Course Specification

— (Bachelor)

Course Title:	**Foundations of Translation**
Course Code:	**ENG 2401**
Program:	**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: 4

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	☐ Others
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: Level 5

4. Course general Description:

The course is an introduction to translation as an independent field of study and discipline per se. It demonstrates to students as much theoretically as practically. It sets the scene for the rest of translations course to follow in the Program. It starts with the various definitions of translation and its basic terminology like 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. Then, it gives the students a brief idea about the different types of translation: written, oral (or interpreting), technological, etc. and the sub-types of each. Then it introduces students to essential terms and concepts in the discipline of translation including translation problems, translation skills, methods of translation (the two main methods, literal and free, for the time being) and translation procedures in particular. An exemplified general account of these terms is provided at this stage to be extended further in the next stage of this and other translation courses in the Program. Hence, the course will be both theoretical (as simply as possible) and practical (as extensively as possible) for application will be the confirmed evidence for any theoretical principle, for no evidence, no theory.

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

(ENG1109) Reading Comprehension 3
(ENG1112) Academic Writing 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 (which will be applicable to our Program at the Department of English), 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.Giving students a general and simple idea about the main one or two methods of translation (e.g. free and literal), then at a later stage, more methods can be introduced).

6.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.

7.Acquainting students with the term "translation procedures" with two or three procedures exemplified for as sample examples to be extended later on in this and remaining translation courses in the Program.

8.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.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4 hours per week	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**	38 hours
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others: Exams**	2 hours
Total		40 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 all types of 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	-Traditional lecturing. -Class discussion. -Online discussion. -Reading articles. - Seminars. - Interactive workshops.	-Open-book quizzes. - Analytical exam questions. -Translation assignment. -Class discussion.
2.2				- 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.
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	- Traditional lecturing - Reading scholarly articles.	- Class discussion. - Projects - Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	- Traditional lecturing - Class discussion. - Watching documentaries.	-Class discussion. - Projects assignments

C. Course Content

No	List of Topics	Contact Hours
1.	**Introduction**: It defines translation as a theoretical and practical discipline and field of study in as simple terms and definitions as possible. Then a distinction is made between the different types of translation, i.e., written, oral (or interpreting), technological, etc. and the sub-types of each. Next is a list of frequent and recurrent translation basic terminology and acronyms is provided including Source Language (SL), Target Language (TL); SL readership, TL readership, Source Text (ST), Target text (TT), Unit of Translation (UT), etc. In addition, it introduces students to essential terms and concepts in the discipline of translation including translation problems, translation skills, methods of translation (the two main methods, literal and free for the time being) and translation procedures in particular. An exemplified general account of these terms is provided at this stage to be extended further in the next stage of this and other translation courses in the program.	4
2.	**How to Translate:** The next step after setting the scene for the course is how to put pen to paper, or how to start translating. The process is not haphazard at all, on the contrary, it is well-organized to achieve maximum accuracy and faithfulness of translation. Therefore, a plan is put forward to teach students how to start translating, and then how to translate in general. The plan is based on the UNIT of TRANSLATION (UT), which is the pillar stone of the process of translating from the very beginning to the very end. The UT is a unit of meaning that can stand temporarily independently of the other preceding and proceeding units of the sentence, and is not affected by them. The UT can be one word (e.g., generally, thus, however, also, etc.), a phrase (a collocation, an idiom, etc.), a clause (subordinate, main, etc.), or, maximum, a sentence. So the sentence is the largest UT, being an expression of thought and generally the largest linguistic unit. This guarantees a great degree of accuracy of translation and a well-organized process of translating. Many illustrative examples are provided to confirm that in application.	4
3.	**The Approach to Translation:** For convenience of easiness of methodology, the course adopts a bottom-up approach to translation, starting with the translation of the smaller units of words and terms, followed by phrases and expressions, followed by clauses, then by sentences and, finally, by texts. This is the stratified layout of the course in general that may make it easier, more logical and more organized for students to follow and understand. At each stage, examples are given extensively from different types of texts and contexts in one direction only: English-Arabic, due to the difficulty of Arabic-English direction which can be exemplified for later in the course and other courses of translation to come in the Program.	4
4.	**Translation Problems**: including the major types which are (1) grammatical (e.g. problems of translating primary verbs, modals, tense, interrogative, negative, sentence types, conditional sentences, word classes, sentence connectors, and so on), (2) lexical (problems of translating synonymy, monosemy, polysemy, collocations, idioms, proverbs, figurative language –	4

