



# Course Specification

— (Bachelor)

**Course Title:** Translation of General Texts

**Course Code:** ENG 2402

**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



## Table of Contents

<b>A. General information about the course:</b> .....	3
<b>B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods</b> .....	4
<b>C. Course Content</b> .....	7
<b>D. Students Assessment Activities</b> .....	8
<b>E. Learning Resources and Facilities</b> .....	8
<b>F. Assessment of Course Quality</b> .....	9
<b>G. Specification Approval</b> .....	9



## 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 6

#### 4. Course general Description:

This course involves a translation practice of a variety of types and subtypes of general texts, including correspondence of different types, website contents, leaflets, public notices and manuals of several types, advertisements/commercials, recipes and meals of different kinds, newspaper articles of general nature, artistic texts like TV series, humor, conversations, and specialized texts translated for general purposes. All procedures, methods, and solutions to resolve translation problems are put forward in as simple terms as possible and in a wide range of applications. Special concern is assigned to the aims of translating general texts, especially in the market, for general texts are usually TL reader-oriented in the sense that translators observe the clients' needs and requirements. This approach is derived from the "skopos Theory" (or purpose theory) of translation, which can be appropriate to apply to the translation of general texts.

#### 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):

The course aims at acquainting students with the necessary theoretical knowledge and appropriate procedures and methods needed for tackling and handling issues of translating general texts efficiently and professionally, in addition to introducing them to various genres of general texts, their conventions, and characteristics, with a particular emphasis on texts that might be of significant importance to the general public. To ensure that students enhance their practical skills, the course provides them with opportunities for hands-on practice, allowing them to apply theoretical concepts in real-world scenarios.

### 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		





No	Mode of Instruction	Contact Hours	Percentage
	<ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	<b>Lectures</b>	34 hours
2.	<b>Laboratory/Studio</b>	
3.	<b>Field</b>	
4.	<b>Tutorial</b>	
5.	<b>Others: Exams</b>	2 hours
<b>Total</b>		<b>36 hours</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Identify the basics of translating general texts.	K3	<ul style="list-style-type: none"> <li>- Traditional lecturing.</li> <li>- Reading articles.</li> <li>- Seminars.</li> </ul>	Quizzes and exams.
1.2	Identify common translation problems and solutions.	K3	<ul style="list-style-type: none"> <li>- Traditional lecturing.</li> <li>- Reading articles.</li> <li>- Seminars.</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes and exams.</li> <li>- Class discussion.</li> </ul>
1.3	Identify the theories and principles related to specific texts.	K3	<ul style="list-style-type: none"> <li>- Traditional lecturing.</li> <li>- Reading critical articles.</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes and exams.</li> <li>- Class discussion.</li> <li>- Online discussion.</li> </ul>
<b>2.0</b>	<b>Skills</b>			
2.1	Apply the basics of the translation practice to assigned texts.	S3	<ul style="list-style-type: none"> <li>- Traditional lecturing.</li> <li>- Class discussion.</li> <li>- Online discussion.</li> <li>- Reading articles.</li> <li>- Seminars.</li> </ul>	<ul style="list-style-type: none"> <li>- Open-book quizzes.</li> <li>- Analytical exam questions.</li> </ul>





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			- Interactive workshops.	- Translation assignment. - Class discussion.
2.2	Demonstrate research and analytical skills.	S3	- Traditional lecturing. - Reading articles. - Research seminars. - Interactive workshops.	- Translation assignment.
2.3	Use taught solutions to address common translation problems.	S3	- Class discussion. - Reading articles. - Interactive workshops.	- Translation assignment. - Analytical exam questions.
2.4	Use the theories and principles to translate assigned texts.	S3	- Analyzing selected articles. - Reading articles. - Interactive workshops.	- Class discussion. - Online discussion. - Translation assignment.
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	- Traditional lecturing - Reading scholarly articles.	- Class discussion.
	Work responsibly and autonomously when performing a task individually or within a team.	V2	- Traditional lecturing - Class discussion. - Watching audiovisual content	- Class discussion. - Projects - Assignments

### C. Course Content

No	List of Topics	Contact Hours
1.	<b>Introduction:</b> It defines general texts in clear terms as a reference to those texts whose main features are: (1) non-technicality/non-specialization, (2) simplicity of language and style and (3) generality of subject matter. They can be about general topics of different kinds. They are TL reader-oriented and aim at meeting his/her demands and purposes. Therefore, their translation can be described as freer, more communicative and more relaxing to readers as much as translators. This introduction to general texts and their translation stresses the point of adopting a simple, easy-going and lucid style of language and method of	4





