COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University.
Academic Department :	English language Department
Programme:	English language.
Course title and code:	**Advanced TranslationENGL315**
Specification Approved Date :	28/ 05 / 1440 H

Institution:**Majmaah University**	Date: **28/05/1440**
College/Department:**Az-Zulfi College of Education**	

A. Course Identification and General Information

Course title and code:**Advanced Translation- ENGL 315**

2. Credit hours:**3 Hours**

3. Program(s) in which the course is offered:**English**
(If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course: **Dr. Sana'a Khatter**

5. Level/year at which this course is offered:**6th level**

6. Pre-requisites for this course (if any): **Introduction to Translation- ENGL 224**

The course book is the definitiveone for students studying translation. It is recommended that learners must have attended ENGL 224or a similar course.

7. Co-requisites for this course (if any): **N/A**

8. Location if not on main campus: **N/A**

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	90 %
b. blended (traditional and online)	√	What percentage?	
c. e-learning	√	What percentage?	10%
d. correspondence		What percentage?	
f. other		What percentage?	

Comments: **Instruction is mostly traditional; however, recent technologies could be used to enhance the conventional classroom methodologies, such as the Internet, CD-ROMs, computers, chat, e-mails, and a number of e- learning environments which enable teachers to enrich their courses, such as virtual learning environments (VLEs), blogs and wikis.**

B. Objectives

1. What is the main purpose for this course?

By the end of the course, students should be able to:

1. Outline the fundamental ideas, concepts, terms and approaches of translation and translation studies.
2. Discuss some key translation problems and issues(e.g. the problem of Equivalence, Modulation and other translation processes).
3. Explain the complexity of meaning and its layeredness as manifested in the translation process.
4. Practice the four skills through a variety of translation activities and tasks..
5. Discuss the meaning and use of language at the deepest possible levels.
6. Develop many translation skills and discuss its role - being a frequently used strategy for learners.
7. Contemplate the interaction of the two languages (the first language and the target language) and the problems caused by their L1 while discussing the differences and similarities during the translation process.
8. Appreciate the strengths and weaknesses of the L1 and L2(viewing the complex relationship between them), e.g. the comparison of idiomatic language such as metaphors.
9. Practice certain vocabulary, grammar points, styles and registers through translation activities.

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)

- **Increased use of relevant web-based materials;**
- **Regular monitoring and updates of textbooks and references;**
- **Encouraging an increased use of paper and e-dictionaries;**
- **Identifying the course objectives, planning carefully and ensuring that the course material really does focus on these objectives;**
- **Integrating foreign language teaching skills especially reading and the writing;**
- **Integrating translation with other skills/systems practice where possible;**
- **Recognizing the problems associated with traditional approaches to translation (a solitary, difficult and time-consuming activity using literary texts) and finding solutions to these, such as ensuring these tasks are short (not easy), always working in groups, and maintaining the element of a communication gap where possible;**
- **Using materials generated by learners so as to have a positive impact on motivation;**
- **Encouraging learners to explore translation further by themselves -which is a fascinating, complex and worthy process.**

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

Course Description:

This course builds on the previous "Introduction to Translation"(level four) and paves the way for the two subsequent translation courses in the plan in level six (ENGL 324 Computer-aided Translation) and level seven (ENGL 415 Special Topics in Translation and interpretation). It generally focuses on various advanced issues in translation and translation studies. More specifically, it will investigate

equivalence at different levels. Central translation problems will be considered and discussed. The discussions will be anchored in practical exercises and translation from English into Arabic and from Arabic into English of texts from different genres and with different communicative functions. The course includes examples and exercises from new genres such as audiovisual translation, scientific translation, oral interpreting, website translation, and news/ media translation. It also includes a companion website featuring further examples and tasks.

The course may tackle more recent issues in translation studies like looking at translation as "Languaging" and "Translation as Intertextuality", etc. What is more, some new trends, practices and tendencies in translation and translation studies will be tackled and discussed.

The teaching methodology of this course tends to be multifaceted, varied and dynamic in such away that a variety of forms, models and techniques are combined and integrated (conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction, etc.). Similarly, evaluation subsumes a set of strategies and techniques (exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects, etc.).

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact hours**
Introduction to Advanced Translation **Central Issues** • Language and Culture • Types of Translation • Decoding and Recoding • Problems of Equivalence • Loss and Gain • Untranslatability • Science or 'Secondary Activity'?	2	6
Equivalence above Word Level **Collocation** • Collocational Range and Collocational Markedness • Collocation and register • Collocational meaning • Some collocation related pitfalls and problems in translation **Idioms and fixed expressions** • Idioms, fixed expressions and the direction of translation • The interpretation of idioms • The translation of idioms: difficulties • The translation of idioms: strategies	3	9

Grammatical Equivalence
The diversity of grammatical categories across languages
    • Number
    • Gender
    • Person
    • Tense and aspect
    • Voice
A brief note on word order
Introducing text
    • Text vs. non-text
    • Features of text organization
	2	6

