



# Course Specification

— (Bachelor)

**Course Title:** Translation 1

**Course Code:** 701/731490-2

**Program:** BA in English Language

**Department:** Department of English

**College:** College of Social Sciences

**Institution:** Umm Al-Qura University

**Version:** 3

**Last Revision Date:** 1445- 2023



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: 2

#### 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 introduces the students to the basics of translation, both theoretically and practically. It is taught as a skill in its own right, as well as an enhancer of ESL learning. This goal is achieved through the analysis of the major differences and similarities between Arabic and English, viz sentence patterns, word order, connectivity, gender, number, etc. Translation is dealt with at the word and sentence levels, with the aim of (a) familiarizing students with the basic procedures of translation and (b) drawing their attention to meaning in and out of context. Short graded texts are introduced, thus allowing students to apply what they will have learned earlier in the course.

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

Introduction to Linguistics (701/731260-3)

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

None

#### 7. Course Main Objective(s):

1. Introducing students to the definitions of translation and its basic principles.
2. Demonstrating to students the critical importance and role of translation especially these days.
3. Pointing out briefly the main types of translation including written translation, oral translation i.e., interpreting) and its different types (simultaneous, consecutive, etc.) and technological translation (especially computer aided and machine translations)
4. Acknowledging students with basic terms and acronyms of the subject of translation (e.g. Source Language (SL), Target Language (TL); SL readership, TL readership, Source Text (ST), Target text (TT), Computer-aided Translation (CAT), Machine Translation (MT), Unit of Translation (UT), etc.
5. Summing up the main linguistic and translation skills required for translators to become good translators, to be developed by and by throughout this and next translation courses in the Program.
6. Giving students a general and simple idea about the main methods of translation (i.e., free and literal), then at a later stage, more methods can be introduced).
7. Briefing students on the major types of problems of translation (grammatical, lexical, phonological, stylistic, etc.) to be applied in practice later on in the course.



8. Acquainting students with the term “translation procedures” with some exemplified procedures to be extended later on in this and remaining translation courses in the Program.

## 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hours per week	100%
2	E-learning		
3	Hybrid <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>	22 hours
2.	<b>Laboratory/Studio</b>	
3.	<b>Field</b>	
4.	<b>Tutorial</b>	
5.	<b>Others: Exams</b>	2 hours
<b>Total</b>		24 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	<b>Knowledge and understanding</b>			
1.1	The course is intended to help learners: Identify the different types of translation, and recognize the different referents of the basic translation terms like SL, TL,	K3	- Lectures. - Seminars - Open discussion - Homework & assignments and feed- back	- Students' classroom responses to questions and issues raised - Quizzes (2 minimum).





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	UT, translation problems, procedures, methods, etc.		<ul style="list-style-type: none"> <li>- Online facilities and up-to-date material.</li> <li>- Tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>- Mid-term exams (2 max.)</li> <li>- Final exam</li> <li>- homework &amp; assignments</li> </ul>
1.2	Recognize the importance of translation and its valuable roles in today's world as a well-established and well-organized discipline and practice in human life.	K3	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- Seminars</li> <li>- Open discussion</li> <li>- Homework &amp; assignments and feed-back</li> <li>- Online facilities and up-to-date material.</li> <li>- Tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>- Students' classroom responses to questions and issues raised</li> <li>- Quizzes (2 minimum).</li> <li>- Mid-term exams (2 max.)</li> <li>- Final exam</li> <li>- homework &amp; assignments</li> </ul>
<b>2.0</b>	<b>Skills</b>			
2.1	<p>Students are expected to: Put in application the basic theoretical topics and concepts of translating different types of texts especially from English into Arabic at this stage.</p> <p>Translate using various translation principles and procedures through a number of illustrative examples covering translations at the levels of words, phrases, clauses and sentences (English-Arabic).</p>	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is given.	The same as those related to the assessment of 'Teaching strategies to develop the students' knowledge and understanding suggested earlier (see above).
2.2	Analyze translation problems, both lexical and grammatical, and identify procedures to sort them out. This will help them translate better.	S3	<ol style="list-style-type: none"> <li>1. Seminars.</li> <li>2. Partly student-conducted translation sessions.</li> <li>3. Oral quizzes.</li> </ol>	1. Marked overall assessment of the students' performance throughout all



