REFERENCE NO.

DATE