Functional Theories of Translation
    • Introduction
    • Text type
    • Translational action
    • Skopos theory
    • Translation – oriented text analysis
	2	6

Discourse and Register Analysis Approach
    • Introduction
    • The Hallidayan model of language and discourse
    • House's model of translation quality assessment
    • Baker's Text and Pragmatic Level Analysis: a course book for translators
    • Hatim and Mason: the semiotic level of context and discourse
    • Criticisms of discourse and register analysis approach to translation
	3	9

Translation studies and interdisciplinarity
    • Introduction
    • Discipline, interdiscipline or sub-discipline?
    • Mary Snell-Hornby's 'integrated approach'
    • Interdisciplinary approaches
    • The future: co-operation or fragmentation?
    • Translation as **Languaging**.
	3	9

NB: Timing is generally tentative depending on each and every class teaching and learning context and the time allotted for final and midterm exam and written quizzes is to be considered beside preparedness for the new academic year during week (1) in terms of students' punctuality and availability of course material. A three-hour lecture per week for fifteen weeks, 45 hours in all.

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	**Planned**	**45**					**45**

							45
	Actual	**45**					**45**
Credit	**Planned**	**03**					**03**
	Actual	**03**					**03**

3. Additional private study/learning hours expected for students per week.	N/A

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	• Translate texts from Arabic into English or vice versa choosing appropriate words and structures to capture different types of meaning, and to suit various text types.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
1.2	• Define translation and explain the fundamental ideas, concepts, terms and approaches of translation and translation studies.		
1.3	• Discuss translation from a variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).		
1.4	• Discuss the qualities of a good translator.		
2.0	**Cognitive Skills**		
2.1	• Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	conventional instruction methods, brain storming,	exams (mid/final), quizzes, homework, class participation,

2.2	• Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..	classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction	oral presentations, written assignments, projects
2.3	• View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).		
2.4	* Differentiate between genres of writing, understand the formal elements of language use in those genres, and write in the appropriate genres.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	• Develop various communication skills gained from translation studies and practices.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
3.2	• Learn to vary style to suit different contexts.		
3.3	• Improve students' understanding of how different languages work (languaging).		
3.4	• Work independently of the teacher.		
3.5	• Learn various interdependent skills through the process of translation.		
4.0	**Communication, Information Technology, Numerical**		
4.1	• Use language for a purpose.	conventional instruction methods brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction. • Assign digital tasks in the context of translation.	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
4.2	• Create a desire for communication. • Communicate effectively using translation.		
4.3	• Prepare wed-based and digital materials for the purposes of translation.		
4.5	• Help students be focused on what they are saying and how they are saying it.		
	• Become more tolerant and inclusive for other languages and other cultures as translation is a cross-cultural communication process.	conventional instruction methods brain storming, classroom discussions, elicitation, pair/group work, cooperative	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects

		learning, tutoring (when necessary), self/ peer correction	
5.0	**Psychomotor**		
5.1	N/A		

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	**Written Quizzes (1& 2)**	**4 & 9**	**10**
2	**Assignments and/or projects**	**All the way through**	**10**
3	**Written mid-term exam**	**7**	**20**
4	**Written final exam**	**15**	**60**

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)

- **Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.**

E. Learning Resources

1. List of Required Textbooks

- Munday, J. (2012)." **Introducing Translation Studies**". 3rd Edition, Routledge.
- Bassentt, S. (2002). "**Translation Studies**".Routledge. London & New York.
- Baker, M. (2011). "**In Other Words**". Routledge.
- Hatim, B. &Munday, J. (2004). "**Translation: an Advanced Resource Book**". Routledge.

- 2. Listof Essential References Materials (Journals, Reports, etc.)

- Hopkinson, A. (2009)."**Translation in Practice**". British Centre for Literary Translation, Arts Council England, The Society of Authors, British Council, and Dalkey Archive Press.
- Duff, A. (1990)."**Bringing Translation Back into the Language Class**".Practical English Teaching. Vol. 10, No.3.
- Deller, S. &Rinvolucri, M. (2002). "**Using the Mother Tongue: Making the Most of the**

Learner's Language". Delta Publishing.

