### ATTACHMENT 5.

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T6. Course Specifications**

**(CS)**

**Course Specifications**

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| Institution **Umm Al-Qura University** Date 9/4/1439 |
| College/ Department **Al-Qunfudhah University College English Department** |

A. Course Identification and General Information

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| 1. Course title and code: **Translation1** |
| 2. Credit hours 2 |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course **Morad Yasin Deab Alrefo** |
| 5. Level/year at which this course is offered |
| 6. Pre-requisites for this course (if any) |
| 7. Co-requisites for this course (if any) |
| 8. Location if not on main campus |
| 9. Mode of Instruction (mark all that apply)  a. traditional classroom What percentage? 100%  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  Comments: |

B Objectives

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| 1. What is the main purpose for this course?   * to explore and understand the details, nuances, and secrets of language and language transfer; * to understand the workings and importance of translation in all global and intercultural exchanges; * to learn about and develop skills in terminology and technologies of translation; * to participate and work in increasing international inter-connectedness; * to acquire professional skills in language transfer and get a job in the field; |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  Weekly IT Lab sessions  Translation Websites  . |

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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| Course Description:  Translation has been designed to meet the increasing local, national, and international demand for professionals, educators, and students interested in meeting the challenges of modern multicultural, multilingual societies.  Participants will explore the history, principles, theory, and practice of oral and written translation. They will practice the techniques of legal, medical, technical, general, and literary translation and learn to use specialized dictionaries and other essential reference materials. They will also improve their knowledge of English and Arabic syntaxes, morphologies, and semantic systems. |

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| 1. Topics to be Covered | | |
| Introduction of the main concepts of translation studies | No. of  Weeks | Contact hours |
| Equivalence | 2 |  |
| Context and metaphorical translation | 2 |  |
| Precise translation | 2 |  |
| Adaptation and Free Translation  Translation strategies  Naturalization and Arabicization | 2 |  |
| Cultural approximation | 2 |  |
| Descriptive translation | 2 |  |
| Using the dictionaries  Kind of dictionaries | 2 |  |
| Information in Monolingual dictionaries | 2 |  |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory  or Studio | Practical | Other: | Total |
| Contact  Hours | 2 hrs |  |  |  |  |  |
| Credit |  |  |  |  |  |  |

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| 3. Additional private study/learning hours expected for students per week.  2 |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| On the table below are the five NQF Learning Domains, numbered in the left column.  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) |

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| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| 1.1 | Learning through an effective blend of theory and practice, you will develop critical thinking on language use and translation | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation,  . |
| 1.2 | Learn to implement various translation strategies and broaden your understanding of a variety of issues in relation to translation. | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation  . |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | . Introduces the basic theory and strategies for written translation. Students translate texts from various categories including literary, technical, business and advertising. Through hands-on practice and exercises, participants develop the fundamental analytical, cognitive, and linguistic skills that are essential for professional written as well as sight translations. | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation, |
| 2.2 |  |  |  |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Show self-reliance when working independently | individual/ performance tasks | Performance tasks (e.g. oral presentations) |
| 3.2 |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | Demonstrate learning through pair work and  group work activities | Opening discussion sessions | In-class tests,  progress tests. |
| 4.2 | Express opinion and share viewpoints | Discussion giving students more opportunities to speak and freely to express personal thoughts, views, and experience on translation | Performance tasks (e.g. oral presentations) (optional)  Written/ oral feedback |
| **5.0** | **Psychomotor** | | |
| 5.1 | None | None | None |
| 5.2 |  |  |  |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | Mid-Term Exam |  | 20% |
| 2 | Participation, homework, quizzes |  | 10% |
| 3 | Attendance |  | 10% |
| 4 | Final exam |  | 60% |
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D. Student Academic Counseling and Support

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  Regular meetings with students |

E Learning Resources

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| 1. List Required Textbooks   * Translation with Reference to English and Arabic : a practical Guide 1 * Translation with Reference to English and Arabic : a practical Guide 2   By: Farghal, M. & Shunnaq, A Dar AL-Hilal For Translation 1999.   * English-Arabic/Arabic-English translation: a practical guide   This translation guide is based on sound theoretical and pedagogical principles.  By [Basil Hatim](https://www.google.com.sa/search?tbo=p&tbm=bks&q=inauthor:%22Basil+Hatim%22)  Saqi Books, 1997 - [Language Arts & Disciplines](https://www.google.com.sa/search?tbo=p&tbm=bks&q=subject:%22Language+Arts+%26+Disciplines%22&source=gbs_ge_summary_r&cad=0) - 235 pages |
| 2. List Essential References Materials (Journals, Reports, etc.) |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

F. Facilities Required

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  Library that can fit 60 -70 students.  Computer labs that can be filled with up-to 30 students  Lecture rooms, laboratories with 40 seats |
| 2. Computing resources (AV, data show, Smart Board, software, etc.) |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  A printer, scanner & photocopier. |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  student survey |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  The assessment tasks and other work that students produce in the course of their study is a valuable source of information about your teaching and curriculum design. There are many ways to use students' work in both self- and peer-evaluation, for purposes such as developing teaching skills, refining curriculum, diagnosing problem areas and providing evidence of effective teaching. |
| 3 Processes for Improvement of Teaching  Improve the educational experiences provided by the instructor and identify the professional educational need to further develop the capacity to teach well. |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)  Peer rating/grading  Reviewing with a staff member |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  None |

Name of Course Instructor: \_Morad Yasin Deab Alrefo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: 30/12/2017\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_