



Course Specification

— (Bachelor)

Course Title: Advanced Translation

Course Code: ENGL 315

Program: B.A. in English

Department: Department of English

College: College of Education

Institution: Majmaah University

Version: 2023

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours: (.....)

2. Course type

A. University College Department Track Others
 B. Required Elective

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

4. Course general Description:

1. Course Description 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.).

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

Introduction to translation ENGL224

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

NA

7. Course Main Objective(s):





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 layered ness 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.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	
2	E-learning	5	
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	5
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			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
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	Kwl	
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.).	1.3		
2.0	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		
3.0	Values, autonomy, and responsibility			
3.1	Use language for a purpose.	4.1		





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Create a desire for communication.	4.1		
	Communicate effectively using translation.			
.3.3	Prepare web-based and digital materials for the purposes of translation	4.2		

C. Course Content

No	List of Topics	Contact Hours
1.	<p>Introduction to Advanced Translation</p> <p>Central Issues</p> <ul style="list-style-type: none"> • Language and Culture • Types of Translation • Decoding and Recoding • Problems of Equivalence • Loss and Gain • Untranslatability <p>Science or 'Secondary Activity'?</p>	
	2.	
3	<p>Grammatical Equivalence</p> <p>The diversity of grammatical categories across languages</p> <ul style="list-style-type: none"> • Number • Gender • Person • Tense and aspect • Voice <p>A brief note on word order</p> <p>Introducing text</p>	





	<ul style="list-style-type: none"> • Text vs. non-text <p>Features of text organization</p>	
4	<p>Functional Theories of Translation</p> <ul style="list-style-type: none"> • Introduction • Text type • Translational action • Skopos theory <p>Translation – oriented text analysis</p>	
5	<p>Discourse and Register Analysis Approach</p> <ul style="list-style-type: none"> • 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 <p>Criticisms of discourse and register analysis approach to translation</p>	
6	<p>Translation studies and interdisciplinarity</p> <ul style="list-style-type: none"> • Introduction • Discipline, interdiscipline or sub-discipline? • Mary Snell-Hornby's 'integrated approach' • Interdisciplinary approaches • The future: co-operation or fragmentation? <p>Translation as Languaging.</p>	
Total		

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
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.	Mixed methods, lecturing, class discussion, individual and class tasks	
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	





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
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	
4	Discuss the qualities of a good translator.	Mixed methods, lecturing, class discussion, individual and class tasks	

*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	<ul style="list-style-type: none"> • 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. <p>Hatim, B. & Munday, J. (2004). "Translation: an Advanced Resource Book". Routledge.</p>
Supportive References	<ul style="list-style-type: none"> • 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. <p>Deller, S. & Rinvoluceri, M. (2002). "Using the Mother Tongue: Making the Most of the Learner's Language". Delta Publishing</p>
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. Required Facilities and equipment





Items	Resources
<p>facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<ul style="list-style-type: none"> Lecture rooms well-equipped with teaching aids Language labs Library <p>Conference hall</p>
<p>Technology equipment (projector, smart board, software)</p>	<ul style="list-style-type: none"> Laptop computer Multimedia projector system Internet access
<p>Other equipment (depending on the nature of the specialty)</p>	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructors and coordinators	By meetings and discussing that in regular bases
Effectiveness of Students assessment	Self-evaluation Peers	By doing peer-evaluating per course
Quality of learning resources	Quality Coordinators Program coordinators	<p>Training sessions, workshops to facilitate experience exchange among faculty members</p> <p>Regular meetings to discuss and solve problems</p> <p>Discussion of challenges in the classroom with colleagues and supervisors</p> <p>Encouraging faculty members to attend professional development conferences</p> <p>Keep up to date with pedagogical theory and practice</p> <p>Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</p>
The extent to which CLOs have been achieved	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



Assessment Areas/Issues	Assessor	Assessment Methods
		2. Arrange with another institution to have two common test items included on an exam and compare marks given Double-check papers by a second reader in case of students who believe they are underrated.
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Board/Council; Academic Board and Committee for Course/Curricula Development
REFERENCE NO.	
DATE	