- Murphy, B. (1988)."**Teaching Translation and Teaching through Translation**".(MET 15/4)
- Baker, Mona and Gabriela Saldanha eds. (2008), Routledge **Encyclopedia of Translation Studies,** 2nd ed., London and New York: Routledge.
- Bassnett, Susan (2014), **Translation**, London and New York: Routledge.
- Cabré, M. Teresa (1999), **Terminology: Theory, Methods and Applications**, Amsterdam: Benjamins.
- Chan, Sin-Wai, ed. (2015) The Routledge **Encyclopedia of Translation Technology**, London and New York: Routledge.
- Corsellis, Ann (2008), **Public Service Interpreting: The First Steps**, Basingstoke: Palgrave Macmillan.
- Díaz Cintas, Jorge and Gunilla Anderman eds. (2009), **Audiovisual Translation. Language Transfer on Screen**. Basingstoke; New York: Palgrave Macmillan.
- Drugan, Joanna (2013), **Quality in Professional Translation. Assessment and Improvement**, London: Bloomsbury.
- Jiménez-Crespo, Miguel A. (2013), **Translation and Web Localization**, London and New York: Routledge.
- Kuhiwczak, Piotr and Karin Littau eds. (2007), **A Companion to Translation Studies**, Clevedon: Multilingual Matters
- Lefevere, André ed. (1992), Translation / History / Culture: **A Sourcebook**, London and New York: Routledge.
- Munday, Jeremy ed. (2009), The Routledge **Companion to Translation Studies**, London and New York: Routledge.
- Pöchhacker, Franz (2004), **Introducing Interpreting Studies**, 3rd ed. London: Routledge.
- Pöchhacker, Franz and Miriam Shlesinger eds. (2002), The Interpreting Studies Reader, London: Routledge.
- Quah, Chiew Kin (2006), **Translation and Technology**, Basingstoke: Palgrave Macmillan.
- Robinson, Douglas (2012), **Becoming a Translator**, 3rd ed., London and New York: Routledge.
- Somers, Harold ed. (2003), **Computers and Translation**: A Translator's Guide, Amsterdam: Benjamins.
- Ten Hacken, Pius ed. (2006), **Terminology, Computing and Translation**, Tübingen: Narr.
- Venuti, Lawrence (2008), **The Translator's Invisibility: A History of Translation**, 2nd ed., London and New York: Routledge.
- --- ed. (2012), **The Translation Studies Reader**, 3rd ed., London and New York: Routledge.

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

NB: The course instructor is encouraged to make the best use of the websites and decide on the most relevant resources for his/her own context, e.g. http://forum.wordreference.com/ (discussion forums for various languages)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
- **Lectures and notes prepared by the course instructor for all the chapters are available on the D2L system to which learners can refer. Other supplementary materials are**

also available.

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.)
Enough space is available at college for accommodating the students:
- **Lecture rooms can accommodate up to 50 students.**
- **Laboratories accommodate up to 32 students.**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Smart Boards, digital podiums and Internet facilities are available in the classrooms.**
- **Well -equipped language labs are available at the college for students during practical lectures.**

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

G.   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.**
- **A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.**
- **A "Program evaluation" questionnaire done by the students at the end of each term.**

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

- **Revising study plans of the department by the college committee of Academic Study Plans.**
- **Quality check by colleagues and Head of the Department.**

3. Processes for Improvement of Teaching

- **Getting learners to work in groups to translate different sections of a text, and then regroup them to connect together their parts into a full text, with suitable connecting language.**
- **Alternatively,having learners work in groups on short texts; then regroup and compare their versions, before producing a final text. This can then be compared with an 'official' published version.**

- **Encouraging learners to share translation materials via group e-mails.**
- **Encouraging learners to bring in short texts/proverbs/poems and present them to the class, explaining why they like them. These are then used for translation.**
- **Urging learners to look at 'bad' translations and discuss the causes of errors. Translation software programs and web pages are good sources of these.**
- **Asking learners to find different kinds of texts for comparison and translation, for example recipes, e-mails, graffiti, technical texts, post-its, etc.**
- **Getting learners translate the script of a scene from a film, then dub over the scene itself with their new version in the l2.**
- **Urging learners develop a webpage or blog with their own translated work.**
- **Getting learners participate in live online forums such as word reference.**
- **Asking learners to evaluate translation software/web pages and then report back to the group.**

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)

- **Checking Marking is performed by the revising committee of "Measurement and Evaluation" unit. By the end of each semester, a random sample of the marked answer sheets is taken for rechecking using general standards (a prepared checklist) with reference to the course specifications.**
- **A committee will be available, in case a student asks for rechecking his/ final exams, which is generally composed of the head or coordinator of the department along with selected staff members.**
- **Checking Marking of a sample of students' work by a faculty from a counterpart teaching institution (as much as possible).**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- **A midterm evaluation feedback form to increase the instructor's awareness of the strong and his /her weak teaching practices.**
- **The course instructor reviews the course effectiveness by taking feedback from the students and checking the other universities content materials for relevance of the knowledge.**

Name of Course Instructor: Dr. Sana'a Khatter

Signature: ……………………………… Date Specification Completed: …………………

Program Coordinator: Dr.Saleh Al-Harthi

Signature: …………………………….. Date Received: 28/ 05/ 1440

1	•
2	• Translate texts from Arabic into English and vice-versa, choosing appropriate words and structures to capture different types of meaning, and to suit various text types.
3	• View translation from a variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).
4	• Discuss various issues in L1-L2 relationship and how the translation process can be affected by this.
5	• View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).
6	• Improve their writing skills in both languages (along with other skills such as reading and listening and speaking in oral translation (interpretation).
7	• Identify translation problems on different levels of language and discuss solutions, applying relevant theories.
8	•
9	• Discuss the qualities of a good translator.
10	• See translation as an interdisciplinary process.