Course Specifications

Course Title:	**Advanced Translation**
Course Code:	**ENGL 315**
Program:	**B. A. in English Language**
Department:	**English Department**
College:	**Science and Humanities in Al-Ghat**
Institution:	**Majmaah University**

A. Course Identification

1. Credit hours: 3 credit hours	
2. Course type	
a. University ☐ College ☐ Department ■ Others ☐	
b. Required ■ Elective ☐	
3. Level/year at which this course is offered: 6th level	
4. Pre-requisites for this course (if any)**:** • **Introduction to Translation- ENGL 224**	
5. Co-requisites for this course (if any)**:** **(NON)**	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		90 %
2	Blended		%
3	E-learning		10 %
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

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 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.).

2. Course Main Objective
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.
9. Practice certain vocabulary, grammar points, styles and registers through translation activities.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**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.	
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.).	

	CLOs	Aligned PLOs
1.4	Discuss the qualities of a good translator.	
2	**Skills :**	
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..	
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	**Competence:**	
3.1	Develop various communication skills gained from translation studies and practices.	
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.	

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 • 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	9
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	9

	Features of text organization	
4	**Functional Theories of Translation** • Introduction • Text type • Translational action • Skopos theory Translation – oriented text analysis	9
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	Teaching Strategies	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	**Skills :**		
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	conventional instruction methods, brain storming, classroom discussions,	exams (mid/final), quizzes, homework, class participation, oral presentations,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction	written assignments, projects
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..		
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	**Competence:**		
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.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1st midterm	Middle of term	20 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2nd midterm	Week 12	20 %
5	Final	Week 15	50 %
6			
7			
8			

***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 :

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom (formally and informally).

Particular counseling is given to help students do project work

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	• 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. -
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 D2L system to which learners can refer. Other supplementary materials are also available.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Larger and more convenient classrooms. - Better equipped language labs.
Technology Resources (AV, data show, Smart Board, software, etc.)	- Laptop computer - Multimedia projector system - Computer lab
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- CDs/Flash memory materials

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
End of term college evaluation of course by students (to be collected by the department)		
End-of-term debriefing in class of students and teacher		

Evaluation Areas/Issues	Evaluators	Evaluation Methods
regarding what went well and what could have gone better		
Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated		

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

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	