Course Specification

— (Bachelor)

Course Title: **Translation II**
Course Code: **701/731493-2**
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 7

4. Course general Description:

This course is a continuation of Translation I. At this stage, the students are introduced to texts of more difficulty and length. Further points of contrast between English and Arabic are pointed out and discussed, and further text-types are introduced especially the argumentative and descriptive types.

Topics include introduction to translation theory ST analysis (theories of reading and comprehension), TT reformulation (theories of writing and composition), text categories and text types, translation as a process (mental and abstract) and a product (actual and concrete), basic translation methods and procedures, and basic translation terminology.

The course is a mixture of theory and practice. Students identify the problem areas and choose the appropriate translation procedures to be followed in handling such problems.

The students are also presented with published translated material for evaluation and criticism in order to sharpen their linguistic accuracy (both the structural and semantic accuracy) and to refine their translation skills.

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

Translation 1 (701/731490-2)

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

None

7. Course Main Objective(s):

The course enables students to:
1. Translate various types of texts from English into Arabic and vice versa with the least number of errors.
2. Identify translation problems encountered at word level and above word level and suggest strategies and solutions to overcome problems of non-equivalence.
3. Apply the different translation methods and strategies in translating texts.
4. Practice attending primarily to the readership, type of texts, stylistic features and purpose of translation.
5. Translate texts and produce coherent and cohesive texts.
6. Acknowledge the differences between English and Arabic with regards to cohesion and cohesion and the various devices involved.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	<mark>2 hours per week</mark>	100%
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	22 hours
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others: Exams**	2 hours
Total		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	**Knowledge and understanding**			
1.1	Recognize translation problems encountered in translating texts at the micro and macro level.	K3	- Lectures. - Seminars - Open discussion - Homework, assignments and feedback - Online facilities and up-to-date material. - Tutorials	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
1.2	Identify the characteristics of the various types of texts and recognize their	K3	- Lectures. - Seminars - Open discussion	- Students' classroom responses to questions and issues raised - Quizzes (1minimum)

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	impact on the translation method used.		- Homework & assignments and feedback - Online facilities and up-to-date material. - Tutorials	- Mid-term exams (2max.) - Final exam - homework & assignments
1.3	Define the targeted TL readership and the purpose of translation.	K3	- Lectures. - Seminars - Open discussion - Homework & assignments and feedback - Online facilities and up-to-date material. - Tutorials	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
1.4	Identify the cohesive devices in English and Arabic texts and recognize the differences between the two languages.	K3	- Lectures. - Seminars - Open discussion - Homework & assignments and feedback - Online facilities and up-to-date material. - Tutorials	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
1.5	Recognize the specific linguistic, cultural, and stylistic features of texts (English and Arabic) and the appropriate translation method to translate them	K3	- Lectures. - Seminars - Open discussion - Homework & assignments and feedback - Online facilities and up-to-date material. - Tutorials	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
2.0	**Skills**			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Analyze the language and style of texts contrasting them with their TL equivalents in terms of context, idiom, collocation, register, stylistics, terminology…etc.	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is suggested. The world today is hugely interested in translation as a critical field of study. So, updated texts and computer and internet search assignments can also be introduced here. In addition, further updated translation corpus on translation studies, approaches, problems, methods and skills can be considered in juxtaposition with traditional ones.	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
2.2	Employ various translation procedures and strategies to tackle the problems of translating texts.	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is suggested. The world today is hugely interested in translation as a critical field of study. So, updated texts and computer and internet search assignments can also be introduced here. In addition, further updated translation corpus on translation studies, approaches, problems, methods and skills can be considered in juxtaposition with traditional ones.	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.3	Evaluate the merits and demerits of each translation technique in different contexts	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is suggested. The world today is hugely interested in translation as a critical field of study. So, updated texts and computer and internet search assignments can also be introduced here. In addition, further updated translation corpus on translation studies, approaches, problems, methods and skills can be considered in juxtaposition with traditional ones.	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
2.4	Examine and explain the peculiarities of the style and language of some types of general texts like advertisement, leaflets and personal correspondence in particular to be put later on in action in translation by students.	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is suggested. The world today is hugely interested in translation as a critical field of study. So, updated texts and computer and internet search assignments can also be introduced here. In addition, further updated translation corpus on translation studies, approaches, problems, methods and skills can be considered in juxtaposition with traditional ones.	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.5	Contrast the style of English and Arabic texts of various types to develop the learners' skill and confidence at translating at both directions: English-Arabic / Arabic-English in the future.	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is suggested. The world today is hugely interested in translation as a critical field of study. So, updated texts and computer and internet search assignments can also be introduced here. In addition, further updated translation corpus on translation studies, approaches, problems, methods and skills can be considered in juxtaposition with traditional ones.	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
2.6	Display more self-confidence and good background of argument about the diversity of translating general texts and the solutions and procedures suggested to their translation problems in practice in different contexts.	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is suggested	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
2.7	Internalize the huge importance of the style, language and purpose of translating different types of texts and the delicate task of the translator and his/her monolithic responsibilities	S3	In addition to those mentioned earlier (under Knowledge), more practice of juxtaposed Arabic and English translations is suggested	- Students' classroom responses to questions and issues raised - Quizzes (1minimum) - Mid-term exams (2max.) - Final exam - homework & assignments
3.0	**Values, autonomy, and responsibility**			
3.1	Translate individually and in teamwork various types of texts	V1	- Open discussion - Seminars	Seminars and assignments

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			- Homework, assignments and feedback	
3.2	Present original topics in presentation	V2	- Seminars - Open discussion - Homework, assignments and feedback	Seminars

C. Course Content

No	List of Topics	Contact Hours
1.	Equivalence at Word Level	2
2.	Translation of Culture	2
3.	Practice (EA)	2
4.	Practice (AE)	2
5.	The Other Translation Procedures	2
6.	The Unit of Translation and Discourse Analysis	2
7.	Translation Criticism	2
8.	Textual Equivalence	2
9.	Pragmatic Equivalence	2
10. Exams and Seminars		**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	**Week7**	**20%**
2.	Midterm Exam	**Weeks 8**	**20%**
3.	Written Quiz	**Week 4**	**5%**
4.	Seminars: Open group, interpersonal discussion/debate sessions	**1,3,6,11**	**5%**
5.	Final Exam	**Exam Periods**	**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	Newmark, Peter. (1988). *A Textbook of Translation*. London: Prentice-Hall. Baker, Mona. (2011). *In Other Words*. London: Routledge.
Supportive References	Almanna, Ali. (2016). *The Routledge Course in Translation Annotation: Arabic-English-Arabic*. London: Routledge. Farghal, Mohmmed and Ali Alanna. (2015). *Contextualizing Translation Theories: Aspects of Arabic-English Interlingual Communication*. Cambridge Scholars Publishing. Ghazala, H. (2016). *Translating General Texts: A Textbook*. Konooz Al-Marifah: Jeddah, Saudi Arabia. Shunnaq, A. (2012). *Papers and Studies in Arabic Translation*. Yarmouk University Publications: Irbid, Jordan
Electronic Materials	جسور المجلة الدولية لعلوم الترجمة و اللغة http://www.traductionmagazine.com List of online dictionaries: http://www.egyta.com/DictionariesDirectory.htm
Other Learning Materials	Computer Assisted Translation Tools (CAT tools)

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	**Classrooms**
Technology equipment (projector, smart board, software)	**Projector**
Other equipment (depending on the nature of the specialty)	

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)**

Assessment Areas/Issues	Assessor	Assessment Methods
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	