اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Advanced Translation
Course Code:	ENGL315
Program:	B.A. English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah University

VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

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Table of Contents

A. Course Identification

1. Credit hours: 3	

2. Course type					
a.	University ☐	College ☐	Department **x**	Others ☐	
b.	Required **x**	Elective ☐			

3. Level/year at which this course is offered:
Level 6

4. Pre-requisites for this course (if any): Introduction to translation ENGL224

5. Co-requisites for this course (if any):

NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	89%
2	Blended	5	11%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	5
3	Tutorial	
4	Others (specify)	
	Total	45

B. Course Objectives and Learning Outcomes

1. 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 a way 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.).

2. Course MainObjective

By the end of the course, students are expected 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.

Practice certain vocabulary, grammar points, styles and registers through translation activities.

3. Course Learning Outcomes

CLOs		AlignedPLOs
1	Knowledge and Understanding	

	CLOs	AlignedPLOs
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.	4.1
1.2	Define translation and explain the fundamental ideas, concepts, terms and approaches of translation and translation studies.	1.2
1.3	Discuss translation from a variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).	1.2
1.4	Discuss the qualities of a good translator.	1.2
2	**Skills :**	
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	2.3&2.4
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..	2.3
2.3	View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).	2.1&2.2
2.4	Differentiate between genres of writing, understand the formal elements of language use in those genres, and write in the appropriate genres.	2.3
2.5	Develop various communication skills gained from translation studies and practices.	4.1
2.6	Learn to vary style to suit different contexts.	3.1
2.7	Express how different languages work (languaging).	4.1
2.8	Work independently of the teacher.	3.1
2.9	Learn various interdependent skills through the process of translation.	4.1
3	**Values:**	
3.1	Use language for a purpose.	4.1
3.2	Create a desire for communication. Communicate effectively using translation.	4.1
3.3	Prepare wed-based and digital materials for the purposes of translation.	4.2
3.4	Become more tolerant and inclusive for other languages and other cultures, as translation is a cross-cultural communication process.	3.5

C. Course Content

No	List of Topics	Contact Hours
1	**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'?	6
2	**Equivalence above Word Level Collocation** • Collocational Range and Collocational Markedness	9

	• 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	**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	6
4	**Functional Theories of Translation** • Introduction • Text type • Translational action • Skopos theory Translation – oriented text analysis	6
5	**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	9
6	**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**.	9
	Total	45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	TeachingStrategies	AssessmentMethods
1.0	**Knowledge and Understanding**		
1.1	Translate texts from Arabic into English or vice versa choosing appropriate words and structures to	Mixed methods, lecturing, class discussion, individual and class tasks	Traditional tests and quizzes

Code	Course Learning Outcomes	TeachingStrategies	AssessmentMethods
	capture different types of meaning, and to suit various text types.		
1.2	Define translation and explain the fundamental ideas, concepts, terms and approaches of translation and translation studies.	Mixed methods, lecturing, class discussion, individual and class tasks	Quizzes and tests Midterms and finals
1.3	Discuss translation from a variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).	Mixed methods, lecturing, class discussion, individual and class tasks	-Homework assignments. -Midterm and final exams.
1.4	Discuss the qualities of a good translator.	Mixed methods, lecturing, class discussion, individual and class tasks	-Homework assignments. -Midterm and final exams.
2.0	**Skills**		
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	-Lectures -Class work, -discussion	-Homework assignments. -Midterm and final exams.
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..	-Class work, - focus group discussion	-Homework assignments. -Midterm and final exams. -Quizzes
2.3	View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).	- Mixed methods, lecturing, class discussion, individual and class tasks	- Assignments. -graded presentations
2.4	Differentiate between genres of writing, understand the formal elements of language use in those genres, and write in the appropriate genres.	-Lectures -Class work, -discussion	-Homework assignments. -Midterm and final exams.
2.5	Develop various communication skills gained from translation studies and practices.	-Class work, - focus group discussion	-Homework assignments. -Midterm and final exams. -Quizzes
2.6	Learn to vary style to suit different contexts.	- Mixed methods, lecturing, class discussion, individual and class tasks	- Assignments. -graded presentations
2.7	Express how different languages work (languaging).	-Lectures -Class work, -discussion	-Homework assignments. -Midterm and final exams.

Code	Course Learning Outcomes	TeachingStrategies	AssessmentMethods
2.8	Work independently of the teacher.	-Class work, - focus group discussion	-Homework assignments. -Midterm and final exams. -Quizzes
2.9	Learn various interdependent skills through the process of translation.	- Mixed methods, lecturing, class discussion, individual and class tasks	- Assignments. -graded presentations
3.0	Values		
3.1	Use language for a purpose.	- Setting deadlines for tasks.	Checking if students keep to deadlines in submitting assignments/response papers.
3.2	Create a desire for communication. Communicate effectively using translation.	Mixed methods, lecturing, class discussion, individual and class tasks.	Allocating marks for good team and intra-team work..
3.3	Prepare wed-based and digital materials for the purposes of translation.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.4	Become more tolerant and inclusive for other languages and other cultures, as translation is a cross-cultural communication process.	Encourage students to use audio, video and web-based material;	Allocate marks for the use of audio, video and web-based material in students' assignments and presentations;

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written Quizzes (1& 2)	4 & 9	20%
2	Assignments and/or projects	All the way through	20%
3	Written mid-term exam	7	20%
4	Written final exam	15	40%
5	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

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.

dvice. (include amount of time teaching staff are expected to be available each week)

F. Learning Resources and Facilities

1. Learning Resources

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.
Essential References Materials	**Internet based activities on phonology** **List of Recommended Textbooks and Reference Material :** • 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 theLearner'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.
Electronic Materials	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)
Other Learning Materials	Lectures and notes prepared by the course instructor for all the chapters are available on the LMS blackboard to which learners can refer. Other supplementary materials are also available.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• Lecture rooms well-equipped with teaching aids • Language labs • Library Conference hall
Technology Resources (AV, data show, Smart Board, software, etc.)	• Laptop computer • Multimedia projector system • Internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	By meetings and discussing that in regular bases
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Self-evaluation Peers	By doing peer-evaluating per course.
Processes for Improvement of Teaching	Quality Coordinators Program coordinators	Training sessions, workshops to facilitate experience exchange among faculty members Regular meetings to discuss and solve problems Discussion of challenges in the classroom with colleagues and supervisors Encouraging faculty members to attend professional development conferences Keep up to date with pedagogical theory and practice Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)	Instructors Head of the Department Quality Coordinators Course Coordinator Program Coordinator	1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Double-check papers by a second reader in case of students who believe they are underrated.
Describe the planning arrangements for periodically reviewing course	Discussion in the WhatsApps Groups of Department of English Review Committees	1. Compare syllabi and course description with other universities

Evaluation Areas/Issues	Evaluators	Evaluation Methods
effectiveness and planning for improvement.	Discussions with Quality Coordinator	(including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes,Quality oflearning resources, etc.)
Evaluators (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)
Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department Council.
Reference No.	Department Council Meeting No.3
Date	7-2-1442 H