Course Specification
— (Bachelor)

Course Title: **Computer-Aided Translation**

Course Code: ENGL 324

Program: B.A. in English

Department: English

College: Education

Institution: Majmaah University

Version: TP-153- 2023

Last Revision Date: *Pick Revision Date.*

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Level 5)

4. Course general Description:

This course provides students with a wide range of computer skills and resources for novice translators, covering a number of translation-related IT topics from word processing to developing Translation Memory ™ system. Students will also gain knowledge on computer-assisted terminology management (e.g. SDL Trados Studio 2017); and develop critical thinking by, for example, preparing thorough presentations that examine the functionality and impact of various desktop translation memory tools Land cloud-based translation memory systems. Both proprietary and free, i.e. open-source translation memory systems support common features such as project management, translation memory maintenance, terminology management, machine translation, statistical reports, automated quality assurance, etc. This course is the perfect introduction to modern electronic translation environments, providing students with practical advice on how information research, terminology management, and translation memory systems can best be integrated into the translation process. The course will also explore some new trends in CAT.

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

None

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

None

7. Course Main Objective(s):

By the end of the course, students should be able to:
1. Demonstrate awareness of appropriate tools that assist in the translation process.
2. Demonstrate awareness of the historical development of CAT tools and their importance in modern-day translation practice.
3. Apply at a basic level translation memory and machine translation tools.
4. Explain the interaction between translation memory and machine translation tools.
5. Develop Translation-memory systems: a TM. Interactive translation. Post-translation alignment.
6. Use SDL TRADOR package for translation tasks.
7. Making translation in chunks on online translate tool like Google Translate.
8. Edit and proofread to make a chunk of translation standardized.
9. Analyze the future and new t trends in CAT

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	66%
2	E-learning	15	24%
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	30
2.	**Laboratory/Studio**	15
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
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	Identify main CAT tools.	**K1**	• **Lecturing** • **Interactive class discussion**	• **Exams** Quizzes(True /false, matching short notes
1.2	Explain how CAT tools are used for translation tasks.	**K1**	• **Interactive class discussion**	**Quizzes, presentations**
...				
2.0	**Skills**			
2.1	Cognitive:	**S2**	• **Lecturing**	Presentations

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	Select appropriate CAT tools for a translation task. approaches, theories and strategies.		• **Interactive class discussion**	Group assignments
2.2	Communication: Use Translation Memory System for storing translation words, expression and chunks for future use for time saving	S1	**Interactive class discussion** **Teamwork**	Presentations Group assignments
…				
3.0	**Values, autonomy, and responsibility**			
3.1	Appreciate several factors such as punctuality and integrity, when turning in assignments, and individual differences amongst L2 learners.	V2	Teamwork	Presentations, projects, observation
3.2				
…				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to CAT tools (Microsoft Word, dictionaries, encyclopedias, Online Translators like Google Translate, and other translation programs and applications)	6
2.	Translation Memory Technology	6
3.	Translation Workflow in CAT	6
4.	Online proofreading and editing tools for translation	6
5.	TRADOS package	6
6.	Future of CAT	3
7.	Translation termbase	3
8.	Introduction to CAT tools (Microsoft Word, dictionaries, encyclopedias, Online Translators like Google Translate, and other translation programs and applications)	6
9.	An Overall Review/Revision + Final Exam	**3**

Total	45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm	8	30%
2.	Quizzes	All the way through	10%
3.	Assignment and class participation	All way the through	10%
4.	Teamwork and presentation	All way the through	10%
5.	Final Exam	15	40%

*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	1. Ortega .L. (2009). Understanding a Second Language Acquisition. Hodder Education
Supportive References	2. Mitchell, Rosamond, Myles, Florence and Marsden (2013). Second language learning Theories. London: Routledge
Electronic Materials	iteslj.org/links/ www.esllibrary.com
Other Learning Materials	SDL , Main Campus library

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	classrooms
Technology equipment (projector, smart board, software)	Data show computer and internet access
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	- students - Head of the Department - Program Coordinator	Indirect(CES + PES+SES) Direct (assessment of the course outcomes.
Effectiveness of Students assessment	- Head of the Department - Program Coordinator - Peer Instructors	Check the marking of examination papers either by resident or visiting faculty member arrange with another Institution to have two common test terms included on an exam and compare marks given. Double-check papers by second reader in case of students who believe they underrated
Quality of learning resources	- Course Coordinator - Quality Coordinator - Program Coordinator	Annual meetings of the faculty to discuss improvement of learning resources.
The extent to which CLOs have been achieved	- instructor - Head of the Department - Quality Coordinator - course Coordinator - Program Coordinator	Tests -Questionnaires- reports (direct and indirect)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	