



Course Specification

— (Bachelor)

Course Title: Translation of Literary Texts

Course Code: ENG4405

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023- 1445



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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 11

4. Course general Description:

At an early stage of the course, literary texts that are short, less difficult, less complicated in terms of language, style and figurativeness and, hence, simpler to translate are selected on purpose from short stories in the two Languages. At an advanced stage, longer, more complicated texts in terms of language, style and figurativeness than those introduced at the beginning of the course and, hence, more difficult to translate. They are selected on purpose from novel and poetry in particular in the two Languages. They pose huge problems of translation that have to be discussed and solved carefully. The course is based on suggesting two versions of translation for each SL literary text, literary and ordinary, followed by drawing a comparison between them regarding language, meaning and style, to show what literary translation really is in practical terms.

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

(ENG2401) Foundations of Translation.

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

None

7. Course Main Objective(s):

Introducing students to literary translation, with concentration on less difficult and complicated texts from short stories from English into Arabic, and then later on few Arabic-English translations

1. Explaining to students the special characteristics of literary language in comparison to non-literary language; what makes literature into literature (i.e. the concept of literariness); the features and functions of literary style of language and, finally, the relevance of all that to literary translation.
2. Showing in practical terms and by comparison the big gap between literary translation and ordinary translation in terms of language and style.
3. Giving students good training in literary translations and the elements of attaining it.
4. Introducing students at a later stage of the course to more difficult and figurative literary texts chosen from novel and poetry (short poems) in particular, in both English



and Arabic, and how to translate them into literary translation, and the procedures of translation to be applied to solve their problems of translation.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
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	33hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	3 hours
Total		36 hours

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 the basics of translating texts in general, particularly literary texts.	K4	-Traditional lecturing. - Reading articles. - Seminars.	-Quizzes and exams.
1.2	Identify common translation problems and solutions.	K4	-Traditional lecturing. - Reading articles. - Seminars.	-Quizzes and exams. -Class discussion.
1.3	Identify the theories and principles of	K4	- Traditional lecturing.	-Quizzes and exams.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	translation in relation to specific texts.		- Reading critical articles.	-Class discussion. -Online discussion.
2.0	Skills			
2.1	Apply the basics of the practice of translation to assigned texts.	S4	<ul style="list-style-type: none"> - Traditional lecturing. - Class discussion. - Online discussion. - Reading articles. - Seminars. - Interactive workshops. 	<ul style="list-style-type: none"> - Open-book quizzes. - Analytical exam questions. - Translation assignment. Class discussion.
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> - Traditional lecturing. - Reading articles. - Research seminars. - Interactive workshops. 	<ul style="list-style-type: none"> - Translation assignment.
2.3	Use taught solutions to address common translation problems.	S4	<ul style="list-style-type: none"> - Class discussion. - Reading articles. - Interactive workshops. 	<ul style="list-style-type: none"> - Translation assignment. - Analytical exam questions
2.4	Use the theories and principles of translation to translate assigned texts.	S4	<ul style="list-style-type: none"> - Analyzing select articles. - Reading articles. - Interactive workshops. 	<ul style="list-style-type: none"> -Class discussion. -Online discussion. -Translation assignment.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	<ul style="list-style-type: none"> - Traditional lecturing - Reading scholarly articles. 	Class discussion.
3.2	Generate the spirit of cooperation and community service by reinforcing empathy, open-mindedness and acceptance of other cultures and beliefs.	V2	<ul style="list-style-type: none"> - Traditional lecturing - Class discussion. - Watching documentaries. 	Class discussion.

C. Course Content

No	List of Topics	Contact Hours
1.	<p><u>Introduction (1):</u> At this level of study, students are expected to have become more mature and refined in translation and, hence, the course of literary translation can be given to them. In the introduction to this course, emphasis is being laid on the special features of literary language that may set it apart from other types of language in general (e.g. elements of literariness including, figurative, rhetorical, literary, stylistic, connotative, cultural, expressive and emotional features of language). The aim of that is to demonstrate to students that literary translation is expected to be different from other types of non-literary translation. Reference is also made here to the possibility of giving two versions of translation for each literary text handled, one ordinary/non-literary, another literary, to be contrasted with each other to demonstrate to students the big differences between the two and, hence, the value of literary translation. Then focus is turned to the importance of literary translation both locally and internationally, the methods of translation appropriate for translating literature followed by concentration on the principles and problems of translating texts, in both theoretical and practical terms. The material used is mainly from English into Arabic, and just occasionally from Arabic into English at a late stage of the course.</p> <p><u>Introduction (2):</u></p>	8