	especially metaphors, Arabization, proper names, titles of different types, geographical terms, UN acronyms, culture, etc.), stylistic (problems of translating the styles of formality vs. informality, repetition, parallelism, redundancy, ambiguity, irony, passive vs. active, verbalization, nominalization, simple vs. complex style, short vs. long sentencing, expressivity and show of muscles style, punctuation, etc.), and phonological (a rough idea about problems of translating sound and prosodic features like rhyme, rhythm, parallelism, foot, meter, alliteration, consonance, assonance, tone/pitch, onomatopoeia, etc.). Only some of these problems are introduced at this stage with illustrative examples (English-Arabic).	
5.	**Translation Skills:** At this stage, translation skills of different types can be suggested. They include (1) language skills (e.g. reading, writing, comprehension, grammatical, lexical, phonological and stylistic skills) and translation skills (like analytical, methodological, dictionary use, improvement, revising, cultural skills, specialization skills, translation methods skills, translation evaluation skills, etc.). Again, at this stage, only major skills of language and translation are elaborated on and exemplified (English-Arabic). Later, more translation skills and skills related to translation are introduced and developed in the other translation courses to come in the Program in next levels.	4
6.	Midterm or Quizzes	2
7.	**Translation Methods:** Now methods of translation can be introduced in the course at a stage that students have supposedly become a little mature in translation. Only major methods of translation are discussed here, namely literal translation (and its three types: word-for-word, one-to-one and close translation of meaning), and free translation (and its three types: bound, loose and eclectic free translations). Later at this stage, the other known pair of translation methods, semantic and communicative, can be briefly introduced vis-à-vis one another, with several illustrative examples given from English-Arabic.	5
8.	**Translation Procedures:** Toward the end of this course some basic translation procedures are discussed and exemplified, being parts of the solutions to many translation problems of social, religious, cultural, political, geographical, ideological and several other terms. There are many of these procedures including: transference/transliteration, naturalization, paraphrase, classifier, translation couplet &triplet, footnoting, neutralization, literal translation, cultural equivalence, approximation, synonymy, translating sense, euphemization, etc. Some of these procedures are picked up, explained and illustrated by examples in simple, straightforward terms (English-Arabic, and occasionally Arabic-English especially with reference to Islamic terms).	5
9.	**Conclusion:** A summary of the previous stages of the course is provided in clear terms, including: definition of translation and other key terms related to it (the introduction), the steps of how to translate (the second topic), how to approach translation (the third topic), translation problems (the fourth topic), translation skills (the fifth topic), translation methods (the sixth topic) and, finally,	4

	translation procedures. By this, the main points of the course have been rounded up satisfactorily, and the students are prepared for a new stage of taking another translation course in the Program, having been equipped with the necessary tools and knowledge to guide them through it.	
10.	Revision	4
Total		**40**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Midterms or Quizzes:** **The exam should contain at least 10% 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.**	**Week 6**	**20%**
2.	**Analytical essay and/or Creative projects:** 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.	**Weeks 9**	**20%**
3.	**Discussion in class and online:** 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.	**Final Exam** 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	**Final Exam Period**	**50%**

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	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. Munday, J. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). Abingdon/New York: Routledge. 2. Hatim, B., & Munday, J. (2001). Translation: An advanced resource book for students. London/New York: Routledge. 3. Elewa, A. (2014). Levels of Translation. Cairo: Qalam for Translation and Publishing. 4.Ghazala, H. (2008/14). Translation as Problems and Solutions: A Textbook for University Students and Trainee Translators. Konooz Al-Marifah: Jeddah, Saudi Arabia. 5.Farghal, M. and Shunnaq, A. (2011). Translation with Reference to English and Arabic: A Practical Guide. Dar Al-Hilal for Translation: Amman, Jordan.
Supportive References	1.Hatim, B. 1997. English-Arabic and Arabic-English Translation. London: Saqi Books. 2. Newmark, P. (1988/95). A Textbook of Translation. Prentice Hall. 3. Newmark, P (1982/95). Approaches to Translation. Phoenix ELT. 4. Ghazala, H. (2017). A Textbook of Translation as Problems and Solutions: A Contrastive Linguistic Approach (Arabic-English). Konooz Al-Marifah: Jeddah, Saudi Arabia. 5. Rojo, A. (2009). Step by Step: A Course in Contrastive Linguistics and Translation. Peter Lang
Electronic Materials	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.
Other Learning Materials	1. Translation in theory and practice software. 2. Computer-aided translations corpus on the basics of translation on daily basis.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	**Classrooms**

Items	Resources
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**