	translation that may render meaning to the public as comfortably and simply as possible. Hence, a good idea about features of simple style and language is given to students at this initial stage of the course so that they can put it in application later on.	
2.	<b>Translating Major Types of General Texts:</b> starting with personal correspondence of different kinds (e.g. business correspondence like business letters, e-mails, general letters, official letters, formal letters, memoranda, letters to the editor, recommendation/academic letters, personal letters, letters of invitation, etc. Each of these types of correspondence is illustrated in practice by a translated example followed by four points of discussion: (i) purpose of the translation; (ii) type of TL readership; (iii) translation problems; and (iv) translation strategies/procedures. The ultimate aim of the discussion of the translation of each of these texts is to make the translation clear for the students in terms of what, how and what for.	5
3.	<b>Translating Leaflet</b> (subsuming guides, prospectuses, catalogue and brochures): including public service, tourist, university, bank, instructions, religious, political, health and motorcar leaflets. Leaflets are usually designed to be clear in message, simple in language and style, of short sentences, uncomplicated, non-technical, target reader-oriented, attractive and short in titles, eye-catching and logical in presentation, capturing, careful in choice of headlines/titles, well-organized in layout, smart in appearance, and abiding by the brevity rule, “the shorter, the better”. All these points are to be taken into account at translating the many examples of leaflets provided in the course, alongside discussing the four major points (i) purpose of the translation; (ii) type of TL readership; (iii) translation problems; and (iv) translation procedures.	5
4.	<b>Translating Advertisements:</b> advertising is the promotion of goods or services for sale through the numerous mass media, especially radio, television, newspaper and the Web. Advertisements have one major aim, i.e., sell products to customers. Advertising is nowadays many types including search, newspaper, magazine, cell phone, direct mail, catalogue, leaflet, movie, TV, directory, product, , outdoor and transit, corporate, in-store, aerial, sales, covert, surrogate, industrial, in-door (etc.) advertising. Main types only are picked up to translate and discuss in terms of difficulties of translation, style, purpose of translation, readership and translation procedures. These types are: newspaper advertisements, TV commercials, Radio commercials online advertising, magazine advertisements, street and outdoor advertising, new media advertising, public notices. Special emphasis is being laid on the stylistic techniques and mechanisms of producing an eye-catching translation in the TL to match the catchy original.	5
5.	<b>Translating the Media: Newspaper Articles:</b> newspaper articles cover a wide range of topics directed to the general public, be the newspaper popular (or informal) or quality (or formal). However, there are differences of style in regard to grammar and lexis in particular. Prime among the newspaper articles are political (the most recurrent), social, scientific, humanitarian, fun/entertainment, cultural, health, economic, psychological, sports and weird articles. Although focus is turned onto political articles, other types are also important to the public with variations, though. Hence, all of these types are tackled by translators who already know that the purpose of their translation is to render the SL message rather than the literal and accurate meaning of the newspaper text to the TL readers in an effective, clear and lucid way as much as they can, leaving out technical, specialized, complex, complicated and awkward structures and	5



	expressions out. As usual, after each translated text is a discussion of the four major points (i) purpose of the translation; (ii) type of TL readership; (iii) translation problems; and (iv) translation strategies.	
6.	<b>Translating Miscellaneous General Texts:</b> including texts about smoking, living in London, child abuse, humorous texts, informal conversation, stereotypes, character secret (Arabic-English), hollow men (Arabic-English), Friday Sermon (Arabic-English), and many others that can be described as of general nature. At this stage of the course, one or two interesting Arabic short texts can be introduced with care, though, to translate into English in as general and simple terms as possible. At the end of each translated, texts, again, a discussion relevant to it is put forward in terms of (i) purpose of the translation; (ii) type of TL readership; (iii) translation problems; and (iv) translation procedures.	5
7.	<b>Translating Specialized Texts into General Purpose Texts:</b> this last stage of the course represents a step forward in the application of purpose theory to texts of specialist nature to be translated into general texts according to purpose theory suggestions. For example, summarization of a specialized SL text into general TL outlines, turning a scientific SL text into a general TL text for educational purposes, normalizing a technical text (e.g. a driving lesson), non-technicalization of a medical text, de-jargonizing economic jargon (etc.), simplifying rhetorical texts (e.g. a Friday Sermon, or a presidential speech), euphemizing abusive language in general terms, etc. All translations are discussed with respect to the four major points: (i) purpose of the translation; (ii) type of TL readership; (iii) translation problems; and (iv) translation strategies.	5
<b>Total</b>		<b>34</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p><b>Midterms or Quizzes:</b></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</p>	Week 6	20%



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

\*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. (2016). *Translating General Texts: A Textbook*. Konooz Al-Marifah: Jeddah, Saudi Arabia.







	2. Shunnaq, A. (2012). <i>Papers and Studies in Arabic Translation</i> . Yarmouk University Publications: Irbid, Jordan.
<b>Supportive References</b>	1. Hatim, B. 1997. <i>English-Arabic and Arabic-English Translation</i> . London: Saqi Books. 2. A selection of a variety of translations of English Newspaper articles, ads, leaflets and other types of general texts into Arabic.
<b>Electronic Materials</b>	Updated natural online & electronic translations of general texts of different types and sources to be used in the classroom, taken out from the web and social communication media including Facebook and Twitter. General texts translation software.
<b>Other Learning Materials</b>	Computer-assisted translation tool

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<b>Classrooms</b>
<b>Technology equipment</b> (Projector, smart board, software)	<b>Projectors</b>
<b>Other equipment</b> (Depending on the nature of the specialty)	<b>NA</b>

## 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

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