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	Acquire more self-confidence in their translation skills and be able to argue for or against a certain translation version.		4. Open group, interpersonal discussion sessions. 5. Group assignments. 6. Online feedback on translation skills and knowledge from the students, to be discussed in the classroom.	strategies suggested above. 2. Marked personal interviews. 3. Oral & written quizzes.
2.4	Participate effectively and willingly in the classroom as much as outside it on the topics and issues of the course and other similar activities and discussions in regard to translation as a discipline and profession per se, and the translator's task up to date.	S3		
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Students are expected to:  Achieve a better communication and interaction with the public via translation and Online contacts for translation exchange purposes both locally and internationally.	V1	1. Group assignments 2. Team work translation activities 3. collective presentation 4. Open debates & discussions about translating general terms that have no equivalence in the other language. 5. Establishing communications with world institutions interested in translation as a well-established field of study and practice. 6. Exchange of information on translation terms, topics and new approaches with other local and world institutions concerned.	1. Marked contribution to debates, discussions and presentations. 2. Marked individual presentation. 3. Marked personal interviews and communication. 4. Information technology tests in relation to desperate need to translation as a profession the world over.
3.2	Use major online information technology sources to update themselves with the latest about translation theories, methods, skills, procedures approaches and applications worldwide, which will be of great assistance to them in terms of confidence and communication with the other when they work as professional translators in the future.	V1		
3.3	Coordinate with other students, translators and teachers in the various translation activities,	V2	1. Training in exercising translation pressure on students	1. Marked exercises on tolerating pressure in terms of time, body





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	manipulation, dexterity and precision actions demonstrated in the use of precision tools and instruments relevant to translation theory and practice.		and the means of easing it. 2. Developing the skill of relating physical pressure to psychological pressure of deadlines in the translation of general texts. 3. Analyzing the complexity of the discipline of translation in theory and practice as much physically, psychologically as translationally. 4. elaborating the mental activities performed over the translation process.	movement and mental operations throughout the translation task. 2. Marked individual presentation in terms of time limit. 4. Marked analysis of the translation process of translating a short text and valuing the process tasks in neuro-/psychophysiological and mental terms.
3.4	Put up with the neuro-/psychophysiological pressure laid upon the translator students at work due to time limits and deadlines.	V2		

### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to translation (Newmark, Chapter 1)	2
2.	Translation Methods Newmark & Ghazala, Introduction	2
3.	Language functions and text types (Newmark, Chapter 4)	2
4.	The process of translating (Newmark, Chapter 3)	2
5.	Grammatical problems (Ghazala, Chapter 1)	2
6.	Grammatical problems (Ghazala, Chapter 1)	2
7.	Lexical problems (Ghazala, Chapter 2)	2
8.	Lexical problems (Ghazala, Chapter 2)	2
9.	Lexical problems (Ghazala, Chapter 2)	2
Presentations, Seminars, and Exams		6
Total		24





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Marked individual & group assignments/essays	Week 6	20%
2.	Mid-term written exams	Week 7	20%
3.	Oral presentations	Week 4,8	5%
4.	Seminars: Open group, interpersonal discussion/debate sessions	1,3,6,11	5%
5.	Final exams	Final Exam	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

<b>Essential References</b>	Newmark, Peter. 1988. A Textbook of Translation. London: Prentice Hall. (Chapters 1 – 5)
<b>Supportive References</b>	Ghazala, H. (2008/14). Translation as Problems and Solutions: A Textbook for University Students and Trainee Translators. Konooz Al-Marifah: Jeddah, Saudi Arabia. Farghal, M. and Shunnaq, A. (2011). Translation with Reference to English and Arabic: A Practical Guide. Dar Al-Hilal for Translation: Amman, Jordan.
<b>Electronic Materials</b>	Updated natural online & electronic translations of different types and sources to be used in the classroom. <a href="http://www.translationdirectory.com">www.translationdirectory.com</a>  <a href="http://www.merriam-webster.com">www.merriam-webster.com</a>  <a href="http://www.lesanarab.com">www.lesanarab.com</a>  <a href="http://www.egyta.com/DictionariesDirectory.htm">www.egyta.com/DictionariesDirectory.htm</a>  <a href="http://www.translatorscafe.com/cafe/">www.translatorscafe.com/cafe/</a>
<b>Other Learning Materials</b>	Computer-Assisted Translation Tools (CAT tools).

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<b>Classrooms</b>







Items	Resources
<b>Technology equipment</b> (projector, smart board, software)	<b>- Projectors</b>
<b>Other equipment</b> (depending on the nature of the specialty)	

#### F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<b>Students</b>	<b>Survey (Indirect)</b>
Effectiveness of Students assessment	<b>Peer Reviewer</b>	<b>Sample of exam papers and Peer review form (Indirect)</b>
Quality of learning resources	<b>Students</b>	<b>Survey (Indirect)</b>
The extent to which CLOs have been achieved	<b>Course Instructor</b>	<b>Exams, Assignments, and Seminars (Direct)</b>
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>	424040414453/ 132022
<b>DATE</b>	07 RABI- II 1445- 22 OCTOBER 2023