	<p>In the second part of introduction, focus is turned onto the features of creativity of literary translation based on the creative aspects of literary style, the source of creativity in literary texts in particular. Students are introduced to these features and how to produce, or create them in translation. Then a detailed account of the prerequisites of a literary translator is dwelled upon to put the students in the picture of the tasks of translating literature put ahead of him/her.</p>	
2.	<p>Translation of short stories: tackled for four weeks, being less difficult than the novel, drama and poetry texts to be introduced later on in the course. At the beginning, short paragraphs and passages from simple short stories (e.g. children's short stories) are introduced with a view to translating them first ordinarily and directly, then literarily. The aim is to spot problems of translating short literary texts and how to practice a literary experience of translating a literary text in comparison to a non-literary translation of it. Due to reasons of difficulty, texts from English are primarily translated into Arabic, with occasional short extracts from simple Arabic short stories. Later on in the course, translating excerpts from short stories by well-known names in the world are attempted in the same way, suggesting two versions of translation for each text: ordinary and literary, to be juxtaposed with the aim to indicate the superiority of literary translation of literature. Then, problems of translating these texts are pointed out and sorted out.</p>	6
3.	<p>Translation of Narrative texts: texts here are a bit longer. Translations of narrative texts from famous English novels are attempted, but not quite complicated, though. More concern is laid with the translation of literary style into the Target Language, for, in many cases, style is more important than content in literature. Narrative excerpts of different origins and types, classical and modern, are approached by translating them with special attention to different features of literary style and language including repetition vs. variation, ambiguity, metaphor, relationship of synonymy vs. antonymy, simplicity vs. complexity, periphrasis, irony, and so on. Concentration is mainly on how to construct a creative translation of the literary style concerned in the TL. The practice of suggesting two translations for each text, ordinary and literary, is maintained here as well for the same purpose of valuing literary translation in contrast with ordinary/non-literary translation.</p>	8
4.	<p>Translation of Poetry: this stage toward the end of this course is dedicated to the translation of poetry. Simple stanzas from modern English poetry are picked up at the beginning, then later on, translation of some stanzas or short poems of classical English poetry are proposed. Focus is shifted onto the difficult problems of translating poetry, in theory first, then in practice. Since the core of poetic translation is the prosodic features (e.g. rhyme, rhythm, foot, meter, alliteration, consonance, assonance, parallelism, music, etc.), attention is paid entirely to how to produce, or imitate them in the TL (i.e. Arabic) in the best possible way,</p>	8





and the difficulties of achieving that, or else, meaning is translated only, with poorer effect than the original, though. Two translations are, as usual, provided for each poetic text, one non-poetic, another poetic, to be compared in terms of literary and non-literary translations.	
Total	30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p>Midterms or Quizzes:</p> <p>The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems.</p> <p>A clear rubric should be followed.</p>	Week 6	20%
2.	<p>Analytical essay and/or Creative projects:</p> <p>Topics, guidelines and deadlines - should be specified at the beginning of the course.</p> <p>Assignments should be marked for structure, punctuation, content and proper citation of sources.</p> <p>A clear rubric should be followed.</p>	Week 9	20%
3.	<p>Discussion in class and online:</p> <p>Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.</p>	Weekly	10%
4.	<p>Final:</p> <p>The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p>	Final Exam Period	50%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	Students should be held responsible for language mistakes. A “reasonable” percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.		

*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. Ghazala, H. 2013. <i>A Textbook of Literary Translation</i> . Jeddah: Kunooz AlMarifa.
Supportive References	1. عناني، محمد (1997). الترجمة الأدبية بين النظرية والتطبيق. مكتبة لبنان ناشرون & الشركة تامصرية العالمية للنشر-لونجمان. 2.Landers, C. (2001) <i>Literary Translation: A Practical Guide</i> , (Clevedon: Multiliter Matters). 3.Journals and papers on literary translation, especially English-Arabic-English.
Electronic Materials	Updated natural online &electronic literary translations of different types and sources to be used in the classroom, taken out from the web and social media including Facebook and Twitter.
Other Learning Materials	1. Computer-assisted translation tools

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Projectors
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	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams and Assignments (Direct)
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453/132022
DATE	07 Rabi-II 1445 – 22 October 2023

