



# Course Specification

— (Bachelor)

**Course Title:** Translation of Scientific Texts

**Course Code:** ENG3404

**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 8

#### 4. Course general Description:

This course aims at introducing students to the special importance of scientific texts in general. It stresses the importance of Arabization as a wide-range process of rendering scientific terms into Arabic. It also allows students to understand practical terms and the importance, possibility, necessity, validity and inevitability of Arabizing medical, economic, technological, business and other scientific terms. Throughout this course, students will be provided with a full account of procedures, methods and means of Arabizing and translating scientific terminology.

#### 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 the special importance of scientific texts in general.

1. Stressing the importance of Arabization as a wide-range process of rendering scientific terms into Arabic.
2. Explaining to students in practical terms the importance, possibility, necessity, validity and inevitability of Arabizing medical, economic, technological, business and other scientific terms.
3. Providing the students with a full account of procedures, methods and means of Arabizing and translating scientific terminology.

### 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"> <li>● Traditional classroom</li> <li>● E-learning</li> </ul>		



No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

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

No	Activity	Contact Hours
1.	<b>Lectures</b>	32 hours
2.	<b>Laboratory/Studio</b>	
3.	<b>Field</b>	
4.	<b>Tutorial</b>	
5.	<b>Others: Exams</b>	4 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 texts in general, particularly scientific texts.	K4	<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> </ul>
1.2	Identify common translation problems and solutions.	K4	<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 of translation in relation to specific texts.	K4	<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 practice of translation to assigned texts.	S4	<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> <li>- Translation assignment.</li> <li>- Class discussion.</li> </ul>





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			- Interactive workshops.	
2.2	Demonstrate research and analytical skills.	S5	- Traditional lecturing. - Reading articles. - Research seminars. - Interactive workshops	- Translation assignment.
2.3	Use taught solutions to address common translation problems.	S4	- Class discussion. - Reading articles. - Interactive workshops.	- Translation assignment. - Analytical exam questions.
2.4	Use the theories and principles of translation to translate assigned texts.	S4	- Analyzing select 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.
3.2	show tendency of continuous self-learning and independence in work and education.	V2	- Traditional lecturing - Class discussion. - Watching documentaries.	- Class discussion.

### C. Course Content

No	List of Topics	Contact Hours
1.	<b>Introduction to the Course:</b> first, definitions of the course terminology and boundaries, followed by the reasons why scientific texts, especially medical, business, economic and technological texts are singled out of other types of scientific texts. In addition to the pivotal importance and recurrence of scientific texts in our age of science and technology in both languages, English and Arabic, these texts are among the most recurrent in the Country in relation to translation demands. Thus, the nature of the terminology of these scientific texts in specific are discussed. Finally, a historical background of Arabizing medical texts by classical Arab translators is introduced at this primary stage. Since these texts are only English by origin, the direction of translation in this course is one way	6





	only: English-Arabic. The opposite direction, Arabic-English, is attempted only occasionally, anyway	
2.	Then the course discusses <b>the problems and difficulties of translating and Arabizing scientific texts</b> due to their special, accurate and sometimes complicated nature, followed by how to deal with them with respect to the proper procedures and methods of translation and Arabization applied.	6
3.	At the next stage, <b>the methods, procedures and means of Arabicization</b> of scientific terms in general are discussed in detail with many illustrative examples provided from the records of the Arabic Language Academies. These include: derivation, revival / engendering, coinage, semantic extension; figurative extension of meaning of old terms, naturalization, transference, borrowing, translation, neologisms and several others. Many new terms are introduced here side by side with their possible Arabic, or Arabized equivalents. Arabization is always in sight throughout this course.	6
4.	Care is then taken of <b>natural medical, business and economic texts</b> (usually short), especially those related to latest discoveries and developments in the fields. More practice of translating up-to-date texts is suggested here.	6
5.	Then <b>natural technological texts</b> , especially computer sciences, communications and the Net. Many new words and expressions are introduced almost daily in these fields. Hence, further practice of translating up-to-date technological texts (usually short) is suggested here again. Problems of translating and arabicizing these texts and terminology alongside their possible solutions are focused on here.	6
<b>Total</b>		<b>30</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p><b>Midterm Exam:</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 the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	Week 6	20%
2.	<p><b>Analytical essay and/or Creative projects:</b></p> <p>Topics, guidelines and deadlines should be specified at the beginning of the course.</p>	Week 9	20%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	Assignments should be marked for structure, punctuation, content and proper citation of sources.  A clear rubric should be followed.		
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 Exam</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.	Final Exam Period	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>	<ol style="list-style-type: none"> <li>1. Stetkevych, J. 2007. <i>The Modern Arabic Literary Language: Lexical and Stylistic Developments</i>. Georgetown University Press: Washington DC.</li> <li>2. Ghazala, H. 2012. <i>Arabization from A to Z: A Textbook</i>. Jeddah: Kunooz AlMarifa</li> </ol>
<b>Supportive References</b>	<ol style="list-style-type: none"> <li>1. شاهين، عبدا لصبور. 1986. العربية لغة العلوم والتقنية. القاهرة: دار الاعتصام.</li> <li>2. الخطيب، أحمد شفيق. 1982. منهجية في وضع المصطلحات العلمية الجديدة مع ترجمة للسوابق واللواحق الشائعة. اللسان العربي، جزء 19</li> <li>3. الخطيب، أحمد شفيق. 1982. معجم المصطلحات العلمية والفنية والهندسة: إنجليزي / عربي. لبنان: مكتبة لبنان.</li> <li>4. الشهابي، مصطفى. 1965. المصطلحات العلمية في اللغة العربية في القديم والحديث. دمشق: مطبوعات المجمع العلمي العربي.</li> <li>5. غنيم، كارم السيد. 1990. اللغة العربية والصحة العلمية الحديثة. القاهرة: ابن سينا.</li> <li>6. المغربي، عبدا لقادر. 1974. الاشتقاق والتعريب. القاهرة.</li> <li>7. المنظمة العربية للتربية والثقافة والعلوم: سلسلة اللسان العربي. الرباط: مكتب تنسيق التعريب.</li> <li>8. حجازي، محمود فهمي. 1993. الأسس اللغوية لعلم المصطلح. القاهرة: مكتبة النهضة.</li> <li>9. الحمزاوي، رشاد. 1986. المنهجية العامة لترجمة المصطلحات وتوحيدها وتنظيمها. بيروت: دار الغرب الإسلامي.</li> </ol>



	<p>10. المنظمة العربية للتربية والثقافة والعلوم: سلسلة اللسان العربي. الرباط: مكتب تنسيق التعريب.</p> <p>11. الديدواوي، محمد (2000). الترجمة والتواصل: دراسات تحليلية عملية لإشكالية الاصطلاح ودور المترجم. المركز الثقافي العربي. الدار البيضاء: المغرب.</p> <p>12. Khudro, A. (2016). Translating Business English into Arabic. AIAC PTY.TD</p>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. Updated Natural scientific texts of different types and sources to be used in the class.</li> <li>2. Online data, material, terminology banks of the Coordination Bureau of Arabization, and Damascus and Cairo Arabic Language Academies minutes, proceedings, publications (Journals and Dictionaries).</li> <li>3. Online latest scientific translations into Arabic to be used and consulted by students and teachers alike.</li> </ol>
<b>Other Learning Materials</b>	Online updated material on scientific translation and terminologies.

## 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>

