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| Institution : | Hotat Sudair College for Science and Humanities | |
| Academic Department : | English Language | |
| Programme : | BA | |
| Course title and code: | Introduction to Translation ENG224 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** |
| **College/Department :** College/Department College of Science and Human studies - Hotat Sudair/Department of English | |

**A. Course Identification and General Information**

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| 1. Course title and code:  Introduction to translation ENG224 |
| 2. Credit hours:  (3) |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  English language |
| 4. Name of faculty member responsible for the course  Sana Abdelhay |
| 5. Level/year at which this course is offered:  Level 4 |
| 6. Pre-requisites for this course (if any):  Introduction to linguistics |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus:  None |
| 9. Mode of Instruction (mark all that apply):  100%  a. traditional classroom What percentage?  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?   1. To highlight the difference between translation and interpretation. 2. To develop the students' ability to implement contrastive analysis in preparation for translation. 3. To train students to produce alternative forms of expressing a given idea. 4. To raise students' awareness of the basic differences between literary, scientific and general translation. 5. To enable students understand the condensed syntactic structured used in model texts |

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| 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)  Keep up with the new publications in the field. |

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

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| Course Description:  The course is intended to introduce translation studies to students and acquainting them with its basic terms and approaches. The course proceeds from the assumption that students need to learn good English in the course of learning translation and some exercises are supposed to do that. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Introduction: Translation versus Interpretation | 1 | 3 |
| Writing versus speech, Arabic versus English | 1 | 3 |
| Introducing basic terms | 2 | 6 |
| Exercises 1 | 1 | 3 |
| Basic sentence structure: English versus Arabic | 2 | 6 |
| Handling cultural problems: pragmatics , discourse and stylistic differences | 1 | 3 |
| Exercises | 1 | 3 |
| Handling structural problems | 1 | 3 |
| literary translation: model texts | 1 | 3 |
| Exercises | 1 | 3 |
| Scientific translation: model texts | 1 | 3 |
| Scripture translation: model texts | 1 | 3 |
| Exercises | 1 | 3 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | 3 |  |  |  |  | 45 |
| **Actual** | 3 |  |  |  |  | 45 |
| **Credit** | **Planed** | 3 |  |  |  |  | 3 |
| **Actual** | 3 |  |  |  |  | 3 |

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| 3. Additional private study/learning hours expected for students per week.  2hrs |

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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** | Define translation & interpretation and the basic terms | Lecturing | Test |
| **1.2** | Introduce translation types | Lecturing | Test |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Differentiate between translation and interpretation and their types | Lecturing | Test |
| **2.2** | List the differences between English and Arabic languages such as structural differences | Lecturing | Test |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Exercises to practice translation | Assignments to handle grammatical problems | Outclass participation assessment |
| **3.2** |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Using appropriate language to produce alternative forms of expressing a given idea. | Discussion handling structural and cultural problems | In class participation assessment |
| **4.2** |  |  |  |
| **5.0** | **Psychomotor** | | |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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| **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** | First mid term | 6th or 7th | 25% |
| **2** | Participation (in class and out class) | All along | 25% |
| **3** | Second mid term | 12th or 13th | 25% |
| **4** | Final exam | 14th | 25% |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 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)  Every day in office hours |

**E Learning Resources**

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| 1. List Required Textbooks  Translation: a practical guide for English–Arabic translators, Jamal En-nehas, (2014) A To Z Of Arabic-English-Arabic Translation, Daniel L. Newman and Ronak Husni(2013) |
| 2. List Essential References Materials (Journals, Reports, etc.)   * أسس الترجمة من الانجليزية الي العربية وبالعكس. د/عز الدين محمد نجيب * **فصول في الترجمة –د. محمد البطل 2007** * **نظريات الترجمة وأنواعها وطرائقها د.عبد الرحمن آدم جامعة الخرطوم -2007** * **نظرية الترجمة الحديثة –محمد عناني -2003** |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| 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.)  Available |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  Available |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  None |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Students Evaluation Questionnaire for the Course |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   * Training sessions * Workshops to facilitate the exchange of experiences amongst faculty members * Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results**.** |
| 3. Processes for Improvement of Teaching  Organizing workshops and training sessions to facilitate experience exchange among faculty members. |
| 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)  1. Check marking of a sample of examination papers either by a resident or visiting faculty member.  2. Double-check papers by a second reader in case of students who believe they are underrated |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  1. Compare syllabi and course description with other universities (including those on the net)  2. Biannual meetings of faculty members to discuss improvement  3. Have a curriculum review committee to review the curriculum periodically and suggest |

**Name of Course Instructor: Sana Abdelhay**

**Signature: …………………………. Date Specification Completed: …………………**

**Program Coordinator: Dr. Murad Al.Shboul**

**Signature: ………………………….. Date Received: ………………………………......**